

Graduate Council

Agenda

October 26, 2021

I. New Business:

Approval of minutes from the 2-16-21 meeting

Removal of the WF grade designation

Campbell School of Business:

Graduate Catalog Updates FA2021

Request for Graduate Faculty Status – Samantha Nazione CV

Charter School of Education & Human Sciences:

Graduate Catalog Changes

Curriculum Changes

Next Meeting: Tuesday, 11/16/21 at 11 a.m.

Agenda items for the 11/16 meeting

*will be due on **Thursday, 11/11 at 5 p.m.***

Graduate Council
Minutes of February 16, 2021

Dr. Boyd called the Zoom meeting to order. In attendance were: Basil Englis, Paula Englis, Michelle Haney, Sherre Harrington, Joyce Heames, Alan Hughes, Nancy Mercer, Carolyn Stufft, Monica Willingham.

Minutes from December 15, 2020 were *approved by voice vote*.

Campbell School—point of information

Ms. Mercer provided a point of information about the accountancy track of the MBA. It is being paused due to lack of students as well as lack of faculty to teach. Dr. Boyd asked for more information about the lack of faculty.

Dean Heames responded that Kim Bushnell was a key component of the program and she has moved to different role. Ms. Mercer added that there was also an adjunct who has retired. Dr. Boyd noted that there is a SACSCOC policy that if a program is inactive for long enough it would be considered a substantive change to bring it back. Dean Hughes confirmed that the limit is five years. Ms. Mercer commented that they were taking a look at the entire program and will be reviewing next steps. Dr. Boyd suggested that it might be a good program to be online?

Ms. Mercer also reported on survey of May 2020 graduates. The results indicate that they are good to be included with the 2021 graduates in the May ceremony. They would like to have some opportunity to do something with each other, perhaps something more informal.

Dr. Boyd asked if the graduate education school had feedback from their graduates? Ms. Willingham responded that they are also fine being a part of the 2021 class ceremony. Dr. Boyd commented that we may not have enough room in the chapel for both classes for both schools with family members.

Dean Heames inquired about the status of the undergraduate commencement. Dr. Boyd responded that one option is to use the football field, but if it is too hot it might be in the Evans lawn area, with social distancing. Dean Heames asked if it would be possible for it to be set up the Friday night before so that we could use it for the graduate program. Dr. Boyd replied that we'd have to check into it, but they do not set up the sounds system the night before. Perhaps we could use a smaller sound system for the ceremony.

Dean Heames commented that in case of bad weather, the graduate program could perhaps fit in the Cage or Krannert, but the undergraduate ceremony would require limited guests. Dr. Boyd commented that we'd have to discuss whether to combine them into one ceremony or not under various circumstances.

Old Business

Dr. Baines reintroduced proposal to revise the MAT program.

The program would be intended for students who have post-secondary degree already who may wish to move into the teaching field. He commented about questions of early childhood MAT, which isn't feasible at this time given the number of new courses that would be necessary to satisfy state requirements. Middle grades offers additional challenges which would require more planning. This program would be for secondary teaching. Dr. Boyd questioned whether the secondary courses are already available. Ms. Willingham responded that some of the courses are already available. Dr. Baines outlined the extensive number of hours necessary.

Dr. Boyd asked if the secondary education majors not also need additional hours? Dr. Baines added that these students would come in with a degree that meets the content requirement.

Dr. Englis asked for confirmation that you're not choosing to move ahead with the early childhood program, but are moving forward to move ahead with the secondary education program? Dr. Baines responded that yes, we're only asking to approve the secondary MAT program at this time. Dr. Boyd suggested that, given that this program has been inactive for so long, it is considered a new program from a SACSCOC perspective and would need approval by Graduate Council.

Dr. Boyd asked if it was not the case that additional faculty would be needed for the Elementary education MAT program. Dr. Baines responded that there are some courses at the undergraduate program at the 200-level that could be cross-listed. Ms. Willingham commented on some courses that had been used in the past.

Dr. Boyd suggested that, given earlier conversations about the desire to combine these programs and reactivate the early childhood program as well, perhaps the department should look at what it might take to do both.

Dr. Baines responded that we don't currently have the full-time faculty necessary to teach this program. Making use of part-time faculty to currently cover these elementary-level courses. This is part of why we need to move forward now with the secondary education MAT.

Dean Hughes noted the deadlines for SACCOCS and state approval.

Dean Heames asked about the feasibility of business graduates to be in the program. Dr. Baines responded that we don't currently offer a Business education option but could apply for this.

Dean Hughes asked if it make sense for Dr. Baines and Ms. Willingham to research a bit more prior to starting the approval process with SACS? Dr. Haney commented on the three-course sequence already approved by the PSC for the autism endorsement. Dr. Willingham suggested that there is also a pedagogy-only path that was already approved. Ms. Willingham indicated that several courses had been approved already. Dr. Baines responded that he was not comfortable with some of those pedagogy-only programs due to concerns of quality and lack of financial aid. Dr. Boyd commented that it seemed that last year there was some enthusiasm about the pedagogy-only program.

Dr. Boyd noted that, looking back at the Graduate Council meeting in December, the education school was encouraged to consider whether it might be better to combine additional programs into a single proposal.

Dr. Baines responded that, if it is the wish of the Council, we can go back and look.

Dean Hughes, asked about the feasibility of middle grades? Dr. Boyd responded that she is not certain whether there were enough Berry graduates that would have two majors and whether it would work. Dr. Baines responded that our numbers in middle grades have been quite small over the past 5 years, so it is not clear that the program would be viable.

Dr. Boyd asked if the department is considering closing the middle grades program? Dr. Bains responded that we've not determined what to do yet, but have noted the very small enrollment in the programs. Given the uncertainty and complexity we did not want to include the middle grades into this proposal.

Dr. Boyd responded that certainly a priority would be to increase interest and enrollment in the UG middle grades program. Dr. Boyd asked if there was also a cross-walk between the two programs? Ms. Willingham responded that there was.

Dr. Haney suggested that as the department continues to discuss options, she would encourage them to consider additional endorsements as part of the programs that might make the program more interesting to students. Dr. Baines agreed.

Ms. Willingham commented that for endorsements it doesn't matter whether it is an undergraduate or graduate level.

Dean Hughes asked what the ideal timeline would be. Dr. Boyd responded that we can move as quickly as needed. Next meeting would work, or later if necessary.

Next meeting TBD.

Chair: Mary Boyd

Secretary: Bryce Durbin

Graduate Catalog Updates to 2021-2022 Graduate Catalog Submitted by CSOB Graduate Policy & Assessment Committee

<https://catalog.berry.edu/content.php?catoid=19&navoid=638>

Current:

Admission to M.B.A. Program

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

1. Graduate application form (See section on Admissions).
2. One official transcript from each college or university attended
3. A satisfactory score on the GMAT or the GRE
4. A satisfactory undergraduate grade-point average
5. Two letters of recommendation
6. An essay describing the applicant's reasons for seeking an M.B.A.
7. Applicants from non- English speaking countries will need to provide scores from either TOEFL or IELTS.
8. A current résumé for evaluation of work experience and computer skills.

Applicants may petition for a GMAT/GRE waiver based upon having met one or more of the following criteria:

- Completion of an advanced degree (i.e. Master's or higher) from a fully accredited institution of higher education.
- Professional business certifications such as CPA, CFA, SHRM, PMP, etc. Other certifications will be considered on a case-by-case basis.
- Progressive work experience of 10 years or more with demonstrated career growth and responsibility.

Approval of a GMAT/GRE waiver does not imply acceptance into the program.

GMAT/GRE waivers are not automatic or guaranteed and are considered on a case-by-case basis and approved by the graduate faculty. Additional assessment and demonstration of quantitative competencies will be required as part of the waiver evaluation process.

Change:

Admission to M.B.A. Program

All applicants to degree-seeking programs must hold a baccalaureate degree from a fully accredited institution of higher education. The applicant must submit the following (visit [berry.edu/mba](https://catalog.berry.edu/mba) for additional instructions):

1. An online graduate application.

2. One official transcript from each college or university attended.
3. An essay outlining goals in pursuing graduate study and strengths the applicant brings to the program.
4. Two letters of recommendation from current or previous supervisors, professors, mentors, co-workers, clients, vendors, etc.
5. A current résumé for evaluation of work experience, community service, technical skills/professional certifications, and other relevant skills or interests.
6. International applicants will need to provide scores from either TOEFL or IELTS, a World Education Services evaluation, and a completed Certification of Finances form.
7. GMAT/GRE – Berry has a test-optional policy and no longer requires a GMAT or GRE score to complete the application for admission. Applicants may choose whether or not to submit scores as part of their application.

Continuing Personnel

<https://catalog.berry.edu/content.php?catoid=19&navoid=640>

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

Change: Delete Associate

Current: Eric R. Kushins, Assistant Professor of Management, Marketing & Creative Technologies; B.A with Honors, the College of Social Studies, Wesleyan University; M.A., Rutgers University; Ph.D., Rutgers University. (2018)

Change: Delete Marketing & Creative Technologies

Current: Matthew H. Levin, Associate Professor, Accounting and Finance B.S., Florida State University; Master of Taxation, M.B.A., Georgia State University; Ph.D., Case Western Reserve University (2017)

Change: Add Clinical before Associate, Delete Finance

Current: Thema Monroe-White, Visiting Assistant Professor, Marketing B.S., M.S., Howard University; Ph.D., Georgia Institute of Technology

Change: Delete Visiting Assistant Professor, Marketing, Add Assistant Professor of Data Analytics

Add: Anna J. Vredevelde, Assistant Professor of Marketing, M.S., Lund University; M.B.A., University of North Carolina at Greensboro; Ph.D., University of Connecticut.
(Originally approved by Graduate Council on 11.20.2018)

Curriculum Vitae

Samantha A. Nazione (previously Samantha A. Munday)

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Address: 410 Green Hall, Berry College, Mt. Berry, GA 30149

EDUCATION:

B. A. Michigan State University, Communication, 2007

M. A. Michigan State University, Health Communication, 2009

Ph. D. Michigan State University, Communication, 2013

PROFESSIONAL EXPERIENCE:

Fall 2021 to Present, Associate Professor, Department of Management & Marketing, Berry College

Fall 2020 to Present, Associate Professor, Department of Communication, Berry College

Fall 2014 to Present, Assistant Professor, Department of Communication, Berry College

Fall 2012 to Spring 2013, Assistant, Director of the Health and Risk Communication MA program at MSU

Fall 2009 to Spring 2013, research and teaching assistant, Department of Communication, MSU

Fall 2007 to summer 2009, research assistant, Department of Telecommunication, Information and Media Studies at MSU

Summer 2008, intern for donor analysis, the Great Lakes Region American Red Cross

Summer 2007, research assistant, The Nursing Research Center at MSU

Summer 2007, intern for health education, The Livingston County Health Department

Fall 2005 to summer 2007, research assistant, The Health and Risk Communication Center, MSU

TEACHING EXPERIENCE:

Public speaking

Public speaking for healthcare professionals

Provider-patient communication

Principles of public relations

Public relations writing

Methods of audience analysis

Persuasive message design

Public relations cases and campaigns

Senior Seminar

Social media management

AWARDS and HONORS:

2017 Eleana M. Garrett Award for Meritorious Advising and Caring
2013 International Communication Association Top Student Paper, Health Communication Division
2013 Michigan State University Excellence-in-Teaching Citation
2009 National Communication Association Scholar to Scholar Session Best Overall Presentation Awardee
2009 Rasmussen Fellowship
2007 Graduated with High Honors from MSU
2007 University Undergraduate Research Arts and Forum First Place Award, MSU
2006 University Undergraduate Research Arts and Forum Merit Award, MSU

