MORRIS BROWN COLLEGE

643 Martin Luther King Jr. Drive, N.W.
Atlanta, Georgia 30314-4140

Website Address: www.morrisbrown.edu

MBC Catalog 2019-2020
INQUIRIES FOR COLLEGE INFORMATION

College campus phone extensions can be converted into direct-dial, off-campus numbers by dialing the area code (404), Morris Brown College (458-6085), and the desired unit’s extension. Please call the Morris Brown College for any offices and extensions not mentioned below: 404-458-6085.

Academic Affairs, Office of the Vice President ................................................................. 2002
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ABOUT THE MORRIS BROWN COLLEGE CATALOG

Every reasonable effort has been made to present information herein that, at the time of printing, accurately described the College’s curriculum, regulations, and requirements; no responsibility, however, is assumed for editorial or printing errors. The statements set forth in this catalog are for information purposes only; statements in this catalog do not establish contractual relationships. *The College reserves the right to make changes as required in the curriculum, in academic policies, and in other rules and regulations affecting students, to become effective whenever determined by the College.* Students are ultimately responsible for knowing and observing all regulations that may affect their status at Morris Brown College.
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GENERAL INFORMATION

Historical Information

Morris Brown College is a private, coeducational, four-year, degree-granting institution consisting of a faculty and staff of fewer than 50 and a student body of less than 100 students from throughout the nation. The College's history is contained in *Morris Brown College: The First Hundred Years* by George A. Sewell and Cornelius V. Troup.

The College was founded in 1881 by the African Methodist Episcopal (A.M.E.) Church "for the Christian education of Negro boys and girls in Atlanta." This statement was appropriate at the time because of the limited educational opportunities for newly emancipated African Americans.

A site was selected, and construction began the next year at Boulevard and Houston Streets in northeast Atlanta. On October 15, 1885, under the charter granted by the state of Georgia, Morris Brown College opened with two teachers and 107 students.

Until 1894, the school operated on the primary, secondary, and normal school levels. Tailoring, dressmaking, nursing education, home economics, printing, and commerce were offered, as well as other academic programs. Nursing education was housed separately in the George B. Dwelles Infirmary.

The College Department was established in 1894 and graduated its first class in 1898. A Theological Department of the College was established in 1894 for the training of ministers. Six years later, its name was changed to Turner Theological Seminary in honor of the Senior Bishop of the African Methodist Episcopal Church. In 1960, the Turner Theological Seminary was separated from the College and became a member of the Interdenominational Theological Center (ITC).

A 1913 charter amendment expanded the operational parameters of Morris Brown College to a status of University with the right and responsibility for the establishment and operation of "branch institutions of learning." Branches were successfully established and operated in Cuthbert, Georgia and Savannah, Georgia through 1929 when in the best interest of strengthening its core mission, the University discontinued the operation of its branches and legally restored its name, Morris Brown College.

The Charter of Incorporation in 1913 for Morris Brown College provided that the Executive Board of Trustees should have the authority to select officers, teachers, and all other employees that the corporation deemed necessary for the institution's advancement, expansion, and development. Today, the Board of Trustees maintains its role of governance of Morris Brown College. This role encompasses the responsibility to set policy; generate sufficient funds to deliver and maintain a state of fiscal institutional solvency; provide oversight of the administration of the College through its responsibility for the election of a College President who serves as the Chief Administrator of the College.

The Board, sanctioned by institutional by-laws, is designed to establish and maintain an administrative organization that will bring together and augment the various resources of the institution so that it can achieve its purpose.
Faith Statement

College Seal and Motto: To God and Truth

Faith Statement: Morris Brown College hereby affirms its historical affiliation with the African Methodist Episcopal Church (AME). In fulfillment of its mission as an institution of higher education, Steeped in the foundational beliefs of The AME Church; Morris Brown College is committed to the motto of “God Our Father, Christ Our Redeemer, the Holy Spirit Our Comforter, Humankind Our Family.”

The Apostle’s Creed

I believe in God the Father Almighty, Maker of heaven and earth, and in Jesus Christ his only son our Lord who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, dead; and buried. The third day he arose from the dead' he ascended into heaven and sits at the right hand of God the Father Almighty; from thence he shall come to judge the quick and the dead. I believe in the Holy Spirit, the Church Universal, the communion of saints, the forgiveness of sins, the resurrection of the body and the life everlasting.

Foundational Beliefs

The Trinity: There is but one living and true God, everlasting, without body or parts, of infinite power, wisdom, and goodness; the Maker and Preserver of all things, both visible and invisible. And in unity of this God-head, there are three persons of one substance, power and eternity - the Father, the Son and the Holy Ghost. (Article I).

Deity and Humanity of Christ: The Son, who is the Word of the Father, the very and eternal God, one substance with the Father, took man’s nature in the womb of the blessed virgin; so that two whole and perfect natures, that is to say, the God-head and manhood, were joined together in one person, never to be divided, whereof is one Christ, very God and man, who suffered, was crucified, dead and buried, to reconcile his Father to us, and to be a sacrifice, not only for original guilt, but also for actual sins of men. (Article II).

The Bible: The Holy Scriptures containeth all things necessary for salvation; so that whatever is not read therein, nor may be proved thereby, is not to be required of any man, that it should be believed as an article of faith, or be thought requisite or necessary to salvation. In the name of the Holy Scriptures, we do understand those canonical books of the Old and New Testament, of whose authority was never any doubt in the Church (Article V).

Creation: (Genesis 1:1) “In the beginning God created the heavens and the earth, and the sea, and all that in them there is; wherefore, the Lord blessed the Sabbath day and hallowed it.

Redemption: Not every sin willingly committed after justification is the sin against the Holy Ghost, and unpardonable. Wherefore, the grant of repentance is not to be denied to
such as fall into sin after justification. After we have received the Holy Ghost, we may depart from grace given, and fall into sin, and, by the grace of God, rise again, and amend our lives. And therefore, they are to be condemned who say they can do no more sin as long as they live here; or deny the place of forgiveness to such as truly repent. (Article XII)

**Salvation:** We are accounted righteous before God only for the merit of our Lord and Savior, Jesus Christ, by faith, and not by our own works or deserving; wherefore, that we are justified by faith only, is a most wholesome doctrine, and very full of comfort. (Article IX)

**Free Will:** The condition of man after the fall of Adam is such that he cannot turn and prepare himself by his own natural strength and works to faith, and calling upon God; wherefore, we have no power to do good works, pleasant and acceptable to God, without the grace of God; by Christ presenting us, that we may have a good will, and working with us, when we have that good will.

**Mission Statement**

Morris Brown College was founded on Christian principles in 1881 by the African Methodist Episcopal Church and is chartered by the State of Georgia as a private, coeducational, liberal arts college engaged in teaching, research, and public service in the arts, humanities, social and natural sciences and professional programs.

The mission of Morris Brown College is to provide educational opportunities in a positive and nurturing environment that will enable its students to become fully functional persons in our global society. The College prepares graduates to live meaningful and rewarding lives, thereby enabling them to make socially constructive and culturally relevant contributions to society.

Morris Brown College, in its commitment to academic excellence, provides experiences that foster and enhance intellectual, personal, and interpersonal development for students who have demonstrated the potential to compete in a challenging undergraduate liberal arts program of study.

**Purpose**

Because the most universal criterion by which Morris Brown College and any other institution may be measured is the achievement of its alumni, the College seeks to provide its students with:

- An environment that will foster the development of a wholesome attitude toward, and a full appreciation for, the cultural heritage of the human race as epitomized in the major intellectual and/or cultural disciplines;
- Knowledge that represents a comprehensive understanding of the fundamentals of the intellectual and cultural disciplines embodied in the Liberal Arts tradition of the General Education Program;
• Experiences that will promote an awareness of, and sensitivity to, the societal structures and processes which persistently provoke the climate and substance of social change;

• An understanding of, and respect for, the ethical, moral and spiritual values of the Christian Faith;

• A set of skills that will equip them to negotiate effectively the cultural, economic, global, political, and social environments;

• Preparation in the scholarly tradition that will support graduate and professional studies;

• Training that prepares them for active participation as intellectually competent, proficient individuals in a scientific and technologically advanced society;

• Opportunities to contribute to research, artistic and other intellectual endeavors; and

• Opportunities for public service and experiential training to enrich the lives of citizens in local, state, national and international communities.

**NAME**

The institution was named Morris Brown College in honor of Bishop Morris Brown, the second consecrated Bishop of the African Methodist Episcopal Church. This name is consistent with the many other liberal arts colleges that are named after individuals.

Documentation:


The college website indicates naming of the college and its founding as a child of the church, which not only determined the institution’s philosophical thrust, but also created a system of support which functioned to channel its early energies toward developing programs to serve the needs of students from low socioeconomic backgrounds.