SERVICE

Guest reviewer for *Health Communication*
Guest reviewer for *Journal of Health Care for the Poor and Underserved*
Guest reviewer for *Journal of Health Communication*
Guest reviewer for *National Forensic Journal*
Guest reviewer for *Women's Health Issues*
Guest reviewer for *Pedagogy in Health Promotion*
Guest reviewer for *Medical Education*
Guest reviewer for *Journal of Communication in Healthcare*
Guest reviewer for *Journal of Family Communication*
Guest reviewer for *Communication Quarterly*
Guest reviewer for *Telemedicine and Telecare*
Guest reviewer for *Pediatrics*
Guest reviewer for *Encyclopedia of Health and Risk Message Design and Processing*
Guest reviewer for *Journal of Applied Communication Research*
Guest reviewer for *Journal of Agromedicine*

PUBLICATIONS IN PEER REVIEWED JOURNALS:

- Nazione, S.,** Perrault, E., & Pace, K. (2020). Impact of information exposure on perceived risk, efficacy, and preventative behaviors at the beginning of the COVID-19 pandemic. *Health Communication*, 26, 23-31. <https://doi.org/10.1080/10410236.2020.1847446>
- Nazione, S.,** Nazione, A., & Griner, T. (2020). How do perceptions of verbal statements and nonverbal actions as empathetic differ by medical appointment context? *Patient Education and Counseling*, 103, 410-413. <https://doi.org/10.1016/j.pec.2019.08.016>
- Nazione, S.,** Perrault, E., & Keating, D. (2019). Finding common ground: Can provider-patient race concordance and self-disclosure bolster patient trust, perceptions and intentions? *Journal of Racial and Ethnic Health Disparities*, 6, 962-972.
- Nazione, S., &** Perrault, E. (2019). Responding to social media consumer complaints: An empirical examination of the consequences. *Corporate Reputation Review*, 22, 134-143. <https://doi.org/10.1057/s41299-019-00064-2>

- Nazione, S., & Nazione, A.** (2018). Reducing health disparities: Understanding the unintended effects of health care professional and patient characteristics on treatment. *Journal of the American Osteopathic Association*, 118, 376-383. doi: 10.7556/jaoa.2018.081
- Silk, K., Perrault, E. K., **Nazione, S. A.**, Pace, K., & Collins-Eaglin, J. (2017). Evaluation of a social norms approach to a suicide prevention campaign. *Journal of Health Communication*, 22, 135-142. doi: [10.1080/10810730.2016.1258742](https://doi.org/10.1080/10810730.2016.1258742)
- Smith, S. W., Hitt, R., Russell, J., **Nazione, S.**, Silk, K., Atkin, C., & Keating, D. (2017). Risk belief and attitude formation from translated scientific messages about PFOA, an environmental risk associated with breast cancer. *Health Communication*, 32, 279-287.
- Hitt, R., Perrault, E. Smith, S., Keating, D., **Nazione, S.**, Silk, K., & Russell, J. (2016). Scientific message translation and the heuristic systematic model: Insights for designing educational messages about progesterone and breast cancer risks. *Journal of Cancer Education*, 31, 389-396. doi:10.1007/s13187-015-0835-y.
- Nazione, S.**, Silk, K., & Robinson, J. (2016). Verbal social support for newly diagnosed breast cancer patients during surgical decision-making appointments. *Journal of Communication in Healthcare*, 9, 267-278. doi: 10.1080/17538068.2016.1199174
- Nazione, S.** (2016). An investigation of first-versus third-person risk narrative processing through the lens of the heuristic-systematic model. *Communication Research Reports*, 33, 145-155. doi: 10.1080/08824096.2016.1155048
- Pace, K., Silk, K., **Nazione, S.**, Fournier, L., & Collins-Eaglin, J. (2016). Promoting mental health help-seeking among first-year college students. *Health Communication*, 15, 1-9, [10.1080/10410236.2016.1250065](https://doi.org/10.1080/10410236.2016.1250065)
- Perrault, E. K., & **Nazione, S.** (2016). Informed consent – uninformed participants: Shortcoming of social science consent forms and recommendations for improvement. *Journal of Empirical Research on Human Ethics*, 1, 1-7. doi: 10.1177/1556264616654610
- Smith, S. W., Hitt, R., Russell, J., **Nazione, S.**, Atkin, C. K., Silk, K., & Keating, D. (2016). Risk belief and attitude formation from translated scientific messages about PFOA, an environmental risk associated with breast cancer. *Health Communication*, doi: 10.1080/10410236.2016.1138350
- Nazione, S.** (2015). Slimming down medical provider weight bias in an obese nation. *Medical Education*, 49, 952-958. doi: 10.1111/medu.12793
- Nazione, S., & Pace, K.** (2015). An experimental study of medical error explanations: Do apology, empathy, corrective action and compensation alter intentions and attitudes? *Journal of Health Communication*, 20, 1422-1443. doi: 10.1080/10810730.2015.1018646

- Silk, K.J., Perrault, E.K., Ladenson, S., & **Nazione**, S. (2015). The effectiveness of online versus in-person library instruction on finding empirical communication research. *The Journal of Academic Librarianship*, 41, 149-154.
- Silk, K.J., Perrault, E.K., **Nazione**, S., Sheff, S., Ahn, J. (2015). Patient-centeredness, choice and uncertainty about cancer screening surveillance: An analysis of the Health Information National Trends Survey. *Communication Research Reports*, 32, 159-169. doi:10.1080/08824096.2015.1016143
- Nazione**, S., & Silk, K. (2013). Patient race and perceived illness responsibility: Effects on provider helping and bias. *Medical Education*, 47, 780-789. doi: 10.1111/medu.12203
- Nazione**, S., Pace, K., Russell, J., & Silk, K. (2013). A ten year content analysis of original research articles published in Health Communication and the Journal of Health Communication (2000-2009). *Journal of Health Communication*, 18, 223-240.
- Silk, K.J., Perrault, E.K., **Nazione**, S., & Pace, K. (2013). Prostate cancer treatment decision-making information online: Improving its effectiveness and dissemination for non-profit and government-supported organizations. *Journal of Cancer Education*, 28, 709-716. doi:10.1007/s13187-013-0515-8
- Smith, S., Clark-Hitt, R., **Nazione**, S., LaPlante, C., Park, H., Sung, R., & Leichtman, A. (2013). Comparison of communication and personal characteristics of living kidney donors and a matched quota sample. *Clinical Transplantation*, 27, 104-112. doi: 10.1111/ctr.12026
- Smith, S., Clark-Hitt, R., **Nazione**, S., Russell, J., Silk, K., & Atkin, C. (2013). The effects of heuristic cues, motivation, and ability on systematic processing of information about breast cancer environmental factors. *Journal of Health Communication*, 18, 845-865. DOI:10.1080/10810730.2013.768722
- Whitten, P., **Nazione**, S., & Lauckner, C. (2013). Tools for assessing the quality and accessibility of online health information: Initial testing among breast cancer websites. *Informatics for Health and Social Care*, 38, 366-381. doi: 10.3109/17538157.2013.812644
- LaPlante, C., Smith, S. W., **Nazione**, S., & Kotowski, M. (2012). An initial investigation into naturally occurring loss- and gain-framed memorable breast cancer messages. *Communication Quarterly*, 60, 1-16. doi: 10.1080/01463373.2012.642269
- Russell, J. C., **Nazione**, S., & Smith. (2012). An initial examination of facebook as a source of memorable messages for first-year college students. *Journal of the First-Year Experience and Students in Transition*, 24, 107-121.
- Silk, K., **Nazione**, S., Neuberger, L., Smith, S., & Atkin, C. (2012). Investigating the impact of message format, involvement, scientific literacy, and education on attitude toward reducing cancer risk through regulation. *Journal of Cancer Education*, 27, 172-178. doi: 10.1007/s13187-011-0287-y

- Nazione, S., LaPlante, C., Smith, S., Cornacchione, J., Russell, J., & Stohl, C. (2011).** Memorable messages for navigating college life. *Journal of Applied Communication Research*, 39, 123-143. doi:10.1080/00909882.2011.556138
- Nazione, S. & Silk, K. (2011).** Using theory to identify the factors affecting discrimination practices in a community health department. *The Howard Journal of Communications*, 22, 1-22. doi: 10.1080/10646175.2011.567136
- Smith, S., **Nazione, S., LaPlante, C., Clark-Hitt, R., Park, H., Sung, R., & Leichtman, A. (2011).** Living kidney donor decision making and communication. *Journal of Health Communication*, 16, 870-888. doi: 10.1080/10810730.2011.563668
- Whitten, P., **Nazione, S., Smith, S., & Laplante, C. (2011).** An examination into audience targeting and the use of storytelling or statistical evidence on breast cancer websites. *Patient Education and Counseling*, 85, 59-64. doi:10.1016/j.pec.2011.01.008
- Clark-Hitt, R., Dean, M., Smith, S., **Nazione, S., Atkin, C., & Whitten, P. (2010).** Relative frequency of breast cancer website information topics: Environmental risk, prevention, detection, treatment, awareness, social support, and survivorship. *Journal of Health and Mass Communication*, 2, 25-54.
- Smith, S., W., Hamel, L. M., Kotowski, M. R., **Nazione, S., LaPlante, C., Atkin, C. K., Stohl, C., & Skubisz. (2010).** Action tendency emotions associated with memorable breast cancer messages and prevention and detection behaviors. *Health Communication*, 8, 737-746. doi: 10.1080/10410236.2010.521916
- Smith, S., **Nazione, S., LaPlante, C., Kotowski, M., Atkin, C., Skubisz, C., & Sthol, C. (2009).** Topics and sources of memorable breast cancer messages and their impact on prevention and detection behaviors. *Journal of Health Communication*, 14, 293-307. doi: 10.1080/10810730902805903
- Whitten, P., Holtz, B., Meyer, E., & **Nazione, S. (2009).** Why won't hospice providers use telehealth? Explaining slow adoption in home hospice care. *Journal of Telemedicine and Telecare*, 16, 187-190. doi: 10.1258/jtt.2009.080911
- Whitten, P., Holtz, B., & **Nazione, S. (2009).** Searching for barriers to adoption of the videophone in a hospice setting. *Journal of Technology in Human Services*, 27, 307-322. doi: 10.1080/15228830903329849
- Smith, S. W., Atkin, C., Skubisz, C. M., **Nazione, S., & Stohl, C. (2009).** The impact of personal and/or close relationship experience on memorable messages about breast cancer and the perceived speech acts of the sender. *Journal of Cancer Education*, 24, 129-134. doi: 10.1080/08858190902854681

Whitten, P., Smith, S., **Munday**, S., & LaPlante, C. (2008). Communication assessment of the most frequented breast cancer websites: Evaluation of design and theoretical criteria. *Journal of Computer Mediated Communication*, 13, 880-911. doi:10.1111/j.1083-6101.2008.00423.x

INVITED BOOK CHAPTERS:

Nazione, S. (2020). Social media analytics in-set tip box. In B. Carroll (Ed.) *Writing & Editing for Digital Media*. Fourth Edition. New York City: Routledge.

Silk, K.J., Perrault, E.K., Hagedorn, C.J., **Nazione**, S.A., Neuberger, L., McConaughy, P., & Ndiaye, K. (2020). The challenges of evaluating a supplemental nutrition education program for low-income families. In C. Parvanta & S. Bass (Eds.) *Health Communication: Strategies and Skills for a New Era*. (pp. 234-240). Burlington, MA: Jones & Bartlett.

Silk, K., & **Nazione**, S. (2014). Health literacy: Approaches to improving. In T. L. Thompson (Ed.) *Encyclopedia of health communication* (pp. 617). Sage.

Whitten, P., **Nazione**, S., & Cornacchione, J. (2010). Interactive medicine. In Y. Yuehwern (Ed.) *Handbook of health care delivery systems* (pp. 29-1). Boca Raton, FL: Taylor and Francis Group.