**Institutional Goals and Objectives**

**Goal 1.** To enroll and retain academically and culturally diverse student populations
1.1. By 2021, the College will have achieved an academically diverse student body through a liberal admissions policy, as measured by admission test scores and high school grade point averages.

1.2. By 2021, 80% of graduating seniors will agree that their college experiences have led to a broadening of their global awareness and their knowledge and appreciation of people of diverse backgrounds, as measured by the Graduating Senior Survey.

1.3. By 2022, the average one-year retention rate will be 70%, as measured by enrollment data.

1.4. By 2023, the average four-year retention rate will be 65%, as measured by enrollment data.

1.5. By 2023, 60% of the students will graduate within five (5) years of first starting college, as measured by enrollment and graduation data.

**Goal 2. To help students acquire the general knowledge and skills required to function effectively as adults in a global science and technology-based society**

2.1. Students (80%) will be able to utilize communication skills intellectually and will be able to engage in conversations related to personal and social issues, as measured by the communications skills student learning outcomes.

2.2. Students (80%) will be able to utilize quantitative skills and evidenced-based information in finances to become informed consumers, as measured by the quantitative and financial literacy student learning outcomes.

2.3. Students (80%) will be able to identify and use technological tools with the acknowledgment of ethical issues in social, vocational, scientific digital sources, as measured by the information literacy and ethics student learning outcomes.

2.4. Students (80%) will be able to utilize skills in arts, humanities, and social sciences to appreciate human diversity, culture and traditions; broaden their horizons; appreciate creativity, evaluate and rationalize their impacts in our societies; and will be able to use the skills and tools in arts, social science and humanities to confront and redress social injustices, as measured by the arts, humanities, and social sciences student learning outcomes.

2.5. Student (80%) will be able to formulate, synthesize, critically analyze and will be able to evaluate science-based inquiries/issues and will be able to
reach logical and evidenced-based conclusions, as measured by the science literacy student learning outcomes.

**Goal 3. To prepare students for graduate and professional study consistent with their desires and abilities**

3.1. Psychology graduates (25%) will enroll in graduate school within 2 years after graduation, as measured by the documents on file.

3.2. Psychology graduates (25%) will enroll in professional school within 2 years after graduation, as measured by the documents on file.

3.3. Music graduates (25%) will enroll in graduate study in the field of Music within 2 years after graduation, as measured by the documents on file.

3.4. Music graduates (25%) will enroll in graduate study in the field of Music Business within 2 years after graduation, as measured by the documents on file.

3.5. Organizational Management and Leadership graduates (25%) will enroll in graduate school within 2 years after graduation, as measured by the documents on file.

3.6. Global Management and Applied Leadership graduates (25%) will enroll in graduate school within 2 years after graduation, as measured by the documents on file.

**Goal 4. To help students acquire the knowledge and skills required for satisfying professional careers**

4.1. Psychology graduates (50%) will be employed in professional careers in a variety of fields within 2 years after graduation, as measured by the documents on file.

4.2. Music graduates (15%) will be employed in careers in Music Performance within 2 years after graduation, as measured by the documents on file.

4.3. Music graduates (15%) will be employed in careers in the Recording/Entertainment Industry within 2 years after graduation, as measured by the documents on file.

4.4. Music graduates (20%) will be employed in careers as entrepreneurs in the Music Industry Business within 2 years after graduation, as measured by the documents on file.
4.5. Organizational Management and Leadership graduates (75%) will be employed in professional careers in a variety of fields within 2 years after graduation, as measured by the documents on file.

4.6. Global Management and Applied Leadership graduates (75%) will be employed in professional careers in a variety of fields within 2 years after graduation, as measured by the documents on file.

Goal 5. To enhance students’ cultural, psycho-social, moral, intellectual, and physical development, and to develop leadership skills

5.1. By 2021, 90% of the students attending seminars, workshops, and programs will agree that these events have lead to a broadening of their cultural awareness, as measured by program evaluation data.

5.2. By 2021, 90% of the students receiving counseling services through the Counseling Office, will indicate satisfaction with the services received, as measured by survey data.

5.3. By 2021, 90% of the students attending seminar, workshops, and programs sponsored by the Counseling Office will rate the events as “helpful” or “very helpful,” as measured by program evaluation data.

5.4. By 2021, 90% of the students participating in institutionally sponsored student activities will indicate satisfaction with these activities, as measured by survey data.

5.5. By 2022, 80% of the students participating in activities sponsored by Office of the Chaplain will rate the events as “helpful” or “very helpful,” as measured by program evaluation data.

5.6. By 2021, 80% of the graduating seniors will agree that their college experiences have contributed to their intellectual development, as measured by the Graduating Seniors Survey.

Goal 6. To provide opportunities for faculty, staff, and students to contribute to the research, artistic, and other intellectual endeavors of the local, national, and international community of scholars

6.1. By the Spring semester of 2023, 30% of faculty and staff will participate in research, artistic, and other intellectual endeavors, as measured by the documents on file.

6.2. By the Spring semester of 2023, 30% of the students will participate in research, artistic, and other intellectual endeavors, as measured by the documents on file.
Goal 7. To assist local, national, and international communities with problem solving and other services that enrich the lives of their citizens

7.1. By the Spring semester of 2024, 30% of the faculty and staff will assist the citizens of the communities with problem solving and other services that will enrich their lives, as measured by the documents on file.

7.2. By the Spring semester of 2024, 30% of the students will assist the citizens of the communities with problem solving and other services that will enrich their lives, as measured by the documents on file.

Goal 8. To maintain an efficient system for establishing and monitoring the implementation of institutional governing policy

8.1. By the end of Fiscal Year (FY) 2021, the Board of Trustees will have established an efficient system for monitoring the implementation of governing policy, as measured by the document on file.

8.2. By the end of FY 2022, the Board of Trustees will maintain an efficient system for monitoring the implementation of governing policy, as measured by the documents on file.

8.3. By the end of FY 2022, the Board of Trustees will have established and maintained a system for evaluating the Chief Executive Officer, as measured by documents on file.

8.4. By the end of FY 2021, the Board of Trustees will have reviewed and revised, as necessary, the governing policies of the College, as measured by the documents on file.

Goal 9. To maintain an efficient and effective organization for administrative processes

9.1. By 2023, the College will have an organizational structure capable of fully implementing institutional policies and procedures, as measured by documents on file.

9.2. By 2021, the College will have attained financial stability, as measured by the financial reports.

9.3. By 2021, an average of 80% of the faculty, staff, and students will agree that they are satisfied with library resources available to them, as measured by a survey.

9.4. By the Spring of 2021, the College will have received accreditation candidacy status from the Transnational Association of Christian Colleges and Schools (TRACS), as measured by documents on file.
9.5. By 2022, an average of 80% of the faculty, staff, and students will agree that they are satisfied with the technology that is available to them, as measured by a survey.

9.6. By 2024, the Office of Institutional Effectiveness, Research and Planning will make available institutional data by completing an annual College Fact Book/Statistical Profile each September, as measured by documents on file.

Goal 10. To manage institutional financial resources efficiently and effectively

10.1. By the end of Fiscal Year (FY) 2021, the Office of Fiscal Affairs will implement procedures that will yield 99% accuracy of data entry of fee collections into Populi, as measured by the data in Populi.

10.2. By the end of FY 2020, the Office of Fiscal Affairs will implement procedures that will allow them to complete prior month’s bank reconciliations by the 20\textsuperscript{th} of the following month, as measured by documents on file.

10.3. By the end of FY 2021, 90% of the transactions requiring disbursement of funds will be processed within 10 working days, as measured by documents on file.

10.4. By October 2020, 100% of open audit findings, IRS open notices, and other similar matters will be closed, as measured by audit reports.

10.5. By the end of FY 2020, The Office of Fiscal Affairs will create and maintain 100% of standing operating procedures, as measured by documents on file.

10.6. By the end of FY 2021, the Office of Fiscal Affairs will implement procedures that will enable 95% collection of all outstanding student receivables prior to the end of each semester, as measured by documents on file.

10.7. By the end of FY 2020, the Office of Fiscal Affairs will implement procedures that require all faculty, staff, and students to submit the appropriate forms for transactions with the business office, as measured by documents on file.

10.8. By the end of FY 2021, the Office of Fiscal Affairs will complete 100% staff training on accounting for higher education, as measured by documents on file.

10.9. By the end of FY 2020, the Office of Fiscal Affairs will establish a document retention policy per AICPA standards, as measured by documents on file.
Goal 11.  To maintain an environment conducive to effective teaching and learning

11.1. By the Spring 2021 semester, an average of 80% of the faculty, staff, and students will agree that the climate control in the classrooms and offices is satisfactory, as measured by a survey.

11.2. By the Spring 2021 semester, an average of 80% of the faculty, staff, and students will agree that the Multi Purpose building and the campus is always clean and attractive, as measured by a survey.

11.3. By the Spring 2020 semester, an average of 80% of the faculty, staff, and students will agree that institutional security personnel makes them feel safe and secure and makes them feel that their belongings are safe, as measured by a survey.

11.4. By the Spring 2022 semester, an average of 80% of the faculty and staff will agree that they are satisfied with the institutional benefits that they are receiving, as measured by a survey.

Goal 12. To generate the financial resources necessary for educational program support and administrative processes

12.1. By 2022, the Institutional Advancement Division will create a 12 month master plan with action steps related to priorities, major prospects, and a timetable to increase private support, as measured by the plan on file.

12.2. By 2022, the Institutional Advancement Division will create a five-year plan related to academic and fiscal needs, as measured by the plan on file.

12.3. By 2021, the Institutional Advancement Division will produce a result of 45% of alumni of record contributing to the annual fund, with a total of one million dollars for the annual fund campaign, as measured by the data on file.

12.4. By 2023, the Institutional Advancement Division will increase the number of major donors prospects to 250, with 10 major donors firmly cultivated, as measured by the documents on file.

12.5. By 2021, the Institutional Advancement Division will acquire a donor management system that will interface with the Registrar and the Finance Office, as measured by the acquisition of the management system.
Institutional Integrity

Philosophy of Education

Morris Brown College operates with integrity and is represented accurately and honestly to students, the public, and our accrediting agencies. The institution is a historically African American Christian institution, affiliated with the African Methodist Episcopal Church (AME); which is committed to preparing our students to be productive and successful citizens in a globally diverse society. In keeping with the mission of the AME Church, Morris Brown is committed to preparing its students to be leaders embodying the principles of personal and social responsibility.

Morris Brown College believes that an academically transformational environment provides an opportunity for students of varying abilities to actualize their spiritual, academic and vocational potential. By placing students in nurturing academic and diverse cultural environments that focus on acceptance and appreciation of similarities and differences of all people; the students are able to participate actively as intellectually competent, culturally sensitive, and socially conscious individuals upon graduation.

Administrators, faculty, and staff are committed to providing an academically challenging yet supportive environment based on theories and practices that support a deepening understanding of our relationship with God, self, and humankind. The learning environment at Morris Brown College provides an opportunity for students to develop self-reflective and self-regulative skills that can aid them in actualizing their greatest potential. The institution makes spiritually and socially conscious decisions regarding the development of its curricula, research and service programs which are rooted in theory and research-based practices.

Ethical Values and Standards Statement

The Morris Brown College Faculty, Staff, Students, Administration, and Board of Trustees are committed to Ethical Values and Standards.

The College embraces and adheres to its mission, Biblical Foundations Statement, and Philosophy of Education. We seek to embrace and respect the beliefs, cultures, differences, and rights of each other in the College environment. We seek to understand, appreciate, and respect other cultures in the global society. We seek to create an atmosphere of accountability that operates in honesty, openness, and trust in the pursuit of academic excellence. We seek to act, listen, and speak in a manner that respects the opinions and points of view of others. We seek to create and maintain an environment that perpetuates cooperation, inquiry, and mutual understanding. We accept full responsibility for the impact of our actions regarding our community, environment, and the world. Institutionally, we are accountable for our behaviors, and our ethical use of resources, in respect of our students as the core of our being.
In demonstrating commitment to these ethical standards and values, we will:

- make decisions that are consistent with the spirit of the College’s mission, Faith Statement, and the Philosophy of Education;
- provide timely and accurate information to internal and external entities;
- conduct a candid self-assessment of compliance with all accreditation criteria, standards, policies, and procedures; and submit the same to the accrediting agency;
- present all pertinent information to internal and external entities, as requested;
- give access to information that should be shared with external entities when they visit the College;
- provide accurate information to the public and the accrediting agency; and
- submit authentic work to external entities.

Morris Brown College Code of Conduct

Morris Brown College (sometimes referred to herein as the “College”) is committed to the highest ethical standards. Indeed, based on the unique trust placed in the College to serve the public good, we have a special obligation to act ethically.

The success of Morris Brown College and our reputation depend upon the ethical conduct of everyone affiliated with Morris Brown College. Trustees, faculty, staff and volunteers set an example for each other by their pursuit of excellence in high standards of performance, professionalism, and ethical conduct.

We are mindful that our core values must be clearly articulated, communicated and continuously reinforced. In addition, more detailed policies, guidelines, explanations, definitions and examples are often needed to bring these values into actual practice. While no document can anticipate all of the challenges that may arise, this Code communicates key guidelines and will assist Morris Brown College trustees, faculty, staff and volunteers in making good decisions that are ethical and in accordance with applicable requirements.

1. **PERSONAL AND PROFESSIONAL INTEGRITY:** A personal commitment to integrity in all circumstances benefits each individual as well as the College. We therefore:

   - Strive to meet the highest standards of performance, quality, service and achievement in working towards the Morris Brown College mission as stated below:
1. Practice truth and propriety in our personal and corporate practices and relationships.
2. Accept responsibility to be consistent in sound practices, loyal in reference to duties, agreements, obligations and relationships.
3. Live and work in harmony with peers, by respecting each individual’s right to exist, think and speak in an appropriate manner. The dignity of each one will be honored by all.
4. Commitment to the vigorous pursuit of excellence in our educational endeavors.
5. Operate as a Christian Liberal Arts Institution of higher learning.

- Communicate honestly and openly and avoid misrepresentation.
- Promote a working environment where honesty, open communication and a diversity of opinions are valued.
- Exhibit respect and fairness towards all those with whom we come into contact.

2. **ACCOUNTABILITY**: Morris Brown College is responsible to its stakeholders, which include parents, alumni, churches, donors and others who have placed faith in Morris Brown College. To uphold this trust, we:

- Promote good stewardship of Morris Brown College resources, funds that are used to pay operating expenses, salaries, and employee benefits, administration and fundraising costs.
- Ensure that travel, entertainment and related expenses are incurred on a basis consistent with the mission of Morris Brown College and not for personal gain or interests.
- Refrain from using organizational resources for non-Morris Brown College purposes.
- Observe and comply with all laws and regulations affecting Morris Brown College.

3. **SOLICITATIONS AND VOLUNTARY GIVING**: The most responsive contributions are those who have the opportunity to become informed and involved. We therefore:

- Promote voluntary giving in dealing with donors and vendors.
- Refrain from any use of coercion in fundraising activities, including predating professional advancement in response to solicitations.

4. **DIVERSITY AND EQUAL OPPORTUNITY**: Morris Brown College is an equal opportunity employer and is committed to the principle of diversity. We therefore:

- Value, champion, and embrace diversity in all aspects of Morris Brown College activities and respect others without regard to race,
color, religion, creed, age, sex, national origin or ancestry, marital status, veteran status, sexual orientation, or status as a qualified disabled or handicapped individual.

- Support affirmative action and equal employment opportunity programs throughout Morris Brown College.
- Refuse to engage in or tolerate any other form of discrimination or harassment.

5. **CONFLICTS OF INTEREST:** To avoid any conflict of interest or the appearance of a conflict of interest which could tarnish the reputation of Morris Brown College as well as undermine the public’s trust in the College, trustees, faculty, staff and representatives will:

- Avoid any activity or outside interest which conflicts or appears with the best interest of Morris Brown College.
- Ensure that outside employment and other activities do not adversely affect the performance of their Morris Brown College duties of the achievement of the College’s mission.
- Decline any gift, gratuity, or favor in the performance of Morris Brown College duties except for promotional items of nominal value, and any food, transportation, lodging or entertainment unless directly related to Morris Brown College business.
- Refrain from influencing the selection of staff, consultants or vendors who are relatives or personal friends or affiliated with, employ or employed by a person with whom they have a relationship that adversely affects the appearance of impartiality.

Morris Brown College supporters and volunteers:

- Should not knowingly take any action, or make any statement, intended to influence the conduct of Morris Brown College in such a way to confer any financial benefit on themselves, their immediate family members, or any organization in which they or immediate family members have a significant interest as stakeholders, directors or officers.
- Disclose all known conflicts or potential conflicts of interest in any matter before the Board of Trustees, if they are Board members or any committee upon which they serve and withdraw from the meeting room during any discussion, review and voting in connection with such matter.

6. **CONFIDENTIALITY AND PRIVACY:** Confidentiality is a hallmark of professionalism. The Board of Trustees shall exchange confidential information in connection with the conduct of the business of Morris Brown College. We therefore:
• Ensure that all information, which is confidential, privileged or nonpublic, is not disclosed inappropriately.
• Agree to limit dissemination of Confidential Information to persons who need to know such information for the benefit of Morris Brown College and who are bound to maintain the confidentiality of the confidential Information under provisions at least as restrictive as those contained in this Policy.
• Respect the privacy rights of all individuals in the performance of Their Morris Brown College duties.