PEER REVIEWED BOOK CHAPTERS:

Silk, K., Neuberger, L., **Nazione**, S., & Osuch, J. (2011). The Breast Cancer and Environmental Research Centers: A transdisciplinary model. In M. Brann (Ed.) *Contemporary case studies in health communication: Theoretical and applied approaches* (pp. 258-270). Dubuque, IA: Kendall Hunt.

CONFERENCE PAPERS & POSTERS

Nazione, S., Perrault, E., & Pace, K. (2020). The COVID-19 pandemic: How are risk, efficacy and preventative behaviors related to information exposure? Paper presented virtually at the National Communication Association Conference.

Nazione, S., Perrault, E., & Pace, K. (2020). At the crossroads of the coronavirus: Health communication researchers addressing the COVID-19 crisis. Panel participated in virtually at the National Communication Association Conference.

Zotoli, L., Fountain, D., **Nazione**, S., Don Diego, F., & Obi, P. (2019). What not to eat – trends in dietary consumption and exercise activity among Hispanic children with obesity in our residency clinic. Poster presented at the Society of Teachers of Family Medicine Conference in Toronto, Ontario, Canada.

- Nazione, A., **Nazione, S.**, & Griner, T. (2019). What patients want: An empirical test of verbal and nonverbal empathy suggestions from current literature. Poster presented at the American College of Osteopathic Family Physicians Conference in Chicago, IL.
- Nazione, S.**, Perrault, E., & Keating, D. (2018). Provider-patient race concordance and self-disclosure: Effects on trust, perceptions, and intentions. Paper presented at the 2018 National Communication Association Conference in Salt Lake City, UT.
- Nazione, A., & **Nazione, S.** (2017). Medical student demographics as moderators in the responsibility-affect-helping model. Poster presented at the 2017 American College of Osteopathic Family Physicians Conference in Kissimmee, FL.
- Perrault, E. & **Nazione, S.** (2016). Informed consent – uninformed participants: Shortcomings of online forms and recommendations for improvement. Paper presented at the 2016 National Communication Association Conference in Philadelphia, PA.
- Nazione, S.**, & Perrault, E. (2016). Responding to social media consumer complaints: An empirical examination of the consequences. Paper presented at the 2016 National Communication Association Conference in Philadelphia, PA.
- Nazione, S.**, & Perrault, E. (2015). You cannot not communicate: The effects of ignoring or deleting a negative Facebook comment as compared to responding. Paper presented at the 2015 National Communication Association Conference in Las Vegas, NV.
- Nazione, S.**, Silk, K., & Robinson, J. (2014). Verbal social support by companions and surgeons for newly diagnosed breast cancer patients. Presented at the 2014 National Communication Association Conference in Chicago, IL.
- Silk, K.J., Perrault, E.K., Ladenson, S., & **Nazione, S.** (2014). Comparing the effectiveness of online versus in-person instruction on finding empirical communication research. Manuscript accepted for presentation at the 2014 International Communication Association Conference in Seattle, WA.
- Nazione, S.**, Silk, K., Sexton, A., Fournier, L., & Wang, C., & Perrault, E. (2013). A national assessment of cancer information on health department websites in the United States. Presented at the 2013 National Communication Association Conference in Washington DC.
- Sheff, S., **Nazione, S.**, & Silk, K. (2013). Radiation masks as graphic fear appeals to prevent the onset of tobacco use. Presented at the 2013 National Communication Association Conference in Washington DC.
- Silk, K.J., Perrault, E.K., **Nazione, S.**, & Pace, K. (2013). Prostate cancer treatment decision-making information online: Improving its effectiveness and dissemination for non-profit and governmental organizations. Presented at the 2013 National Communication Association Conference in Washington DC.

- Pace, K., & **Nazione**, S. (2013). The impact of the apology, empathy, and corrective action on patient attitudes and intentions following medical errors. Submitted to the 2013 International Communication Conference in London, England.
- Silk, K., **Nazione**, S., Pace, K., Perrault, E., & Eaglin-Collins, J. (2013). Evaluation of a social norms campaign approach to suicide prevention: Are celebrity sources more effective than peer sources? Submitted to the 2013 International Communication Conference in London, England.
- Smith, S. W., Hitt, R., Russell, J., **Nazione**, S., Silk, K., & Atkin, C. K. (2013). Gained in translation: The utilization of the HSM to assess risk belief and attitude formation from translated scientific messages about PFOA, and environmental risk associated with breast cancer. Submitted to the 2013 International Communication Association Conference in London, England.
- Nazione**, S., Silk, K., Nazione, A. (2012). Race as a moderator in a revised attribution-affect-helping model: An experimental test using medical students. Paper to be presented at the 2012 National Communication Conference in Orlando, FL.
- Silk, K., Pace, K., **Nazione**, S., Eaglin-Collins, J., & Niemi, J. (2012) Promoting mental health help-seeking behavior among first-year college students. The 2012 National Communication Conference, under review. Paper to be presented at the 2012 National Communication Conference in Orlando, FL.
- Silk, K., Coleman, C., Neuberger, L., Perrault, E., **Nazione**, S., Ndiaye, K., Rogers, A., & McConaugh, P. (May, 2012). Triangulated evaluation of the GYK nutrition program: Communicating about healthy lifestyles to low income families. Paper presented at the International Communication Association Conference in Phoenix, AZ.
- Silk, K. J., Ndiaye, K., **Nazione**, S., Pace, K., Wang, C., & McConaughy, P. (2012). Evaluating everyday nutrition messages in the home environment. Poster presented at the 2012 Kentucky Health Communication Conference in Lexington, Kentucky.
- Nazione**, S., Pace, K., Shugart, A., & Smith, S. (Nov, 2011). Persuasion through stages: A theoretically based formative research project to encourage active stress reduction among graduate students. Paper presented at the National Communication Association Conference in New Orleans, LA.
- Silk, K., Pace, K., **Nazione**, S., Eaglin-Collins, J., & Niemi, J. (Nov, 2011). Promoting mental health help-seeking behavior among first-year college students. Paper presented at the National Communication Association Conference in New Orleans, LA.
- Silk, K., **Nazione**, S., Neuberger, L., Smith, S., & Atkin, C. (Nov, 2011). The role of involvement, scientific literacy, education, and message format in influencing the lay

public's regulatory attitude about PFOA exposure. Paper presented at the National Communication Association Conference in New Orleans, LA

Smith, S., Clark-Hitt, R., **Nazione**, S., Russell, J., Silk, K., & Atkin, C. (Nov, 2011). The effects of heuristic cues, motivation, and ability on systematic processing of information about breast cancer environmental factors. Paper presented at the National Communication Association Conference in New Orleans, LA

Nazione, S., Pace, K., Russell, J., & Silk, K. (May, 2011). The state of health communication research: A content analysis of a decade of research. Paper presented at the 2011 International Communication Association in Boston, MA.

Smith, S., Clark-Hitt, R., **Nazione**, S., LaPlante, C., Park, H., Sung, R., & Leichtman, A. (May, 2011). Comparison of communication and personal characteristics of living kidney donors and a matched quota sample. Paper presented at the 2011 International Communication Association in Boston, MA.

Silk, K., **Nazione**, S., Carpenter, A., Novales-Wibert, W., Hurley, A., & McConaughy, P. (April, 2011). A cultural assessment of the grow your kids program targeting low-income mothers for obesity reduction. Poster presented at the 2011 District of Columbia Health Communication Conference in Washington, DC.

Clark-Hitt, R., Dean, M., Smith, S., **Nazione**, S., Atkin, C., & Whitten, P. (November, 2010). Content analysis of breast cancer web pages: Environmental risk, prevention, detection, treatment, awareness, social support, and survivorship. Paper presented at the 2010 National Communication Association Conference in San Francisco, CA.

Russell, J., **Nazione**, S., & Smith, S. (November, 2010). An initial examination of naturally occurring memorable messages: Alums offer facebook advice to bridge the way for college freshmen. Paper presented at the 2010 National Communication Association Conference in San Francisco, CA.

Silk, K., Volkman, J., & **Nazione**, S. (November, 2010). The influence of research participation on uncertainty and risk perceptions associated with GM foods: A solomon four-group design. Paper presented at the 2010 National Communication Association Conference in San Francisco, CA.

Whitten, P., & **Nazione**, S. (November, 2010). A robust evaluation of breast cancer websites using design, information, health, and literacy worksheets. Paper presented at the 2010 National Communication Association conference in San Francisco, CA.

Nazione, S., LaPlante, C., Smith, S., Cornacchione, J., Russell, J., & Stohl, C. (June, 2010). Memorable messages for navigating college life. Paper presented at the 2010 International Communication Association in Singapore, Singapore.

Nazione, S. & Smith, S. (June, 2010). Searching for and communicating online health information to a close other. Paper presented at the 2010 International Communication Association in Singapore, Singapore.

Smith, S., **Nazione, S.**, LaPlante, C., Clark-Hitt, R., Park, H., Sung, R., & Leichtman, A. (June, 2010). Living kidney donor decision making and communication. Paper presented at the 2010 International Communication Association in Singapore, Singapore.

Silk, K., Coleman, C., Wibert, W., Ndiaye, K., Neuberger, L., **Nazione, S.**, & Donohue, W. (2010, April). Evaluating a State-wide Supplemental Nutrition Education Program for Participants of Woman, Infants, & Children (WIC): Challenges and Lessons Learned. Paper presented at the 2010 Kentucky Health Communication Conference in Lexington, Kentucky.

Whitten, P., Holtz, B., Cornacchione, J., Wirth, C. & **Nazione, S.** (May, 2010). Systematic evaluation of design, information, content, and literacy of telehealth websites. To be presented at the 2010 American Telemedicine Association Conference in San Antonio, Texas.

Nazione, S., Kovac, A., Anderson, E., & Lapinski, M. (November, 2009). Narrative processing by perspective: Impacts on attitudes and risk perceptions of tanning bed use by female college students. Poster presented at the 2009 National Communication Association Conference in Chicago, Illinois.

Smith, S., LaPlante, C., **Nazione, S.**, & Kotowski, M. (November, 2009). The effects of the framing of memorable breast cancer messages on leading people to engage in detection or prevention behaviors. Paper presented at the 2009 National Communication Association Conference in Chicago, Illinois.

Whitten, P., Quinlan, P., **Nazione, S.**, & Branam, K. (June, 2009). Caring for underserved children's mental health needs through telepsychiatry in schools. Paper presented at the Annual CyberTherapy and CyberPsychology 2009 conference in Villa Caramora, Italy.

Whitten, P., **Nazione, S.**, Holtz, B., & Silk, K. (May, 2009). Health and Technology Literacy: Considerations for Using Technology to Deliver Health-Related Information. Panel presented at the 2009 International Communication Association Conference in Chicago, Illinois.

Whitten, P., **Nazione, S.**, Holtz, B., & Silk, K. (December, 2009). Increasing access to health information through a multidimensional evaluation of health websites. Poster presented at the NIH Summit: The Science of Eliminating Health Disparities in National Harbor, Maryland.

Whitten, P., **Nazione, S.**, & Holtz, B. (April, 2009). Robust measures of website effectiveness: Lessons for telemedicine websites. Poster presented at the 2009 American Telemedicine Association Conference in Las Vegas, Nevada.

- Whitten, P., **Nazione**, S., Smith, S., & LaPlante, C. (May, 2009). Utilization of evidence strategies by breast cancer websites targeting diverse audiences. Paper presented at the 2009 International Communication Association conference in Chicago, Illinois.
- Munday**, S. A., & Silk, K. (November, 2008). Investigating discrimination in a community health department: A social norms theory and theory of planned behavior approach. Paper presented at the 2008 National Communication Association Conference in San Diego, California.
- Smith, S. W., **Munday**, S., LaPlante, C., Kotowski, M. R., Atkin, C. K., Skubisz, C., & Stohl, C. (May, 2008). Types and sources of memorable breast cancer messages: Their impact on prevention and detection behaviors. Paper presented at the 2008 International Communication Association conference in Montreal, Canada.
- Smith, S. W., Hamel, L. M., Kotowski, M. R., **Munday**, S., LaPlante, C., Atkin, C. K., Stohl, C., & Skubisz. (April, 2008). Action tendency emotions associated with memorable breast cancer messages and prevention and detection behaviors. Poster presented at the 2008 Kentucky Health Communication Conference.
- Whitten, P., Meyer, E., **Munday**, S., & Holtz, B. (April, 2008). Hospice provider's resistance to telemedicine adoption. Paper presented at the 2008 Kentucky Health Communication Conference.
- Whitten, P., **Nazione**, S., Holtz, B., Silk, K., & Smith, S. (November, 2008). Development of a tool to test the literacy, health, information, and design content of websites. Poster presented at the 2008 Breast Cancer and the Environment Research Center Conference in Birmingham, Alabama.
- Whitten, P., **Nazione**, S., Smith, S., & Laplante, C. (August, 2008). The presence of diversity on breast cancer websites. Paper presented at the 2008 National Conference on Health Communication, Marketing and Media in Atlanta, Georgia.
- Whitten, P., Smith, S., **Munday**, S., & LaPlante, C. (May, 2008). Motivating women to perform healthy breast cancer behaviors: An evaluation of breast cancer websites. Poster presented at the 2008 International Communication Association conference in Montreal, Canada.
- Whitten, P., Quinlan, P., **Nazione**, S., Garrison, D., & Braddick, M. (April, 2008). A school-based mental health telepsychiatry pilot study. Poster presented at the 2008 Undefended Childhood Conference in East Lansing, Michigan.
- Whitten, P., Quinlan, P., **Nazione**, S., & Braddick, M. (April, 2009). Telepsychiatry in schools: Increasing access to care through technology. Paper presented at the 2009 American Telemedicine Association Conference in Las Vegas, Nevada.

LaPlante, C., **Munday**, S., Whitten, P., & Smith, S. (April, 2007). The prevalence of theoretical behavior change components in the top breast cancer websites to encourage detection or prevention behaviors and to solicit donations. Poster presented at the 2007 Michigan State University Undergraduate Research Arts Forum.

LaPlante, C., Smith, S. W., **Nazione**, S., & Kotowski, M. (2008, November). The effects of the framing of memorable breast cancer messages on leading people to engage in detection or prevention behaviors. Poster presented at the BCERC 5th Annual Early Environmental Exposures Meeting, Birmingham, AL.

Munday, S. LaPlante, C., Smith, S., & Atkin, C. (October, 2007). Annotated bibliography of relevant journals for possible publication of advocate and communication research. Poster presented at the 2007 Breast Cancer and the Environment Research Center Conference.

Smith, S. W., Atkin, C. K., **Munday**, S., Skubisz, C., & Stohl, C. (November, 2007). The impact of personal and/or close relationship experience on memorable messages about breast cancer and the perceived speech acts of the sender. Paper presented at the annual meeting of the National Communication Association, Chicago.

Smith, S. W., **Munday**, S., Kotowski, M., LaPlante, C., & Atkin, C. (October, 2007). Types and sources of meaningful breast cancer messages that lead people to engage in detection or prevention behaviors. Poster presented at the 2007 Breast Cancer and the Environment Research Center Conference.

Whitten, P., Smith, S., **Munday**, S., & LaPlante, C. (October, 2007). Suggested breast cancer website guidelines. Poster presented at the 2007 Breast Cancer and the Environment Research Center Conference.

Munday, S. & Smith, S. (April, 2006). Using speech act theory to understand memorable messages about breast cancer. Poster presented at the 2006 Michigan State University Undergraduate Research Arts Forum.

Smith, S., Atkin, C. K., **Munday**, S., Skubisz, C., & Ferguson, V. (October, 2006). The types and sources of meaningful messages about breast cancer. Poster presented at the 2006 Breast Cancer and the Environment Research Center Conference.

Whitten, P., Smith, S., **Munday**, S., & LaPlante, C. (October, 2006). Evaluating the design and information of the top breast cancer web sites. Poster presented at the 2006 Breast Cancer and the Environment Research Center Conference.

2021-22 Graduate Catalog



Welcome to the 2021-2022 Graduate Catalog

Older Graduate and Undergraduate Catalogs may be accessed by changing the catalog year/type in the upper right corner of this window.

Older versions of the Graduate or Undergraduate Catalog may be accessed on the archived [catalog page](#).

Academic Calendar

The [2021-22 Academic Calendar](#) is available as a downloadable pdf file.

Mission Statement

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

President's Message



Welcome to the Berry College Graduate Catalog. In this era of digital technology, web-based catalogs have largely supplanted printed versions. Digital catalogs are more readily accessible and easier to search. Given the vast amount of information available on the web, the principle purpose of a digital catalog is to provide reliable information about the institution's purposes, policies, procedures, programs, and people. It is meant to serve as a trustworthy reference source.

At the same time, catalogs are snapshots of a college at a moment in time. They are normally updated annually even though policies, procedures, programs and people may change throughout the year. Thus, the information about Berry College presented here is accurate as of the beginning of the academic year, but subject to change at any time to encourage educational activities that are flexible and continually improving.

Berry was founded in 1902 by Martha Berry, a visionary woman who believed that a nation's most valuable natural resources are its young people. A review of Berry's catalogs over the last eleven decades shows that the institution has changed in dramatic ways, but that it has nevertheless remained true to its central vision and educational approach.

Berry has always advocated an integrated education of the head, heart and hands in the context of a residential learning community. Put another way, Berry fuses a challenging academic program and practical work experience with opportunities for spiritual growth, including significant service to others. Today, Berry College is a comprehensive liberal arts college that emphasizes a residential educational experience. The Berry Catalog describes how we bring this approach to life.

The purpose of a Berry education, today just as in its formative years, is to prepare graduates with the knowledge, experience, character and motivation to improve the places where they live and work. The Berry Catalog serves as a reference point and means to that end.

Stephen R. Briggs, President

Accreditation

Berry College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and education-specialist degrees. Questions about the accreditation of Berry College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Georgia Professional Standards Commission

Berry College is also accredited by the ~~National Council for Accreditation of Teacher Education~~. Berry's music program is accredited by the National Association of Schools of Music and Berry's programs in business are accredited by the Association to Advance Collegiate Schools of Business.

Accreditation information is given in order for interested constituents to (1) learn about the accreditation status of Berry College; (2) file a third-party comment at the time of the institution's decennial review; or (3) file a complaint against the institution for alleged non-compliance with a standard or requirement. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 or visit www.sacscoc.org for questions about the accreditation of Berry College. Complaints may be submitted using the SACSCOC [complaint form](#). Normal inquiries about the institution, such as those concerning admission requirements, financial aid, educational programs, etc. should be addressed directly to Berry College and not to the SACSCOC Office.

Berry College is authorized to operate educational programs beyond secondary education in the state of Georgia. That authorization designates the Georgia Non- Public Post-Secondary Education Commission (GNPEC) as the state agency responsible for receiving complaints made by students enrolled at Berry College. Students may contact GNPEC to file a complaint. Contact Information: GNPEC, 2 Martin Luther King, Jr., Drive, S.W., 1102 West Tower, Atlanta, Georgia 30334, Email: inspector.general@oig.ga.gov, Telephone: 404-656-7924.

Memberships

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

For information on graduate-program accreditation, see the introduction to the Berry College Graduate Catalog.

The online version of the Berry College catalog serves as the official version of the college catalog. While printed versions may be distributed for informational purposes, or excerpts of the catalog may be provided on web pages, in the case of any discrepancies, the online version of the college catalog shall supersede any portion of a printed copy or web page containing excerpted policies.

Admission

<https://catalog.berry.edu/content.php?catoid=19&navoid=633>

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 before the beginning of the semester for which admission is sought. All transcripts, references and test scores should be sent to the admissions office to allow a timely review of the application materials. To allow the college sufficient time to prepare for new students, normally new students are not admitted in the 10 business days preceding the beginning of a semester.

Correspondence dealing with the admission of students should be addressed to the Director of Admissions, Berry College, P. O. Box 490159, Mount Berry, Georgia 30149-0159; admissions@berry.edu; or to the Director of the M.B.A. Program, mba@berry.edu, 706-238-5896; or the Office of Graduate Studies in Education, ~~graduateeducation@berry.edu~~, 706-368-5712.

graduateeducation@berry.edu

All applicants must submit a completed application and supporting credentials as specified by the specific graduate program for which the student seeks acceptance. Applicants who fail to provide accurate and true information or submit work that is not their own may have their admission invalidated.

Berry College Joint Graduate Enrollment

A Berry College senior with at least a 3.0 (B) grade-point average lacking no more than 9 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 Ser-

vices. Students who require a U.S. student visa also must submit a completed financial-responsibility form after they have been admitted to Berry in order to obtain an I-20 immigration form. International students who have graduated from a college or university that speaks English are exempt from the requirement to submit a TOEFL score.

Veterans Administration-Information for Veterans

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

Non-Degree Status

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

Students requesting to take coursework in the Education department may also be required to obtain a clear Federal Background check from an approved source. Non-degree students may take no more than three courses (nine hours) of Education coursework or no more than two courses (six hours) of Business coursework. Students who need to complete a body of coursework for certification or licensure that will not lead to a degree may apply for an exception to the nine-hour limit as a non-degree student. The department chair and dean will review and may approve these requests on a case-by-case basis.

Non-Degree Status

Add- requirements for each non-degree program

1. Tier I and Tier II Leadership Add-on Degree program - Applicants must submit the following:

- Complete on-line application form;
- Official transcripts from each college attended;
- Two recommendation forms
- Federal Background Check from approved sources;
- Submit an educational goal statement in narrative form, not more than 500 words, outlining your goals in pursuing graduate study and the background and/or professional accomplishments, and address the graduate education professional behaviors that you will bring to the program. This statement must be typed and sent to the admissions office
- Complete the GACE Ethics Entry Assessment for Leaders (370); and

- Signed Superintendent's Assurance Form.

2. Autism Endorsement- Applicants must submit the following;

- Complete on-line application form;
- Official transcripts from each college attended; and
- Federal Background Check from approved sources.

3. • Curriculum and Instruction Conversion Mechanism

- Complete an on-line application form;
- Official transcripts from each college attended;
- Federal Background Check from approved sources; and
- Copy of GACE Curriculum and Instruction Assessment scores.

~~3.~~ 4. Pedagogy Only Program- The applicant must have a minimum grade point average of 2.75 or a junior-senior grade point average of 3.0. Applicants must submit the following:

- Complete on-line application form;
- One official transcript from each college attended
- Two recommendation forms
- A passing score of the Program Admissions Assessment or sufficient scores on the SAT, ACT, or GRE as defined by the state to waive the GACE Program Admissions Assessment;
- Complete the GACE Ethics Entry Assessment for Teachers.

Transient Status

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

Audit Status

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

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

Readmission to the Graduate Program

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

Transfer Credit

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

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

Studying at another Institution

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

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 of coursework that is required for the degree. 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 re-

sponse 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.

Tuition and Fees<https://catalog.berry.edu/content.php?catoid=19&navoid=634>

Financial Information

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

Tuition and Fees

Graduate Tuition (Business)-per credit hour	\$690
Graduate Tuition (Education)-per credit hour	\$520
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)	\$88
Replacement of student-identification card	\$30
Graduation Fee (including graduation cap and gown)	\$60
Late Clearance Fee	\$50
Transcript of record	\$7
Fee for returned check (each transaction)	\$30
Fee for online deferred payment plan	\$55

Tuition rates are announced annually. Information is available from the Student Financial Services Office at 706-236-2252 or www.berry.edu/business/.

These and other regular semester charges become effective with the fall 2021 semester. Some or all charges may necessarily be increased in subsequent semesters. The Board of Trustees reserves the right to change any charge (tuition, fees or other) at any time.