7. **POLITICAL CONTRIBUTIONS:** As a charitable corporation, Morris Brown College is prohibited from making contributions to any candidate for public office or to any political committee. We therefore:

• Refrain from making any contributions to any candidate for public office or political committee on behalf of Morris Brown College including the use of Morris Brown College facilities for political campaign activities.
• Refrain from making any contributions to any candidate for public office or political committee in a manner that may create the appearance that the contribution is on behalf of Morris Brown College.

8. **GUIDANCE AND DISCLOSURE:** Volunteers, staff, and representatives are encouraged to seek guidance from the President or Board of Trustees Executive Committee concerning the interpretation or application of this Code of Ethics. Any known or possible breaches of the Code of Ethics should be disclosed. Faculty, Staff and representatives should contact a supervisor. Volunteers should contact the President or a member of the Board of Trustees Executive Committee. Reports of possible breaches will be handled in the following manner:

• All reported breaches will be treated in confidence as much as the organization’s duty to investigate and the law allow. If confidentiality cannot be maintained, the individual disclosing the possible breach will be notified.
• All reported breaches will be investigated and, if needed, Appropriate action taken based upon the policies of the college.
• Retaliation against a person who suspects and reports a Breach in good faith will be treated as an independent breach of the Code.
• Morris Brown College affirms prompt and fair resolution of all reported breaches.
I certify that I have read the Morris Brown College Code of Ethics and agree to abide by the guidelines outlined therein.

Name (Signature) ___________________________ Date ___________________________

Please return the signed form to

Morris Brown College
Human Resources Department
643 Martin Luther King, Jr. Dr., NW
Atlanta, Georgia 30314

Please keep a copy for your records

Adopted by the Morris Brown
Board of Trustees
May 23, 2013

Motto

*Deo Ac Vertati* ~ “With God and Truth”

Location

Morris Brown College is located in Atlanta, Georgia, often called "the fastest growing international city in the nation." With a population of over three million, metropolitan Atlanta provides college students with abundant advantages that enhance the college experience: access to rich educational resources; diverse social, cultural, and recreational opportunities; and many exciting career fields.

Charter

Morris Brown College received its registration in 1906 from the State of Georgia and has been authorized to offer the baccalaureate degree since that time.

Policy on Non-Discrimination

Morris Brown College subscribes to all state and federal regulations prohibiting discrimination on the basis of race, color, sex, religion, age, physical handicap, and national or ethnic origin. The non-discrimination policy of Morris Brown College complies with all current statutes and applies to admissions, employment, and access to all programs, services, and activities of the institution.

Security Services Policy

Morris Brown College maintains 24-hour security services that protect the personal welfare of its students, faculty, and staff, as well as all College property. *The College disavows*
and disclaims any and all liability or responsibility for property damage or loss due to theft or vandalism and for bodily injury suffered by its students, faculty, and staff as a result of wrongful or negligent acts committed by persons who are not employees or agents of the College.

The College also similarly disavows and disclaims any and all liability or responsibility for property damage and bodily injury suffered by its students, faculty, and staff by virtue of any act of God, riot, or the criminal activity of any person or persons, whether or not they are College employees or agents. The foregoing should not be construed, however, as the elimination or diminution of any rights of any College employee under the Georgia Workers' Compensation Statute.

Office of Alumni Affairs

The Office of Alumni Affairs serves as the primary liaison between the College and its alumni constituency. Its function is to develop and maintain a network of support to the College. The Office of Alumni Affairs plans and implements a comprehensive alumni relations program, including: (a) supporting reunion classes; (b) overseeing the development and maintenance of all alumni records; (c) assisting with the development and implementation of fund-raising strategies; and (d) providing technical support to the National Alumni Association. The Morris Brown College National Alumni Association structure consists of eight regions, 39 chapters throughout the United States and two foreign nations, reunion classes, and eight other support groups.

The Office of Alumni Affairs networks with the National Alumni Association to support the College’s efforts with recruitment and retention of students and the development of alumni through sponsorship of pre-alumni activities. Annually, local chapters host current and new student activities, participate in college recruitment fairs, and provide scholarships.

The Atlanta Metropolitan State College Library

By cooperative arrangement, Morris Brown College students, faculty, and staff have full access to the Atlanta Metropolitan State College Library. Located 3.3 miles from campus and on a major MARTA bus line, this Library is a modern facility designed to serve the instructional, informational, and research needs of a 2500-student undergraduate institution in the University of Georgia system. The Atlanta Metropolitan State College Library is regionally-accredited.

The Library is open Mondays through Thursdays from 8:00 am to 10:00 pm, Fridays from 8:00 am to 6:00 pm, Saturdays from 9:00 am to 6:00 pm, and Sundays from 2:00 pm to 6:00 pm. Morris Brown College students, faculty, and staff have full check-out privileges, using their Morris Brown College ID cards.

The Atlanta Metropolitan State College Library collection includes 50,614 volumes, 87 periodical (magazine) subscriptions, and 426 audiovisual items. The Library offers an extensive variety of other sources and databases through the University System of Georgia digital library, known as GALILEO. Morris Brown College students, faculty, and staff can access GALILEO while present in the Atlanta Metropolitan State College Library, or at any public library in the Atlanta area. In the Atlanta Metropolitan State College Library, users have access to an extensive variety of periodicals, through electronic
access to databases such as EBSCO, ProQuest, and JSTOR. The Library offers individual and small-group instruction on use of the Library’s resources, as well as professional assistance in conducting library research. All of these resources are available to Morris Brown College students, faculty, and staff.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

Under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), Morris Brown College has established policies concerning the confidentiality of student educational records. In accordance with FERPA, students have the right to:

1. inspect and review information contained in their education records;
2. challenge the contents of their educational records;
3. request a hearing if the outcome of the challenge is unsatisfactory to the student;
4. submit an explanatory statement for inclusion in the record if the outcome of the hearing is unsatisfactory to the student;
5. prevent disclosure, with certain exceptions, of the contents of their records;
6. secure a copy of the institution’s policy that includes the location of all education records; and
7. file complaints with the U.S. Office of Education.

The following information may be disclosed unless a student specifically requests in writing that it not be released: student enrollment status, dates of enrollment, degree earned, major, honors, and awards. Requests must be submitted in writing to the Office of the Registrar by October 1 annually. Additionally, the College will comply with applicable federal and state laws and with court orders that require the release of information under legal compulsion or in cases in which the physical well-being or safety of persons or property is involved.

FERPA regulations also require that the College inform students on an annual basis of the method it will use to inform them of their FERPA rights. The College’s policy is distributed via the College Catalog and other publications available to students and families.

Nondiscrimination on the Basis of Sex (Title IX) Education Amendment of 1972

Morris Brown College will notify all parties—applicants for admission and employment, students, and employees—that the College does not discriminate on the basis of sex in its admissions or employment policies or its educational programs and activities.

Nondiscrimination on the Basis of Handicap Rehabilitation Act of 1973

Morris Brown College will notify all parties—applicants for admission and employment, students, and employees—that the College does not discriminate on the basis of handicap
in its admissions or employment policies or its educational programs and activities. Information is available about the existence and location of services, activities, and facilities that are accessible to, and usable by, handicapped persons.
Morris Brown College admits students on the basis of individual merit and without regard to race, color, national origin, creed, gender, or physical disability.

Applying for Admission

Students interested in applying for admissions may complete the application on the MBC website: www.morrisbrown.edu

Admission applications may also be obtained from high school and junior/community college counselors or by writing to the Office of Admissions

Office of Admissions
Morris Brown College
643 Martin Luther King Jr. Drive, NW
Atlanta, GA 30314

All applicants will be notified, in writing, of the College’s admission decision. Individuals who wish to visit the campus or to speak to an admissions officer may call (404) 458-6085 extension 2011 for an appointment or come to the Office of Admissions.

Deadlines. Completed applications must be returned to the Office of Admissions by May 1 for fall semester admission or by December 1 for spring semester admission.

Accuracy of Information. An applicant who knowingly withholds information or gives false information on an application may become ineligible for admission or readmission to the College or may be subject to disciplinary action.

Admissions Tests. All applicants for admission to Morris Brown College who have graduated from high school or successfully completed the GED are required to take the SAT or ACT. Likewise, transfer applicants with less than 30 semester credit hours or 45 quarter credit hours must submit SAT or ACT scores.

Requirements for Admission

Admission to Morris Brown College is based on a decision scale that considers a combination of high school grade point average and SAT/ACT scores. Additionally, students must show at least fifteen (15) Carnegie units* successfully completed on their high school transcript. At least twelve of the 15 Carnegie units should be in the following academic subjects: English, mathematics, natural sciences, and the social sciences.

*Carnegie units represent the completion of a core of high school courses. Carnegie units are used to set national norms for curriculum and course time and are named after the Carnegie Foundation for the Advancement of Teaching which first used the system.
New Student Applicants

Prospective high school graduates may be considered for admission any time after their sixth semester in high school.

High school graduates must submit the following:

1. A completed and signed admission application;

2. An official high school transcript signed and bearing the official school seal, applicant’s class rank, class size, date of graduation, and SAT of ACT scores;

3. Official SAT or ACT scores;

4. Two (2) letters of recommendation from appropriate high school officials;

5. An autobiography or essay (100-300 words); and

6. A non-refundable $30 application fee.

GED applicants must submit the following:

1. A completed and signed admissions application;

2. Official GED test results;

3. Official SAT or ACT scores;

4. Two (2) letters of recommendation;

5. An autobiography or essay (100-300 words); and

6. A non-refundable $30 application fee.

Transfer Student Applicants

Transfer applicants must submit the following:

1. A completed and signed admission application;

2. An official transcript from each college attended;

3. An official high school transcript with date of graduation, or a GED score report, and official SAT or ACT scores (if less than 30 semester credit hours or 45 quarter credit hours of college level coursework);

4. Financial Aid transcripts from all previously attended colleges and universities (forwarded to the Morris Brown College Office of Financial Aid);
5. One letter of recommendation;

6. An autobiography or essay (100-300 words); and

7. A non-refundable $30 application fee.

Adult Education Program Applicants

Adults who are 23 years of age or older who have completed 45 semester credit hours in General Education from a postsecondary educational institution may seek admission to the Organizational Management and Leadership (OML) Program. All Adults will enroll in the Prior Learning Assessment course at the beginning of their course of study in the OML Program. Adults who have earned less than 45 semester credit hours will be required to enroll in the General Education Program; they may enroll in Prior Learning Assessment; and they may enroll in Pre-Organizational Management and Leadership courses, depending on the number of General Education courses that are required. OML Program applicants must submit the following:

1. A completed and signed admissions application

2. Two letters of recommendation from a professional administrator, an academic administrator, and/or a religious leader

3. Verification of age

4. A non-refundable $30 application fee

Transient Student Applicants

Students who are enrolled in another institution may seek transient (temporary) admission to Morris Brown College. Transient applicants must submit the following:

1. A completed and signed admissions application

2. An approval letter from the student’s home institution

3. A non-refundable $30 application fee

Non-Degree Applicants

Individuals wishing to take courses but not to obtain a degree may seek non-degree admission to Morris Brown College. Non-degree applicants must submit the following:

1. A completed and signed admissions application;

2. Official transcripts from each college attended; and

3. A non-refundable $30 application fee.
Students on Academic Suspension Who Seek Readmission

Students who have been suspended for poor academic performance may apply for readmission. Applicants must:

1. Complete a readmission application and a letter of academic intent and submit it to the Vice President for Academic Affairs;

2. Submit to the Office of the Registrar all transcripts of academic and remedial work completed since the time of suspension (e.g., courses from junior or community colleges, continuing education courses); and

3. Submit to the Vice President for Academic Affairs a physician’s statement (with complete signature) if illness was a contributing factor in the applicant’s poor academic performance.

Students on Disciplinary Suspension Who Seek Readmission

Students who have been suspended for disciplinary violations for at least one academic year, must apply for readmission. Applicants must:

1. Complete a readmission application and submit it to the Vice President for Academic Affairs; and

2. Submit to the Vice President for Academic Affairs a letter of reference from a person familiar with the applicant’s activities during the period of suspension.

Readmission Procedures for Former/Returning Students in Good Standing

Students whose enrollment is disrupted for more than one year may seek readmission to the College. Applicants must:

1. Complete a readmission application and submit it to the Office of the Registrar; and

2. Submit to the Office of the Registrar all transcripts of academic work completed since the time of departure from Morris Brown College.

Conditional Admission

The College may grant conditional admission to an applicant whose SAT/ACT score or grade point average falls outside of the various admission decision scale intervals, but who has the minimum Carnegie units, acceptable letters of recommendation, and the required essay. Conditional admission is considered for applicants who show evidence of a strong motivation for achievement and future academic growth.

Upon admission to the College, all new students are classified as “General Education” students, including students admitted conditionally. Students admitted conditionally are
regarded as regular students of the College. Students who remove the conditions for admission may choose a major.

Students who are admitted conditionally

1. Must take the College's placement test and must take the appropriate basic skills courses if placement test scores fall below the minimum standards on any component of the placement test;

2. Will be limited to registering for 12 credit hours each semester for the first year of matriculation;

3. Will be advised by academic advisors in the General Education Department; and

4. Will have one academic year to achieve a cumulative grade point average of 1.5. If the 1.5 grade point average is not achieved in the first semester, the student will be sent an academic warning letter from the Office of Academic Affairs. If the 1.5 is not achieved by the end of the student's second semester, the student will be dismissed from the college.

A letter delineating the above conditions will be sent to the student upon acceptance.

OFFICE OF THE REGISTRAR

Transcripts are ordered online via our website www.morrisbrown.edu by selecting admissions; online transcripts and follow the prompts. Additionally, you may process your payment through the secured website.

How to Order Transcripts

1. Send in writing the following information: Maiden name (if married), social security number, dates of attendance or year of graduation, address where you wish for transcripts to be sent, your return mailing/e-mail address, telephone number and the name of the individual, company or institution you desire the transcript to be issued to.

2. We do not process telephone transcript requests. All requests must be made in writing. You may send by:

   E-Mail: Toledo.riley@morrisbrown.edu

   On-Line: www.morrisbrown.edu

   Mail: Morris Brown College
         Office of the Registrar
         643 Martin L. King, Jr. Dr., NW
         Atlanta, GA 30314
3. Personal checks will not be accepted. Students may pay with a credit card, cashier’s check, a money order or cash (exact amount in cash). For transcript requests by **Online**, it is the student’s responsibility to call the **Cashier** at 404-458-6085 Extension 2017 to pay with a credit or debit card.

4. Students with balances will not be issued transcripts. If you are paying your balance to receive a transcript, it must be paid with “Certified Funds.”

**Cost of Transcripts**

The (online) transcript order form and the cost of transcripts are given on the next page.
Transcript and Verification Request Form  --  Date Requested _______________________

Please write the name you used while enrolled at Morris Brown College:

<table>
<thead>
<tr>
<th>First</th>
<th>Middle</th>
<th>Maiden</th>
<th>Last</th>
</tr>
</thead>
</table>

Attendance Dates  ____/____ -  ____/____  Graduation Date  ____/____  Social Security #  XXX-XX-XXXX
From  To  Month  Year

Current Name

<table>
<thead>
<tr>
<th>First</th>
<th>Middle</th>
<th>Last</th>
</tr>
</thead>
</table>

Current Address

<table>
<thead>
<tr>
<th>Number</th>
<th>Street</th>
<th>(Apt. or Bldg. #)</th>
</tr>
</thead>
</table>

City/State/Zip____________________

Email_____________________________________________________

Cell   -   -   Phone   -   -   -

Issue Transcript to Current Name and Current Address above:  Yes_____  No_______

Issue Transcript to Institution or Company as listed below:  Yes_____  No_______

Name________________________________________________________

Address_________________________________________________________________________

City/State/Zip__________________________________________________________

Transcript Type  Fees Per Copy  Processing Time*  Office Hours

_____ Emergency Official  $ 25.00  1-3 Business Days  (Monday--Thursday)  10AM - 3:00 PM

_____ Official  $ 10.00  7-14 Business Days  10AM - 3:00 PM

_____ Unofficial  $ 5.00  1-7 Business Days  10AM - 3:00 PM

*Processing Time begins after payment of Fees. Processing Time may increase for students enrolled prior to 1999.

Please indicate below your preferred “method of delivery” for Transcript(s).

_____ Mail Transcript(s)  _____ Call for Pick-Up of Transcript(s)

Educational Verification  $ 5.00  1-7 Business Days  10AM - 3:00 PM

Diploma Back-Order  $ 50.00  8 Weeks for delivery from Vendor

Revised May 10, 2018: AA/tar
3.0

ENROLLMENT

For an Accurate Enrollment with Minimal Delays

1. Applicants for admission to the College should see that all required records are in the Office of Admissions by May 1.

2. Financial aid processing should be completed well ahead of the registration period because documents must be fully processed and approved before enrollment can be completed.

3. Completed health forms must be on file in the Morris Brown College Health Services Office before registration will be permitted.

4. Upon arrival at the College, students should have completed all financial aid requirements and should report to the Office of Student Accounts to pay fees.

5. The dates for freshman orientation and registration, and returning students’ registration, are specified in the College’s academic calendar. Students will be charged for registering or making changes in their registration after the published dates.

6. Course credit is stated in semester hours. One fifty-minute recitation/lecture period per week for eighteen weeks, or the equivalent in laboratory work, constitutes a semester hour. Generally, two hours of laboratory work in science count as an hour of lecture work.

7. An opportunity for pre-registration is provided for students.

8. Students who have been accepted into a major should report to their major departmental offices for academic advisement. New students and General Studies majors should report to the Office of Academic Affairs for academic advisement.