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

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 student financial services 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 Student Financial Services 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 Student Financial Services Office as payment of all or part of their charges.

Refund of Charges

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

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

Academic Standards

General Requirements for Graduate Degrees

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

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

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

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

1. Be enrolled as a degree-seeking graduate student and, if applicable, admission to candidacy.
2. Complete all requirements for the program of study, which shall include a minimum of 30 earned credit hours.
3. Earn a minimum 3.0 grade-point average on all course work completed at Berry.
4. Complete the Application for Graduation through the online Registrar's office form. A degree audit will be performed showing requirements met and requirements to be completed for the degree.
5. ~~Complete the request for oral examination, if applicable, one semester prior to the expected graduation date.~~ **Delete**
6. Complete all assessment and examination requirements as required by the graduate program in your final semester of enrollment.

Grades

A Superior; 4 grade points per hour of credit

A- 3.7 grade points per hour of credit

B+ 3.3 grade points per hour of credit

B Above average; 3 grade points per hour of credit

B- 2.7 grade points per hour of credit

C+ 2.3 grade points per hour of credit

C Average; 2 grade points per hour of credit

F Failure; no grade points

S Satisfactory; not averaged in grade points

U Unsatisfactory; not averaged in grade points

X Audit; no credit

I Incomplete resulting from illness or emergency (see below).

W Withdrew; no effect on grade points

WF Withdrew Failing; averaged in grade points

WS Withdrew from school for medical reasons; no effect on grade points

Incomplete Grades

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

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

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

Satisfactory Academic Progress

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

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

Academic Probation and Suspension

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

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

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

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

Time Limit for Grade Changes

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

Academic Appeals Process

Students who wish to appeal an academic-related decision other than a grade should first consult with the professor of the course in which the issue has been raised. If the issue is not resolved at that consultation, the student may then appeal to the department chair and then, if the issue is not resolved, in writing to the dean of the appropriate school and then to the associate provost and/or

provost. If the issue continues to be at question, the student may then appeal to a subcommittee consisting of equal numbers of faculty and students of Graduate Council that will be convened by the provost or associate provost, and then to the president.

If the issue is program related, the student should consult first with the director of the department or office in which the issue has been raised. If the issue is not resolved at that consultation, the student may then appeal in writing to the appropriate school dean.

If the issue is not resolved, then the student may appeal to the associate provost and/or provost. If the issue continues to be at question, the student may then appeal to a subcommittee consisting of equal numbers of faculty and students of Graduate Council that will be convened by the provost or associate provost, and then to the president.

Student Complaint Policy

As an institution committed to students and open dialogue surrounding issues of concern to students, the college has implemented several policies to ensure student concerns are responded to quickly and fairly.

In addition to these policies, Berry College has a formal Student Complaint Policy. That policy is used in cases where there is no published policy / appeals process or in cases where a student has exhausted the published policy / appeals process. This policy is designed:

- To ensure consistency in the handling of complaints,
- To provide a process for students to appeal when they believe the college did not follow a written process / policy,
- To provide a process for the resolution of complaints where no written process / policy exists,
- To track formal complaints and their resolution as required by federal regulation, and
- To help students learn how to advocate for themselves through formal processes.

Procedures for Submitting a Written Formal Student Complaint

Before filing a Student Complaint:

Berry College has several written appeals processes delineated in the Berry College Catalog, the VikingCode, and on the college website. In all cases, students should complete these processes prior to lodging a written complaint. Among the policies in place:

- The Berry College Catalog contains policies to address / appeal academic integrity violations, grade appeals, and general academic / course-related concerns or appeals.
- The Berry College Catalog contains policies regarding tuition charges and the payment of tuition, eligibility for and awarding of financial aid, and the refund of tuition and fees.
- The Viking Code contains policies to address / appeal student conduct violations and sanctions imposed through the judicial process.
- Berry College has a Title IX: Sexual Misconduct policy to address concerns related to sexual assault and sexual harassment. The policy is located on the Student Life website.

In most cases where there is not a written policy, concerns/complaints may be resolved by first meeting with the office, faculty, staff or student directly. If that is not possible or if that meeting does not resolve the complaint, students should meet with the supervisor of the office, faculty, or staff directly. Students should speak with the appropriate person(s) to seek resolution prior to lodging a written complaint.

Filing a Student Complaint

1. All formal written complaints must be filed using the online Student Complaint Form, which may be accessed on VikingWeb, Student tab, under Forms and Reports. The Assistant Vice President for Student Affairs or the Dean of Academic Services are available to assist any student needing help submitting a complaint.
2. All Student Complaint Forms and supporting documentation submitted through the online system will be routed to the appropriate vice president for review and investigation. Complaints not designated for a specific vice president will be sent to the chief of staff who will review the complaint and respond or forward it as necessary to the appropriate vice president for review and investigation. The vice president investigating the complaint may request additional documentation and personal visits with students, faculty, staff, and administrators.
3. The appropriate vice president will respond to the complainant and strive to resolve the complaint within ten business days. The student will receive written communication of the resolution of the complaint.
4. A student may appeal the decision of a vice president or chief of staff directly to the president by letter delivered to the office. The president will respond to the student in writing, normally within ten business days of receipt of the complaint. The decision of the president is final.
5. All student complaints will be kept on file for four years.

Repeating Courses

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

Academic Integrity

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

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

Cheating: using or providing unauthorized information or aids on any examination or other graded assignment; altering a graded

work prior to its return to a faculty member; doing another's work or allowing another person to do one's work, and submitting it for grading;

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

Plagiarism: submitting material that in part or whole is not one's own work without properly attributing the source(s) of its content;

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

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

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

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

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

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

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

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

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

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

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

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

Full-time Enrollment

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

Advisors/Registration

Upon admission to graduate study, each student is assigned an academic advisor. The student has the responsibility to seek help from this advisor in planning a program of study. The student must meet with his or her advisor each term prior to registration.

Once the student has been cleared by the advisor for registration, he or she will be eligible to register online using Viking Web. Online registration will be made available during the designated preregistration periods. Preregistered schedules for students who are not cleared for enrollment by the business services office by the fee-payment deadline will be dropped from their classes. A late fee will be charged to current students' account if the student registers outside of the designated preregistration period or if they must re-register for failure to pay their bill.

Dropping and Adding Courses

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

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

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

Official Withdrawal from a Course

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

failing. Only in unusual circumstances, however, will a student be permitted to withdraw from a course during the last three weeks of the semester, even if the grade in the course is passing. Failure to withdraw properly will result in the F grade.

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

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

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

Leave of Absence

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

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

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

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

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

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

Academic Transcripts

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

Family Educational Rights and Privacy Act

Access to Student Information

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

Directory Information

The Family Educational Rights and Privacy Act of 1974, as amended, also provides that the following categories of information may be released by the college as public unless the student chooses to have the information withheld. Such information may be released routinely to certain inquirers and the news media unless the student requests in writing the fall semester of each year that this list be withheld. Directory information includes name, address (including home, residence hall and room number, and local off-campus address), current telephone listing, place of birth, major field of study, participation in officially recognized activities and sports, weight and height (if a member of an athletic team), dates of attendance (including current classification and year, matriculation and withdrawal dates), degrees, awards and honors received, including dates granted, the most recent previous educational agency or institution attended, Berry e-mail address, status (full-time/part-time), and identification photograph.

Release of Information

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

Library Privacy Policy

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

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

Public Relations

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

Assessment Requirement

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

Graduate Council

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

The Graduate Council is responsible to the provost. Changes in policy proposed by the Graduate Council are subject to approval by

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

The Graduate Council has responsibility for passing upon the acceptability of all graduate courses proposed by an academic department and all program requirements. The Graduate Council serves as the final appellate body considering matters related to admission, the grading system, grades awarded at Berry College, and other matters of an academic nature relative to graduate programs at Berry.

Graduate Advisory Council for Education

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

Graduate Advisory Council for Business

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

Graduate Programs in Education

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., M.A.T., or Ed. S. degrees. Opportunities are provided that allow candidates to improve their professional competencies as "developers of human potential." In keeping with the college's mission of educating the head, the heart, and the hands, the graduate program helps individuals become master teachers through the study of current and original research, through exploration of their collective and individual wisdom of experience, and provision of opportunities to reflect upon their values. □

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

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

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

Graduate Education Program Principles

All graduate programs in the Charter school of Education are aligned with the INTASC principles and offers candidates the opportunities to accomplish these principles:

Standard #1: Learner Development

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

Standard #2: Learning Differences

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

Standard #3: Learning Environments

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

Standard #4: Content Knowledge

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

Standard #5: Application of Content

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

Standard #6: Assessment

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

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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

Standard #9: Professional Learning and Ethical Practice

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

Standard #10: Leadership and Collaboration

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

advance the profession.

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

New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers, 2011.

Admission Guidelines

Master of Education (M.Ed.) Program

Candidates who hold a baccalaureate degree in the field of education from a fully accredited institution of higher education may apply for the Master of Education program. It is strongly recommended that applicants also hold a current teaching certificate. Applicants who hold a bachelor's degree in another field with clear and renewable teacher certification from a non-degree granting GAPSC approved program may also apply. To be admitted to the M.Ed. degree program the applicant must have a minimum undergraduate grade point average of 2.75, or a junior-senior grade point average of 3.0 and submit the following:

- Online graduate application;
- One official transcript from each college, university attended;
- Two recommendation forms, from a P-12 colleague and a direct supervisor;
- 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.
- Superintendent assurance form (for leadership programs only)
- Copy of official Federal-Level Criminal Background Check from approved an approved source; and

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

Candidates who hold a baccalaureate degree in the field of education from a fully accredited institution of higher education may apply to attend the master of education program. Applicants who hold a bachelor's degree in another field with clear and renewable teacher certification from a non-degree granting GAPSC approved program may also apply. The applicant must have a minimum undergraduate grade point average of 2.75 and submit the following:

- Online graduate application;
- One official transcript from each college or university attended;

- Two recommendation forms, from a P-12 colleague and a direct supervisor;
- Complete and pass the Ga Educator Entry Ethics Assessment
- 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; and
- Copy of official Federal-Level Criminal Background Check from an approved source;

Education Specialist (Ed.S.) Program

Candidates ^{must} ~~who~~ hold a master's degree in the field of education from a fully accredited institution of higher education may apply to attend the Education Specialist Program. Applicants who hold a bachelor's degree in another field with clear and renewable teacher certification from a non-degree granting GaPSC approved program may apply. The applicant must have a minimum grade point average of 3.25 and submit the following:

On-line

~~Complete the~~ online application form;

- ~~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, **Stated in opening paragraph**

An

- ~~Submit~~ an educational goal statement in narrative form, not more than 500 words, outlining your goals in pursuing graduate study and the background and/or professional accomplishments, and address the graduate professional teaching dispositions that you will bring to the program. This statement must be typed and sent to the admissions office;

Two

- ~~Submit~~ two recommendation forms: from a P-12 colleague and a direct supervisor;

Evidence

- ~~Show~~ evidence of successful completion of three years of classroom teaching or the equivalent;

Copy

- ~~Provide~~ a copy of an official Federal-Level Background check from an approved source;
- Superintendent's Assurance Form (for Ed.S. Leadership candidates only).

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

Transfer Candidates

Candidates transferring to the Berry College graduate programs in education must submit a transfer-student recommendation form. The graduate education curriculum committee will review and may grant transfer credit for appropriate graduate-level coursework completed at other accredited institutions. Berry College will allow a maximum of three 3-semester hour courses, for a total of 9 semester hours (typically three 3-semester hour courses) in the M.Ed., M.A.T., and Ed.S. curriculum Instruction Programs. Transfer credit is not granted for the following courses:

M.Ed./M.A.T

[EDU 602](#) and [EDU 626](#)

Ed.S. Curriculum and Instruction

[EDU 705](#), [EDU 715](#), and [EDU 717](#)

The graduate education curriculum committee will review and may grant transfer credit for appropriate graduate-level course-work completed at other accredited institutions. Berry College will allow a maximum of one 3-semester hour course, for a total of 3 semester hours in the M.Ed. and Ed.S. Educational Leadership Programs. Transfer credit is not granted for the following courses:

M.Ed. Educational Leadership

[EDU 686](#) and [EDU 689](#)

Ed.S. Educational Leadership

[EDU 741](#), [EDU 742](#), [EDU 743](#), and [EDU 744](#)

Degree Requirements

Add and Ed.S.