9. Students with disabilities should contact the Office of Student Affairs if assistance is needed in registering.

10. Students who are on academic probation should report to the Office of Academic Affairs for academic advisement.

11. Students who are seeking readmission after academic suspension or disciplinary suspension should report to the Office of Academic Affairs and bring all documents required for readmission.

Enrollment Categories

**Full-time Students:** Students who are enrolled with a minimum of 12 semester hours during a particular semester are regarded as full-time students.

**Half-time Students:** Students who are enrolled in six to eleven semester hours during a particular semester are regarded as half-time students.
**Less Than Half-time Students**: Students who are enrolled in one to five semester hours during a particular semester are regarded as less than half-time students.

**Transfer Students**: Students who have been enrolled in an accredited college or university may be admitted to the College. Transfer credits accepted will not exceed 92 semester hours. Courses with grades below “C” will not be accepted.

**Transient Students**: Students who have enrolled temporarily in Morris Brown College and who plan to return to their home institution are regarded as transient students. Transient permission must be obtained from the student’s home institution.

**Non-Degree Students**: Students who are pursuing studies at the College but are not candidates for a degree are regarded as non-degree students.

**Schedule Changes (Drop/Add)**

Students in need of schedule changes must wait until the drop/add period. Students may make changes in class schedules during the official drop/add period without any permanent record of their having enrolled in the dropped course(s). Students must complete the drop/add form and secure all required signatures. Students who wish to exit a course after the official drop/add period must complete a course withdrawal form, secure all required signatures, and submit the form to the Office of the Registrar.

If students drop courses that result in a course load of less than 12 credit hours, their enrollment status will change from full-time to part-time. If dropping courses results in less than 12 credit hours, students should see their financial aid advisor.

**Late Registration**

Registration for courses after the time period specified in the College calendar is considered as “late registration.” A fee is charged for late registration.

**Course Loads**

**Regular/Full-time Course Load**: The regular or normal course load for a full-time student is 15 to 18 credit hours. Twelve (12) hours is the minimum course load a student can take to be considered full-time. Students may register for a maximum of 18 hours without being charged for an overload.

**Overload**: A semester course load of more than 18 credit hours is regarded as an overload. Students must obtain permission from their academic advisor and approved by the department chairperson to register for an overload. Students must have a minimum cumulative grade point average of 3.00 to be approved for an overload. The maximum number of credit hours a student can register for in an overload status is 24 credit hours. Additional fees will be charged for overload credit hours.

**Part-time Course Load**: A semester course load of less than 12 credit hours is regarded as a part-time course load.
4.0

TUITION, FEES, AND OTHER EXPENSES

The tuition, fees, and other expenses listed in this Catalog represent those that are required of each student who enrolls in Morris Brown College under the stated categories. The costs for books, transportation, and personal expenses are not paid directly to the College and therefore are not listed. However, these costs should be included by the student in estimating the total costs that might be incurred during a school year.

Regulations

1. The academic year is divided into two semesters, fall semester and spring semester. Tuition, fees, and other expenses are charged and payable by the semester since each semester constitutes a separate unit of operation. A student may enroll at the beginning of either semester.

2. Students are responsible for meeting all financial obligations to the College when they are due.

3. All expenses listed in this catalog are for the academic years 2017-2019. The College reserves the right to change its fees, charges, rules, and regulations at the beginning of either semester, without previous notice. If the College changes any of these amounts for the academic year 2017-2019, it will publish notice of such changes in an addendum to this Catalog.

4. A student is not enrolled officially in the College until all fees and charges have been paid.

5. All first-year students (those attending college for the first time or those transferring from another college or university with fewer than 28 semester hours of transferable credits) are encouraged to live in College-owned or operated housing facilities for one academic year.

6. Students who are enrolled in internships and who are registered for less than 12 semester credit hours, will be classified as full-time students and will be required to pay full tuition, fees, and room and board as applicable.

7. Payment of tuition and fees may be made by check, or money order. The College also accepts VISA, MasterCard, American Express, and Discover in payment of College expenses. Students are encouraged to pay their account balances via Populi.

8. Morris Brown College reserves and exercises the right to deny admission, to cancel the enrollment, to withhold transcripts and other educational records, or to delay graduation of students who fail to meet their financial obligations to the College.
Categories of Expenses, Fees, and Deposits

Application Fee

An application fee of $30.00 is required for all students applying to the College for the first time. The fee should be submitted with the official application for admission. The application fee is non-refundable and is not credited to the student’s account upon admission.

Tuition

Tuition is defined as the “charges for instruction.” The tuition is $4,250.00 per semester for full time students enrolled in 12-18 semester credit hours. The tuition is $1,062.51 per three semester credit hours or $354.17 per semester credit hour for part-time students enrolled in less than 12 semester credit hours. Students taking overloads (over 18 semester credit hours) will be charged $354.17 for each additional semester credit hour over 18.

The College does not provide room and board. The College will assist the student by providing a list of housing opportunities in the areas.

<table>
<thead>
<tr>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$4,250.00</td>
</tr>
</tbody>
</table>

Student Activity Fee, Health Services, and Insurance Fee

The student activity fee must be paid irrespective of the level of participation in student activities covered by the fee. The student activity fee is non-refundable. This fee covers the cost of an accident and health insurance policy, as well as services at the on-campus Student Health Center. The health services and insurance fee is non-refundable.

Laboratory Fees

Courses that require laboratory classes or special equipment may require an additional fee that is charged after the student registers for the course.

Late Registration Fee

A fee of $50.00 is charged to any student who fails to register for courses on the day(s) scheduled in the College catalog for registration.

Replacement Identification Card Fee

A fee of $25.00 is charged to replace a lost identification card.
Transcript Fee

A fee of $10.00 is charged for each copy of an official transcript requested after the first copy. A fee of $5.00 is charged for each copy of an unofficial transcript. Only cash and credit cards are accepted for payment. Transcripts will not be released to students with outstanding balances. A fee of $25.00 is charged for each copy of an emergency official transcript.

Graduation Fee

A $150.00 graduation fee will be charged to graduating seniors for cap and gown rental, and other ceremonial activities.

Payment of Tuition and Fees

1. All tuition and fees are due and payable at the time of registration.

2. Students who receive financial aid must pay the difference between the financial aid awards (excluding CWSP) and the total cost of tuition and fees before being permitted to enroll for a given semester.

3. Payment of fees by mail should be made by check or money order made payable to

   MORRIS BROWN COLLEGE
   Student Accounts
   643 Martin L. King, Jr. Drive, N.W.
   Atlanta, GA 30314-4140

Refund of Tuition, Fees, and Other Charges

The following regulations apply with respect to refunds and adjustments in charges.

1. There will be no refund of tuition, fees, charges, or any other payments made to the College in the event the College’s operation is suspended because of a strike, disruption, act of God, or any other reason beyond the College’s control.

2. If a student desires to withdraw officially from the College at any time during the semester, he/she must apply formally to the Registrar and obtain clearance from the offices of the Vice President for Academic Affairs, the Vice President of Student Affairs, and the Vice President of Fiscal Affairs.

3. Students who stop attending class at any time during the semester without withdrawing officially will be charged for the entire semester. No remission of fees will be allowed to students who withdraw unofficially or who are dismissed from the College.

4. No adjustments are made to a student’s account if he/she moves off campus or withdraws from the College 30 days after registration. If a student moves off campus within 30 days after registration, the student’s account will be prorated 25% per week.
5. Students are eligible for refunds if official withdrawal is made according to the following schedule: (a) 1\textsuperscript{st} week of semester = 80%; (b) 2\textsuperscript{nd} week of semester = 70%; (c) 3\textsuperscript{rd} week of semester = 50%; (d) 4\textsuperscript{th} week of semester = 20%; and (e) after 4\textsuperscript{th} week of semester = 0%.

The College reserves the right to change or otherwise modify any charge or fee noted herein.
5.0

FINANCIAL AID

Satisfactory Academic Progress

To maintain eligibility to be considered for financial aid, students must meet the standards set forth in Morris Brown College’s Financial Aid Policy on Satisfactory Academic Progress (SAP). Three components of a student’s records are used to determine if SAP standards are met: credits, grade point average, and time frame. The requirements in each area vary according to a student’s status, such as enrollment status (full-time, half-time, or less than half-time).

The college’s SAP policy includes, but is not limited to, the following aid programs:

- Morris Brown College: All institutional Scholarships and Grants
- Student Loans
- Work-Aid Program

SAP Criteria

Minimum Credits Earned

Each student’s enrollment status is reviewed at the end of each academic year to verify that required minimum number of credits has been earned during fall and spring semesters. Students are required to earn at least 21 credits each academic year for a full-time status, 12 credits for a half-time status, and six for a less than half-time status.

Minimum Cumulative GPA

Each student’s cumulative grade point average (GPA) will be reviewed at the end of each academic year. Students are required to earn at least a 2.0 cumulative GPA at the end of their second year of attendance (fourth semester of enrollment) and each subsequent academic year. At each review point, students are required to maintain a 2.0 or higher GPA (depending on the program of study).