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

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

~~To be eligible to take the comprehensive examination, the candidate must complete an application for the comprehensive oral examination. A study guide and scoring rubric for the comprehensive oral examination are available on the graduate education Web site.~~ The candidate's oral exam will be schedule in the last semester of the program by the Graduate Education Office.

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

Capstone Project

Program ~~Portfolio~~ Requirement

capstone project

The required ~~program portfolio~~ is assessed by a rubric aligned with each of the graduate program principles. ~~The program portfolio~~ **The capstone project will be turned in on the due date listed in LiveText** ~~is to be submitted two (2) weeks prior to the oral examination and will be used to illustrate growth as a professional in each of the graduate program principles as well as a focus for the oral examination. The portfolio guidelines and scoring rubric are available on the graduate education Web site.~~ As part of the ~~program portfolio~~ **capstone project**, candidates will be expected to document their participa-

tion 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. ~~Master of Arts candidates seeking initial certification must complete and submit the edTPA portfolio assessment (in Live-Text) to meet graduation requirements. Candidates must pass the edTPA assessment to meet state certification requirements.~~

Application for Georgia Teacher Certification(M.A.T.) or Certification Upgrade (M.Ed)and Ed.S.

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

Independent Study

An independent-study course is assigned for an individual project or readings under supervision. ~~A~~ an authorization form is available from the Office of Graduate Studies and requires consultation with the instructor of choice to develop the topic of study, approval of the candidate's advisor, and approval of the dean.

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

Student Teaching and Internships

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

Course Prerequisites

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

[Master of Education \(M.Ed.\)](#)

[Master of Arts in Teaching \(M.A.T.\)](#)

[Additional Programs](#)

[Education Specialist](#)

Berry College

https://catalog.berry.edu/preview_entity.php?catoid=19&ent_oid=546

Master of Education (M.Ed.)

Berry College offers the following M.Ed programs:

~~Programs~~

Major

- [Master of Education \(M.Ed.\)- Curriculum and Instruction- P-12 : 30 Hours](#)
 - [Master of Education \(M.Ed.\)- Early Childhood Education Program](#)
 - [Master of Education \(M.Ed.\)- Middle Grades Education Program](#)
 - [Master of Education \(M.Ed.\)- Reading Major: 34 Hours](#)
 - [Masters of Education Leadership](#)
-

https://catalog.berry.edu/preview_program.php?catoid=19&poid=1871

Master of Education (M.Ed.)- Curriculum and Instruction- P-12 : 30 Hours

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

Required Course of Study for M.Ed in Curriculum and Instruction (10 courses and 30 credit hours).

~~Professional Core Requirements: 15 Credit Hours~~

- [EDU 601 - Contemporary Foundations of Education](#) 3-0-3
- [EDU 602 - Action- Based Research in Education](#) 3-0-3
- [EDU 603 - Curriculum Theory](#) 3-0-3
- [EDU 626 - Middle-Grades and Secondary Applied Action-Based Research](#) 3-0-3 EDU 626: Applied Action-Based Research
- [EDU 667 - Multicultural Education](#) 3-0-3
- ~~EDU 652 - Advanced Educational Psychology 3-0-3~~ Add EDU 656 Teacher Leadership 3-0-3

This was changed a few years ago and has not been an issue when cohorts finish. Not sure why it always reverts back to old catalog.

Content Field Requirement: 15 Hours

- [EDU 614 - Trends and Issues in Curriculum and Instruction](#) 3-0-3
 - ~~EDU 619 - Reading in the Content Area 3-0-3~~ Add: EDU 657 Instructional Models and Strategies 3-0-3 same as EDU 656
 - ~~EDU 626 - Middle-Grades and Secondary Applied Action-Based Research 3-0-3~~ listed up above
 - [EDU 638 - Multimedia Computer Applications](#) 3-0-3
 - [EDU 680 - Academic Assessment](#) 3-0-3
-

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Masters of Education Leadership

Add the paragraph at bottom of this page.

Requirements (34 hours):

- [EDU 681 - Legal and Ethical Issues in Education](#) 3-0-3
 - [EDU 682 - Introduction to School Administration](#) 3-0-3
 - [EDU 683 - School Finance](#) 3-0-3
 - [EDU 684 - Human Resources for School Leaders](#) 3-0-3
 - [EDU 685 - Mentoring and Coaching](#) 3-0-3
 - [EDU 686 - Supervised Residency Internship I](#) 3-0-3
 - [EDU 687 - Curriculum Development, Implementation, and Assessment for Leaders](#) 3-0-3
 - [EDU 688 - Using Assessment to Drive Learning](#) 3-0-3
 - [EDU 689 - Supervised Residency Internship II](#) 3-0-3
 - [EDU 690 - Instructional Technology for Leaders](#) 3-0-3
 - [EDU 691 - Leading Innovation and Change](#) 3-0-3
 - [EDU 692 - Leadership Capstone](#) 1-0-1
-

ADD

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 required 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 (2021).

Additional Programs

Programs

Major

- [English for Speakers of Other Languages \(ESOL\) Endorsement](#)
- [Reading Endorsement](#)

Autism Endorsement

ADD

Berry College

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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
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
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
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
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
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
7. The teacher plans instruction based on knowledge of subject matter, students, and the community and curriculum goals. Area of the Hands - Facilitate Learning
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

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
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
11. In addition, candidates must meet the discipline standards for the two Ed.S. majors Curriculum and Instruction or Educational Leadership. Program Standards for Curriculum and Instruction and Educational Leadership (ELCC).

Residency Requirement

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

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

Exit Requirements

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

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~~ ^{capstone project}. 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

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

Curriculum and Instruction

The program addresses the growing need of classroom teachers who desire to strengthen and increase their competencies to design, implement and evaluate curriculum and instruction. It is designed to provide candidates with experiences to further strengthen

and enhance their competencies to serve as instructional leaders within their school settings and to maximize the learning of every student. For those interested in attaining the service certification, this major provides the courses and performance-based field experiences required for S certification and could be used to move up to the Advanced Professional level of tiered-certification. The program is aligned to the Curriculum and Instruction Standards and Performance Indicators defined by the Georgia Professional Standards Commission.

Educational Leadership

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 2011. the candidate may also add other endorsements by completing courses in other areas to fulfill requirements of the Professional Standards Commission.

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

Programs

Major

- [Curriculum and Instruction \(Ed.S.\)](#)
 - [~~Education Leadership M.Ed.~~](#)
 - [Educational Leadership \(Ed.S.\)](#)
-

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Curriculum and Instruction (Ed.S.)

add paragraph at bottom of page

30

Course Requirements (33 hours)

- [EDU 705 - Applied Action Research I](#) 3-0-3
 - [EDU 707 - Design and Evaluation of Curriculum and Programming](#) 3-0-3
 - ~~[EDU 709 - Issues and Ethics in School Law and Policy](#)~~ 3-0-3 DELETE
 - [EDU 711 - Supervision and Mentoring in School Settings](#) 3-0-3
 - [EDU 714 - Leadership in Diverse Schools](#) 3-0-3
 - [EDU 715 - Applied Action Research II](#) 2-0-2
 - [EDU 717 - Applied Action Research III](#) 1-0-1
 - [EDU 718 - Advanced Academic Assessment](#) 3-0-3
 - [EDU 721 - Trends and Issues in School Law, Policy and Practices](#) 3-0-3
 - [EDU 724 - Contemporary Issues in Teaching and Learning](#) 3-0-3
 - [EDU 726 - Special Problems in Technology- Based Instruction](#) 3-0-3
 - [EDU 728 - Models of Teaching](#) 3-0-3
-

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

Educational Leadership (Ed.S.)

https://catalog.berry.edu/preview_program.php?catoid=19&poid=1877

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~~^{required} 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 2011.~~

All rules and standards can be found at www.gapsc.com

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

~~Course Requirements For Enrollment Prior to Summer 2017 (30 hours)~~

- ~~• [EDU 707 - Design and Evaluation of Curriculum and Programming](#) 3-0-3~~
- ~~• [EDU 709 - Issues and Ethics in School Law and Policy](#) 3-0-3~~
- ~~• [EDU 723 - Managing Space and Human Resources](#) 3-0-3~~
- ~~• [EDU 725 - Budget Planning and Resource Management](#) 3-0-3~~
- ~~• [EDU 729 - Supervised Residency](#) 14 hours~~
- ~~• [EDU 733 - Sustaining School Improvement: Data-Based Decision Making](#) 3-0-3~~
- ~~• [EDU 790 - Professional Seminar](#) 1-0-1~~

~~Course Requirements For Enrollment Beginning in Summer 2017 (30 hours)~~

- [EDU 707 - Design and Evaluation of Curriculum and Programming](#) 3-0-3
- [EDU 713 - Ethical Decision Making for Leaders](#) 3-0-3
- [EDU 723 - Managing Space and Human Resources](#) 3-0-3
- [EDU 725 - Budget Planning and Resource Management](#) 3-0-3
- [EDU 733 - Sustaining School Improvement: Data-Based Decision Making](#) 3-0-3
- [EDU 741 - Supervised Residency Internship I](#) 3-0-3
- [EDU 742 - Supervised Residency Internship II](#) 4-0-4
- [EDU 743 - Supervised Residency Internship III](#) 4-0-4
- [EDU 744 - Supervised Residency Internship IV](#) 3-0-3
- [EDU 791 - Educational Leadership Capstone](#) 1-0-1

This thirty credit hour program is designed for principals and superintendents. If a candidate is not in one of these leadership positions, then they must have permission from the Superintendent to complete this performance-based program.

Continuing Personnel

<https://catalog.berry.edu/content.php?catoid=19&navoid=640>

-
- [Faculty](#)
 - [Administration](#)
-

The date(s) in parentheses following each name below indicate the year(s) of affiliation with the college.

Faculty

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#)

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

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

Stefanie L. Cash, Assistant Professor of Music Education B.M.E., Morehead State University; M.M., University of Kentucky; Ph.D., Florida State University. (2016)

Melissa Clark, Assistant Professor of Marketing B.B.A., Stetson College; M.S., Florida Gulf Coast College. (2015)

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)

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

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

Paula Danskin Englis, 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 Ferenc, Associate Professor of Education, B.A., M.Ed., Ph.D., University of Georgia. (1999)~~ **DELETE**

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

Nadeem A. Hamid, Assistant Professor of Computer Science; B.S., University of New Haven; M.S., Ph.D., Yale University. (2004)

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

Joyce Heames, Dean of the Campbell School of Business; B.S., M.B.A., Samford University; Ph.D., University of Mississippi. (2016)

Lauren R. Heller, Associate Professor of Economics; B.A., Capital University; Ph.D., University of North Carolina, Chapel Hill (2010)

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

R. Alan Hughes, Professor of Psychology, Dean Charter School of Education and Human Sciences; B.A., Berea College; M.A., Western Kentucky University; Ph.D., University of Louisville. (2007)

~~**Marvin Duane Inman**, Professor of Education B.S., Georgia Southern University; M.S., University of Tennessee; Ph.D., University of South Florida. (2001)~~ **DELETE**

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)

Emmanuel Kalargiros, Assistant Professor of Management B.A., Heriot-Watt University; M.B.A., University of Nevada Las Vegas; Ph.D., New Mexico State University. (2015)

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

Eric R. Kushins, Assistant Professor of Management, Marketing & Creative Technologies; B.A with Honors, the College of Social Studies, Wesleyan University; M.A., Rutgers University; Ph.D., Rutgers University. (2018)

Matthew H. Levin, Associate Professor, Accounting and Finance B.S., Florida State University; Master of Taxation, M.B.A., Georgia State University; Ph.D., Case Western Reserve University (2017)

~~**Leslie Markov**, Professor of Education B.S., M.Ed., College of Charleston; Ed.D., University of Alabama. (2001)~~

Thema Monroe-White, Visiting Assistant Professor, Marketing B.S., M.S., Howard University; Ph.D., Georgia Institute of Technology

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

Frances Roe, Clinical Assistant Professor in Education and Director of Field Experiences and Student Teaching B.S., Washington University; M.A., Michigan University. (2005)

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

Monica Willingham, Director of Education Technology and Accreditation, B.A., M.A. Tusculum College (2004).