Maximum Time Frame

A student can be considered for financial aid eligibility for only a limited time. At the end of each academic year, each student’s credits attempted are reviewed to ensure that satisfactory academic progress is occurring at the required rate. Students will be notified when they are within two semesters of reaching the expiration of the allowable time frame. Once the time frame has expired, one’s own funds must be used to continue matriculation in school. No exceptions can be made.

Financial Aid Probation

Students who fail to earn the required GPA and/or the minimum number of credits needed for a particular attendance status will be placed on financial aid probation for the next semester of attendance. Students may still receive financial aid while on financial aid probation. To be removed from financial aid probation, students must achieve the required GPA and/or complete the minimum number of credits that were attempted the semester preceding the probation. If these conditions are met, the financial aid
probationary status will be removed at the end of the probationary semester.

**Financial Aid Suspension**

Students who fail to earn the required credits or to achieve the required GPA while on financial aid probation will be placed on financial aid suspension. *Students are no longer eligible to receive aid from any Financial Aid Programs while on financial aid suspension.* To resume eligibility to receive financial aid, students must complete--at their own expense--a regular semester at the College in the status from which they were originally suspended (full-time, half-time, or less than half-time) and attain the minimum credits required and/or achieve the required cumulative GPA.

**De-matriculation/Suspension**

Students who have been academically suspended from the College are not eligible for financial aid. Once re-matriculated (re-admitted) by the College, students must complete the financial aid SAP appeal process. Students must submit an SAP appeal form and Verification of Academic Standing Form. Financial aid status and eligibility will be determined based on the College’s SAP standards through a review of the academic transcript and the Verification of Academic Standing Form.

**Excluded Grades**

The following types of grades cannot be used to remove financial aid probation or suspension or to fulfill re-matriculation requirements: credits by audit or special examination; grades earned from advanced placement or CLEP exams for which prior approval was not obtained; withdrawal or incomplete grades; and grades earned in zero-credit courses.

**Additional SAP Requirements**

1. Students who are not receiving financial aid will still be evaluated for financial aid eligibility on the same basis as students who receive federal, state, or institutional aid. Should such students apply for financial aid, eligibility will be based on their past performance as measured by the SAP standards for financial aid.

2. Students who are enrolled in a dual degree program may request in writing an extension of the maximum time frame provision of the SAP policy. Such requests will be evaluated on an individual basis.

3. Students who are pursuing a second degree will be given the equivalent of six (6) full-time semesters to complete the program, including prerequisite courses.

4. Transfer students will be placed within the policy’s maximum time-frame level based on the number of transfer credits accepted by Morris Brown College.

5. Credits earned at foreign institutions are included in the financial aid SAP evaluation if the college accepts the credits.

6. Courses in which a grade of ‘I’ was given will count toward the academic year attempted minimum and will influence the GPA in the semester the course was taken. All attempted and earned credits are counted in time-frame determination.
7. Credit for remedial courses will count toward determination of enrollment status, minimum credits, and maximum time frame.

8. Courses that are repeated will count toward enrollment status and maximum time frame. For purposes of financial aid SAP, only credits adding to the cumulative credits earned will be acceptable toward the required minimum number of credits earned each year. Repeat courses for which a student previously received a passing grade will not count.

**Right to Appeal**

1. Students may appeal the SAP decision regarding financial aid probation or suspension status by submitting a completed appeal form to the Financial Aid office within ten calendar days of notification.

2. Students placed on financial aid suspension due to insufficient GPA or minimum credits earned must submit a SAP appeal and a current MBC official academic transcript.

3. De-matriculated students (students on academic suspension) who have been re-admitted to the college must submit a SAP appeal form and Verification of Academic Standing Form.

4. Students who fail to achieve financial aid SAP due to mitigating circumstances should submit the SAP appeal form, a current MBC transcript, and a letter of explanation with all appropriate documentation attached. Mitigating circumstances would include extreme illness or injury, family crises, or additional credits earned from incomplete courses.

Appeals and supporting documentation should be mailed to the following address:

The Office of Student Financial Aid  
Morris Brown College  
643 Martin Luther King Jr. Drive, N.W.  
Atlanta, GA 30314.

The Financial Aid Appeals Committee will review the request and make a decision within ten business days of the receipt of the appeal. Written notification of the decision will be forwarded to the student. The decision of the committee is final.

**Financial Aid**

**Institutional Financial Aid Programs**

Morris Brown College offers or administers several scholarships and financial programs, including institutional academic scholarships, grants-in-aid, and scholarships from private sources. Inquiries should be directed to the Financial Aid Office.
6.0

STUDENT SERVICES

Student Services provides programs and services that focus on students’ personal, interpersonal, intellectual, spiritual, social, emotional, and physical development. In conjunction with the functions of the Office of Academic Affairs, the functions of Student Services enable students to benefit maximally from their college experiences. Policies about student life are outlined in the Morris Brown College Student Handbook. Students should obtain a copy of the Student Handbook and become familiar with these policies.

Student Services oversees numerous programs, services, and activities, including the following:

1. New Students Orientation Program
2. Student Activities and Organizations
3. Student Government Association
4. Excuse Validation
5. Counseling and Health Services
6. Career Counseling Services
7. Student Judicial Council
8. Student Residential Living

New Student Orientation Program

At the beginning of each fall semester, a comprehensive New Student Orientation Program is provided for incoming freshmen. The program consists of a full schedule of activities, placement testing, and opportunities for new students and parents to become acquainted with the College.

Student Activities and Organizations

Student Activities is responsible for the coordination and implementation of all cultural, social, personal development and extra-curricular activities of the College. This department also registers and monitors the activities of all student organizations. The various campus organizations are established to ensure a well-rounded educational experience, to enhance classroom instruction and to provide opportunities for personal development. Students should refer to the Student Handbook for information governing student organizations, charting procedures for student organizations, conditions that lead to the revocation of an organization’s charter and procedures for scheduling events and programs. All student organizations must be registered with Student Activities to be sanctioned officially as a student organization.
Student Government Association (SGA)

When students become enrolled officially at Morris Brown College, they become members of the student body. The Student Government Association (SGA) is the governing organization of the student body. The SGA is recognized by the College as the official “voice” of the student body and the channel for expressing student concerns. The role of the SGA is to help implement school policies, practices, and College tradition; to encourage projects and activities which foster social development and cultural enrichment; to promote among students a positive self-image and spirit of unity; to help students develop leadership skills and to help students develop opportunities or creative involvement in campus life. The Morris Brown College Queen and King are Student Ambassadors and work with the SGA. Students can be elected to or appointed to positions within Student Government.

Criteria for Officers: To be nominated as an officer of the SGA or a College queen or king, a student must be currently enrolled and in good standing, not be on disciplinary probation, and not have a judicial record from the previous semester. Specific additional requirements to serve in student government or represent the institution as a queen or king, including rules and procedures, can be secured from the Student Services. The required grade point average for the SGA president is 2.7 or above and for a College queen or king is 2.8 or above.

Admission to Student Activities: A current Morris Brown College identification card and/or an admission fee permits admission to all campus activities.

Participation in Student Activities: Students are encouraged strongly to participate in extracurricular activities and to gain membership in student organizations in order to develop special talents and skills, as well as to increase their potential for leadership and social development.

The college urges students—especially new students and freshmen—to limit their participation in extracurricular activities and to choose membership into student organizations carefully, taking into consideration of their academic priorities, interests, and other personal concerns.

Students on academic or disciplinary probation are ineligible to participate in extracurricular activities or to maintain membership in student organizations.

Excuse Validation

The excuse validation process is designed to respond to students’ request for excused absences from classes for approved school-related activities, documented illnesses, and other circumstances as evaluated by the Student Services designee. Students must obtain a Student Excuse Data Form from the Student Services designee and attach the appropriate documentation. All documentation is subject to verification. Any
documentation found to be forged, falsified or containing unauthorized alterations will be addressed. It should be noted that receiving an excused absence and presenting it to instructors does not automatically entitled a student to make up missed work. Although instructors are encouraged to afford the student an opportunity to make-up missed major examinations in the case of excused absences, it is still at the discretion of the instructor to allow the student to make up any missed assignments, laboratory work, quizzes or major examinations.

**Student Counseling and Health Services**

Student Counseling and Health Services offer provisions which foster and promote student learning and development that encourage wellness and healthy living.

A Licensed Professional Counselor (LPC) and a medical physician serves as on-call health care providers for our students. These qualified professionals may see students by appointment in individual and group sessions covering a wide range of health, wellness and disability issues.

Ms. Deborah Sims, a Licensed Professional Counselor provides individual counseling, group counseling and career and placement services. Students may schedule individual appointments by calling (404) 458-6085, Ext. 2011.