Administration

President

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

Jonathan R. Huggins, Chaplain B.S., Shorter College; M.A., Wheaton College; M.A.R., Reformed Theological Seminary; Ph.D., University of Stellenbosch. (2010)

Erin Moniz, Director of Student Ministries B.S., Berry College; M. Div. Liberty Baptist Theological Seminary.(2014)

Chief of Staff

Debbie Heida, Chief of Staff; B.A., Mount Union College; M.A., Ohio State University. (2004)

Angel Mason, Director of Athletics B.A., Butler University; M.S., California University of Pennsylvania. (2019)

Academic Affairs

Mary Boyd, Provost, B.Sc., Ph.D., University of Toronto (2017)

Karen L. Bachus, Director, Berry College Child Development Center, B.S., Eastern Illinois University; M.Ed., Lesley University. (2016)

Gabriel Barreneche, Professor of Spanish, Dean, Evans School of Humanities, Arts, and Social Sciences B.A., Boston College; M.A., Ph.D., University of California, Los Angeles (2021)

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

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

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

Lori Frederick, Director of Berry College Elementary and Middle School, B.S., Berry College; M.Ed., Berry College. (2017)

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

Joyce T. Heames, Dean of the Campbell School of Business, Professor of Management, B.S., Samford University; M.B.A., Samford University; Ph.D, University of Mississippi. (2016)

Lauren R. Heller, Director of Honors Program; Associate Professor of Economics, B.A., Capital University; Ph.D., University of North Carolina at Chapel Hill. (2011)

R. Alan Hughes, Dean of Charter School of Education and Human Sciences, Professor of Psychology, B.A., Berea College; M.A., Western Kentucky University; Ph.D., University of Louisville. (2007)

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

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

~~**Teri Oberg**, Director of South Rome Early Learning Center, B.A., University of South Carolina; M.A., Columbia College. (2016)~~

Anna Sharpe, Director of the Academic Success Center, B.A., Valdosta State University; M.A., University of Kentucky; ABD University of Kentucky. (2015)

David F. Slade, Associate Professor of Spanish; Associate Provost & Dean of Academic Services B.A., Berry College; M.A., University of Kentucky; Ph.D., Emory University. (2007)

Alice H. Suroviec, Associate Professor of Chemistry, Dean of the School of Mathematical and Natural Sciences, B.S., Allegheny College; Ph.D., Virginia Tech. (2007)

Advancement

Cyndi Court, Vice President for Advancement, B.Ed., York University; B.A., York University. (2017)

Jennifer Beard, Director of Alumni Relations, B.S., M.B.A., Berry College.

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

Doug Draut, Director of Annual Giving and Parents Fundj, B.S., Eastern Kentucky University; M.A., Webster University.

Brenda Jenkins, Director of Donor Relations and Stewardship, B.S., Berry College.

Jeff Palmer, Director of Advancement Services, B.S., M.B.A., Berry College. (2011)

Jennifer Schaknowski, Director of Alumni Development, B.A., Alma College.

Matt Shinall, Director Prospect Research, B.S., Kennesaw State University.

Sharman Turner, Director Annual Giving and Specialty Programs, B.A., The American University.

Rick Woodall, Acting Director of Philanthropic Communications, B.A., Berry College. (2004)

Business and Finance

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

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

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

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

Wayne Phipps, Director of Human Resources, B.S., M.A., University of the Cumberlands; M.P.A. Kennesaw State University

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

Brad T. Reeder, Assistant Vice President for Financial Planning, B.B.A., Lincoln Memorial University; M.B.A., Berry College (2012)

Gary J. Will, Assistant Vice President for Campus Security and Emergency Response Management, B.S. Miami University

William L. Yeomans, Director Forestry Operations, ABAC (2006)

Enrollment Management

Andrew R. Bressette, Vice President for Enrollment Management, Associate Professor of Chemistry, B.A., Assumption College; Ph.D., University of Virginia. (1998)

Glenn Getchell, Director of Admissions & Enrollment Engagement

~~**Marcia B. McConnell**, Director of Scholarship and~~ New Student Financial Aid, B.S., Berry College; M.Ed., Mississippi State University (2009)

Noemi Sarrion-Cortes, Director of Financial Aid, B.S., University of the Balearic Islands; MBA., Berry College.

~~**Kinsey Stout**, Associate Director, Enrollment Man~~agement Marketing and Communication, B.Mus., Berry College; M.S., Georgia State University; M.N.A., University of Notre Dame.

Amanda Swendsen, Director of Enrollment Operations and Strategy

Marketing and Communications

Nancy Rewis, Vice President for Marketing and Communications, B.S., University of Mississippi.

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

Cameron S. Jordan, Interim VP Public Relations and Marketing, Director of E-communication Services B.B.A., M.S.I.S., Kennesaw State University. (2001)

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

~~**Kathleen Ray**, Director of Special Events, B.S., Berry College.~~

Student Affairs

Lindsey Taylor, Vice President for Student Affairs & Dean of Students B.A., Valdosta State University; M.A., University of Mississippi. (2005)

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

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

Meredith Johnson, Assistant Dean of Students, B.S., Berry College; M.Ed., Harvard University. (2017)

Michael McElveen, Director of Recreation, B.S., M.S., Armstrong Atlantc State University (2014).

Lindsay Norman, Assistant Dean of Students fro Residence Life, B.A., Berry College; M.A., Appalachian State University. (2015)

Personal and Professional Development

Marc Hunsaker, Dean of Personal and Professional Development, B.A., University of South Carolina; M.A. & M.Divinity, Covenant Theological Seminary; Ph.D, Michigan State University (2019)

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

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

Athletic Staff

David Beasley, Head Coach, Men's Baseball, Assistant Director of Athletics

Lorenzo Canalis, Head Coach, Women's Soccer

Blake Childers, Director of Sports Information and Promotions

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

Curtis Gilbert, Head Coach, Men's Lacrosse

Brian Farrer, Head Coach, Men's and Women's Golf

Paul Flinchbaugh, Head Coach, Men's and Women's Swimming; Diving and Aquatics Coordinator

Clay Hightower, Head Coach, Men's and Women's Tennis

Thomas Johnson, Head Coach, Women's Basketball

Margaret Knight, Head Coach, Women's Equestrian

Tony Kunczewski, Head Coach, Football

Caitlyn Moriarty, Head Coach, Volleyball

Jeff Rogers, Men's Basketball

Ginger Swann, Assistant Director of Athletics and Senior Woman Administrator

Luke Syverson, Head Coach, Men's and Women's Track & Field

~~**Derek Taylor**, Assistant Director of Athletics for Facilities and Operations B.A., Westminster College; M.B.A., University of Mississippi. (2013)~~

~~**Cori Thiermann**, Head Coach, Softball~~

Richard Vardy, Head Coach, Men's Soccer

Shaun Williamson, Head Coach, Women's Lacrosse

Berry College Elementary and Middle School Staff

Lori Frederick, Director of Berry College Elementary and Middle School, B.S., Berry College; M.Ed., Berry College. (2017)

Julianne Bailey, Teacher, Middle School

Kimberly Bergin, Teacher, Elementary School, First Grade

Kay Bratton, Music Teacher, Elementary and Middle School Music

Lewis Byrne, Teacher, Elementary School, Second Grade

Claire Connor, Teacher, Elementary School, Second Grade

Ellice Curry-Tucker, Teacher, Middle School

Lori Frederick, Teacher, Elementary, Third Grade

Claire Howard, Teacher, Elementary and Middle School, Arts

Lynne Manna, Admissions Director

Joan McPherson-Blöse, Office Manager; Director, After School Care

Justin Merrian, Teacher, Elementary, Fourth Grade

Anne Marie Mitchell, Spanish teacher, Elementary and Middle School

~~Mary Niedrach, Teacher, Elementary School, Kindergarten~~

~~Tommy Tatum, Media Specialist, Elementary and Middle School~~

Julie Trejo, Teacher, Elementary School, Fifth Grade

Jason Tucker, Teacher, Middle School

Faculty and Staff Emeriti

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

Lynnwood Belvin, Associate Professor Education Emeritus B.S., M.A., Tennessee Technical University; Ed.D., The University of Tennessee. (1999)

D. Dean Cantrell, Professor of English Emerita A.B., Lambuth College; M.A., The George Peabody College for Teachers; Ph.D., University of Tennessee. (1962-1994)

Robert Catanzano, Professor of Mathematics Education Emeritus B.S., Auburn University; M.A., Bowling Green State University; Ed.D., University of Georgia. (1964, 1966-1996)

Tom Carver, Vice President Student Affairs & Dean Of Students- Emeritus B.A., Tarikio College; M.A., Bowling Green University; Ph.D., University of Pittsburgh. (1978)

A. Milton Chambers, Associate Professor of Business Administration Emeritus B.S., Berry College; M.S., University of Tennessee. (1949-1950, 1952-1995)

James E. Clark, Associate Professor of Music Emeritus B.S., Western Kentucky University; M.M., VanderCook College of Music. (1970-1987)

Lee R. Clendenning, Professor of Computer Science Emeritus B.S., State University of New York, Oswego; M.Ed., Ohio University; Ph.D., University of Illinois. (1973)

Michael Cooley, Professor English, Rhetoric & Writing Emeritus B.A., M.A., Southeast Missouri State University; Ph. D., The University of Louisville. (1988)

August J. de Berdt, Nichols Associate Professor of German Emeritus B.A., St. Lodewijkscollege, Belgium; B.Div., Calvin Theological Seminary; Abs. Th., University of Innsbruck, Austria; M.A., University of Georgia; Ph.D., University of Tennessee. (1970-1998)

Krishna S. Dhir, Professor of Business Administration Emeritus B. Tech, Indian Institute of Technology, Bombay; M.S., Michigan State University; M.B.A., University of Hawaii; Ph.D., University of Colorado (2001 - 2014).

Ouida W. Dickey, Dean of Academic Services and Professor of Business Administration Emerita B.S., Berry College; M.A., The George Peabody College for Teachers; Ed.D., University of Georgia. (1950, 1952-1953, 1955-1957, 1959-1999)

Jane B. Doss, Assistant Professor of Health and Physical Education Emerita B.S., Winthrop College; M.S., Jacksonville State University. (1968-1995)

Robert L. Frank, Associate Professor of Speech Emeritus B.A., University of Richmond; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Pittsburgh. (1979-2015)

J. Kay Gardner, Assistant Professor Foreign Language, Emerita B.A., M.A., Ph.D., University of Kentucky. (1976 - 2009)

Robert L. Geisel, Professor of Sociology Emeritus B.A., M.A., University of Nebraska; Ph.D., University of Iowa. (1973-1998)

Ondina Santos González, Associate Professor and Director of Memorial Library Emerita B.L., Instituto Pre-Universitario de Ciencias; B.C.E., Matanzas Union Theological Seminary, Cuba; M.Ln., Emory University. (1973-1999)

Cheryl Granrose, Professor Management Emerita B.S., M.S., University of Michigan; M.S., Kansas State University; Ph.D. Rutgers University. (2001)

Kenneth F. Hancock, Dana Professor of Biology Emeritus B.S., Jacksonville State University; M.A., The George Peabody College for Teachers; Ph.D., University of Alabama. (1960-1995)

William R. Hoyt, Professor of Religion and Philosophy Emeritus A.B., Davidson College; M.Div., Columbia Theological Seminary; Ph.D., Duke University. (1957-1993)

D. Joyce Jackson, Professor of Education Emerita B.S., Winthrop College; M.S., Ed.D., University of Tennessee. (1969-1993)

Faye Kesler, Assistant Professor of Music Emeritus B.M., M.F.A., University of Georgia (1970)

Dwight Kinzer, Professor of Chemistry Emeritus B.A., Vanderbilt University; M.S., Ph.D., University of Alabama. (1969-1998)

Louis A. Le Blanc, Professor of Business Administration Emeritus B.S., M.A., University of Houston; Ph.D., Texas A&M University. (1998-2014)

Jere B. Lykins, Associate Professor of Art Emeritus B.A., Eckerd College; M.Ed., University of Florida. (1972-2015)

L. Doyle Mathis, Provost Emeritus A.B., Berry College; M.A., Ph.D., University of Georgia. (1975- 2000)

Daniel J. McBrayer, Professor of Psychology Emeritus B.A., M.Ed., West Georgia College; Ph.D., Georgia State University. (1979 - 2007)

Malcolm W. McDonald Jr., Associate Professor of Physics Emeritus B.A., Berry College; M.S., Emory University; Ph.D., University of Georgia. (1964-2001)

David McKenzie, Professor of Philosophy Emeritus B.A., Louisiana College; B.D., Southern Baptist Theological Seminary; M.A., Louisiana State University; Ph.D., University of Texas. (1978)

Larry G. McRae, Professor of Chemistry Emeritus A.B., Berry College; Ph.D., University of Mississippi. (1974-2005)

Thomas J. Mew III, Professor of Art Emeritus B.S., M.A., Florida State University; Ph.D., New York University. (1970)

Barbara N. Mixon, Associate Professor of Chemistry Emerita A.B., Georgia College; M.R.E., Drew University; Ph.D., University of Georgia. (1974-1999)

J. Wilson Mixon Jr., Professor of Economics Emeritus B.A., University of South Carolina; M.A., Ph.D., University of Washington. (1986-2006)

Harry Musselwhite, Senior Lecturer in Music Emeritus; Director of Choral Activities B.Mus.Ed., University of Georgia; M.M., Indiana University. (1985-2015)

Mary E. Outlaw, Senior Lecturer of Teacher Education Emeritus B.A., Palm Beach Atlantic University; M.S.Ed., Northern Illinois University; Ed.D., University of Georgia. (1992)

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

Robert Prince, Associate Professor Mathematical & Computer Science Emeritus A.B., North Georgia College; M.S., Ph. D., University of Georgia. (1984)

Martha Reynolds, Associate Librarian Emerita, Public Services A.B., St. Andrews Presbyterian College; M.A., Appalachian State University. (1995)

James L. Rhoades, Professor of Chemistry Emeritus B.S., M.S., Ph.D., Purdue University. (1970- 1999)

William H. Robison, Professor of Music; Director of Jazz Ensemble Emeritus B.S., M.M.E., Ed.S., Ed.D., University of Georgia. (1972-2001)

Ollie Mallard Scoggins, Assistant Professor of Home Economics Emerita B.S.H.E., Berry College; M.S., University of Tennessee. (1952-1990)

Julian B. Shand Jr., Dana Professor of Physics Emeritus B.S., University of South Carolina; Ph.D., University of North Carolina. (1967-1998)

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

George Duncan Turner, Professor of History Emeritus B.A., M.A., Ph.D., University of Michigan. (1969-1990)

Martha Gale Van Cise, Lecturer in Rhetoric and Writing; Director of Academic Support Center Emerita A.B., M.Ed., Mercer University. (1984)

Hoyal B. West, Associate Professor of Mathematics Emeritus A.B., Berry College; M.A., The George Peabody College for Teachers; M.S., University of Illinois; Auburn University. (1959-1963, 1965, 1969-1993)

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- [EDU 501 - Middle- Grades Education Curriculum and Methods](#)
- [EDU 502 - Foundations of Education, Diversity and Psychology](#)
- [EDU 580 - Secondary Curriculum and Methods](#)
- [EDU 588 - Clinical Practice](#)
- [EDU 589 - Clinical Practice \(Grades 4-12\)](#)
- [EDU 590 - Professional Seminar](#)
- [EDU 591 - Student Teaching](#)
- [EDU 595 - Student Teaching \(One Semester\)](#)
- [EDU 597 - Initial Certification Internship in Teaching I](#)
- [EDU 598 - Initial Certification Internship in Teaching II](#)
- [EDU 601 - Contemporary Foundations of Education](#)
- [EDU 602 - Action- Based Research in Education](#)
- [EDU 603 - Curriculum Theory](#)
- [EDU 605 - Practicum for Teachers \(Area: _____ \)](#)
- [EDU 607 - The Teaching of Science](#)
- [EDU 612 - Theories and Strategies in Reading](#)

- [EDU 614 - Trends and Issues in Curriculum and Instruction](#)
- [EDU 615 - Reading Instruction and Materials](#)
- [EDU 616 - Diagnostic Reading Instruction](#)
- [EDU 619 - Reading in the Content Area](#)
- [EDU 621 - Application in Remediation of Reading Difficulties](#)
- [EDU 622 - Environmental Science and the Teacher](#)
- [EDU 623 - Experiential- Education Leadership Development](#)
- [EDU 625 - Concepts/Principles of Applied Behavior Analysis for Educators](#)
- [EDU 626 - ~~Middle-Grades and Secondary~~ Applied Action-Based Research](#)
- [EDU 631 - Geography](#)
- [EDU 632 - Intro to Autism Spectrum Disorder and Other Developmental Disorders for Educators](#)
- [EDU 633 - Contemporary Science Instruction](#)
- [EDU 634 - Psychology and Education of Exceptional Children and Youth](#)
- [EDU 636 - Social Studies for Teachers](#)
- [EDU 638 - Multimedia Computer Applications](#)
- [EDU 640 - Child and Family Policies](#)
- [EDU 642 - Instructional Management](#)
- [EDU 645 - Organization and Supervision of Reading Programs](#)
- [EDU 647 - Spanish for Teachers](#)
- [EDU 650 - Writing to Learn](#)
- [EDU 651 - Writing Across the Curriculum](#)
- [EDU 652 - Applied Practice in Behavior Analysis for Educators](#)
- [EDU 656 - Teacher Leadership](#)
- [EDU 657 - Instructional Models and Strategies](#)

- [EDU 662 - Applied Linguistics for ESOL Teachers](#)
- [EDU 663 - Language and Culture in Education](#)
- [EDU 664 - Methods of Teaching in Bilingual/ ESOL Settings](#)
- [EDU 667 - Multicultural Education](#)
- [EDU 670 - Special Topics](#)
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- [EDU 684 - Human Resources for School Leaders](#)
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- [EDU 686 - Supervised Residency Internship I](#)
- [EDU 687 - Curriculum Development, Implementation, and Assessment for Leaders](#)
- [EDU 688 - Using Assessment to Drive Learning](#)
- [EDU 689 - Supervised Residency Internship II](#)
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- [EDU 703 - Ethical Decision Making for Leaders](#)

- [EDU 705 - Applied Action Research I](#)
- [EDU 707 - Design and Evaluation of Curriculum and Programming](#)
- [EDU 709 - Issues and Ethics in School Law and Policy](#)
- [EDU 711 - Supervision and Mentoring in School Settings](#)
- [EDU 713 - Ethical Decision Making for Leaders](#)
- [EDU 714 - Leadership in Diverse Schools](#)
- [EDU 715 - Applied Action Research II](#)
- [EDU 717 - Applied Action Research III](#)
- [EDU 718 - Advanced Academic Assessment](#)
- [EDU 721 - Trends and Issues in School Law, Policy and Practices](#)
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Berry College Curriculum Amendment Form

Current Information

School: School of Education Specialist
Course Code: EDU 714
Course Title: Leadership in Diverse Schools
Short Course Title 1: Lead Diverse Sc
Faculty Load Hours: 3.00

School Code: 12
Department: EDU
Date Approved: 05/16/2008

Current Catalog Information:

714. Leadership in Diverse Schools 3-0-3
Exploration of the cultural, social, pedagogical and legal issues of working in diverse school environments and school settings through discussion, readings, panel presentations and case studies. Examination of how K-12 school settings changing nature and the increasing change in student demographics impacts the knowledge, ethics and skills of school leaders to address the needs of students to meet on-going rigorous standards. Identification and analysis of the knowledge, strategies, practices and attitudes of school leaders in school-based situations which create school environments that support the success of all students. Field experience required. (Last update: 04/15/14)

Proposed Changes (include any revisions to above material as needed):

Proposed Changes: Replace EDU 709 as a requirement for the Curriculum and Instruction majors only.

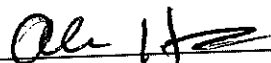
This was changed back in 2015 but paperwork was lost.

Degree Requirement (Please circle one): ☒ Required for Major ☐ Elective Within Major ☐ General College Elective

Submitted by (please print):

Monica Willingham

Approved by (Dean of School):



Date:

8/17/21

Writing Intensive recommendation:

Library Resources adequate:

Registrar's Use Only

Course Division: _____ **Inst. Division:** _____ **CIP Code:** _____

First Reading Date: _____ **Approved Y / N** _____ **Date:** _____ **Effective Year / Term:** _____

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8/16/2021

Berry College Curriculum Amendment Form

Current Information

School: School of Education Masters
Course Code: EDU 626
Course Title: MG/Sec. Applied Action-Based Resrc
Short Course Title 1: MG/Sec Resrch
Faculty Load Hours: 3.00

School Code: 11
Department: EDU
Date Approved: 10/21/2003

Current Catalog Information:

626. Middle-Grades and Secondary Applied Action-Based Research 3-0-3
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. (Last update: 11/19/13)

Proposed Changes (include any revisions to above material as needed):

Proposed Changes: EDU 626: Applied Action-Based Research

Degree Requirement (Please circle one):

Required for Major

Elective Within Major

General College Elective

Submitted by (please print):

Monica Willingham

Approved by (Dean of School):

Date:

Writing Intensive recommendation:

Library Resources adequate:

Registrar's Use Only

Course Division:

Inst. Division:

CIP Code:

First Reading Date:

Approved Y / N Date:

Effective Year / Term:

Berry College Curriculum Amendment Form

Current Information

School: School of Education Specialist **School Code:** 12
Course Code: EDU 709 **Department:** EDU
Course Title: Current Issues/Ethics Schl Law/Pol **Date Approved:** 11/21/2000
Short Course Title 1: Ethic/Law/Polic
Faculty Load Hours: 3.00

Current Catalog Information:

709. Current Issues and Ethics in School System 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 performances-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. Last update: 02/16/10.

Proposed Changes (include any revisions to above material as needed):

Proposed Changes: Delete EDU 709 for Curriculum and Instruction Majors only and replace with EDU 714 Leadership in Diverse Schools. EDU 714 already exists and it has been a requirement over the years. EDU 714 would be a requirement for Curriculum and Instruction.

This was a change that happened in 2015 and the paperwork was lost.

Degree Requirement (Please circle one):

☒ Required for Major

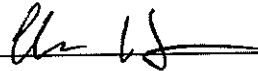
☐ Elective Within Major

☐ General College Elective

Submitted by (please print):

Monica Willingham

Approved by (Dean of School):



Date:

8/17/21

Writing Intensive recommendation:

Library Resources adequate:

Registrar's Use Only

Course Division: _____ **Inst. Division:** _____ **CIP Code:** _____

First Reading Date: _____ **Approved Y / N Date:** _____ **Effective Year / Term:** _____