Dr. Sherell Vicks serves as the on-call physician. Students may schedule individual appointments by calling her office, Hillandale Medical Associates, (770) 808-0092.

We will strive to become the principle advocate for a healthy campus community.

**Career Counseling and Placement**

Career counseling services include career and placement, workshops, recruitment fairs, on-campus interviewing, cooperative education and internship programs, and community service learning opportunities.

Through career counseling, students are assisted in obtaining full-time, part-time, and summer employment, as well as co-op and internship opportunities.

Cooperative education and internship placements are designed to provide practical, hands-on experiences for students.

The Community Service activity is designed to instill community service attitudes and practices into the lives of students while impacting positively the lives of the community.
Student Judicial Council/Student Code of Conduct

The Student Judicial Council is operated as an integral part of the educational support services of Morris Brown College and is guided by the College’s Student Code of Conduct Standards. As an entity within Student Services, this council ensures that all students enrolling at Morris Brown College conduct themselves as responsible members of the campus community and in accordance with standards of common decency and decorum, with recognition and respect for the personal and property rights of others and the educational mission of the college.

The Student Judicial Council has primary authority for the supervision of student conduct and administration of discipline. The Student Judicial Council Members work with students and student organizations to encourage support and compliance with college standards. This council is responsible for the coordination of all disciplinary procedures and maintaining appropriate records of student conduct and disciplinary actions.

Student Services, the student judicial council members in conjunction with the Office of Public Safety conduct group meetings with students to review the student code of conduct. Refer to the Student Handbook for detailed information on the judicial process, including prohibited behaviors, sanctions, hearings, and appeals.

Student Residential Living Services

Student Residential Living Services provides students the opportunity to secure a safe living environment during their college years. Morris Brown College does not operate campus housing; however, through cooperative partnership arrangements, the College can offer its student residential living options: dormitory at Turner Theological Seminary located adjacent to the Morris Brown College campus.

The Turner Theological Seminary dorms offer Morris Brown College students the options of double-occupancy rooms, and efficiencies are available for adult students. Additionally, Gammon Dormitory offers single-occupancy rooms. Such services as laundry, telephone, and internet services are provided, as well as study space. Rooms are fully secured by 24-hour security services.

Meal plans are available to Morris Brown College Students at Clark Atlanta University Dining Services.

Additional option for off-campus housing is WestMar Student Lofts located seven minutes from campus. Morris Brown College does not currently convene arrangements with this facility.
Commuter Student Services

Student Services also coordinates residential living away from the campus for students who desire to live off campus but near the campus. Student Services provides an off-campus housing directory for students who need assistance in locating housing. Additionally, Student Services develops working relationships with landlords and housing complexes, coordinates commuter student activities, and responds to commuter student concerns.
Students should be familiar with the following terms as they are used at Morris Brown.

**Academic Advisor** – A faculty or staff member designated to help students plan and select appropriate courses for their programs of study/majors and help them engage in informed career decision-making.

**Academic Advisement** – The process of helping a student plan and select appropriate courses in the correct sequence, and providing relevant information for career decision-making.

**Academic Assessment** – Upon admission to the college, the process of testing and evaluating a student’s level of competence in verbal and quantitative skills necessary to satisfy formal entry requirements to a major program of study.

**Academic Dishonesty** – Breaking the Morris Brown College Honor Code.

**Academic Dismissal** – After academic probation and academic suspension, the permanent dismissal of a student from the College due to failure to achieve the requirements for satisfactory academic progress.

**Academic Probation** – A status that indicates that the students failed to achieve the requirements for satisfactory academic progress. During the academic probation period, a student will be allowed to continue to take course at a reduced load and will be expected to achieve a designated grade point average. A student on academic probation who does meet the requirements for satisfactory academic progress will be placed on academic suspension for the following academic year.

**Academic Suspension** – After failure to meet the requirements for satisfactory academic progress during the academic probation period, a student in not allowed to enroll in the college for the following academic year.

**Advanced Placement** – Eligibility for enrollment in courses beyond the entry level through appropriate entrance and/or placement testing.

**AUC** – The Atlanta University Center, comprised of Clark Atlanta University, Morehouse College, Morris Brown College, Spelman College, the Morehouse School of Medicine, and Interdenominational Theological Center.

**Baccalaureate Degree** – The degree granted by Morris Brown College after completion of at least 120 semester credit hours and fulfillment of all other graduation requirements.
**Classification** – The designation of Freshman, Sophomore, Junior, or Senior based on the number of semester credit hours earned. Note being a senior does not mean that you are eligible to graduate.

**Concentration** – A specialization area within some majors.

**Core Curriculum** – A group of courses required of all students regardless of major, in the areas of humanities, natural sciences, mathematics, and social sciences. Some departments also have core Curriculum.

**Co-Requisite** – A required course that must be taken during the same semester as another required course.

**Course Code** – The course prefix and course number (e.g., HIST 201) that represents a course.

**Course Number** – A three-digit code number (e.g., 201) that represents a course, when combined with a course prefix.

**Course Prefix** – An abbreviated letter series (e.g., HIST) that represents a course, when combined with a course number. The course prefix indicates the department that offers the course.

**Credit by Examination/CLEP** – Course credit received upon the completion of a standardized examination offered through the College Level Examination Program (CLEP). The grade “P” is recorded on the student’s transcript.

**Credit Hour** – A unit of academic credit measured in semester hours. One 50-minute recitation or lecture period constitutes a semester hour, while two hours of laboratory work generally count as an hour of lecture time.

**Credit/Course Load** – The total number of credit hours for which a student registers during a given semester.

**Cumulative Grade Point Average** – The overall grade point average that is based on courses completed during the student’s matriculation at the College.

**Deadline** – The date by which certain information must be received by a given office of the College or by which certain responsibilities must be fulfilled by students (in class, etc) or staff.

**Declaration of Major** - Making formal application to a major program of study at the end of the student’s second semester, but no later than the fourth semester of matriculation. To be accepted as a major, the student must meet the department’s program entry criteria.

**Deportment** – One’s conduct or behavior.
Developmental Courses – Courses with number below 100 that must be taken if score on placement tests are below minimum standards. Developmental courses are for institutional credit only; credit does not apply to hours required for graduation.

Drop/Add – The process of making changes in a course schedule, either reducing the course load (dropping a course) or increasing the course load (adding a course). Dropping or adding courses can be done only within the specific time period indicated on the College calendar. A fee is assessed for each change made in a student’s course schedule after completion of registration.

Dual Degree Program – A program within some departments in which a student may obtain a degree from both Morris Brown College and an affiliated institution upon completion of requirements at both institutions.

Early Admission Student – A high-achieving high school senior who is admitted to MBC prior to graduating from high school.

Electives – The term “elective” generally means “option” or “choice.” “Major electives” are choices of non-required courses within the major. “General or free electives” are choices of any non-required courses. The number of major electives and/or general electives is specified in each program description.

Enrollment – To be officially enrolled at the College, the student must select courses, have the courses entered in the registration system, complete all required forms, pay the appropriate fees, and receive verification of their enrollment. No credit will be awarded if the student is not officially enrolled.

Entry Criteria for a Major – Specific requirements that must be met in order for a student to be accepted as an official major in a program of study. Entry criteria are specified in each program description.

Exit Criteria for a Major – Specific requirement that must be met in order for a student to graduate with a degree in a designated program of study. Exit criteria are specified in each program description.

Final Examination – At the end of each semester, test or other evaluative measures are administered in all classes. The results of these evaluations contribute to the student’s final average and grade.

Full-time Student – A student enrolled with a minimum of 12 semester hours during any particular semester.

General Education Courses – A group of courses required of all students regardless of major; see “Core Curriculum.”
**Good Standing** – A designation that indicates that a student is in good academic standing by having a 2.0 cumulative GPA or the required GPA for the number of hours attained.

**GPA** – Grade Point Average. The GPA is the numerical value of a student’s academic performance. A semester GPA and a cumulative GPA are calculated and recorded each semester on a student’s transcript.

**Grade Point** – A numerical value assigned to each course completed and used in computing the GPA. Each letter grade is assigned a numeric value: A = 4; B = 3; C = 2; D = 1; F = 0. The number of grade points assigned is determined by multiplying the value of the letter grade by the number of hours of the course.

**Grading** – MBC uses a grading system based on the following letters and scholastic value: A (excellent), B (above average), C (average), D (passing, but poor), F (failure), I (incomplete), and W (withdrawal).

**Hardship** – For the purpose of making an appeal for a withdrawal from a course after the deadline, “hardship” is defined as any of the following: a) family problems [e.g., death in the immediate family]; b) illness or accident that required reasonably lengthy hospitalization or confinement; or c) personal hardship [e.g., loss of property or personal support].

**HBCU** – Historically Black College and University. Morris Brown College is an HBCU.

**Home Institution** – The institution in which the student is principally enrolled.

**Honor Code** – A code of conduct for MBC students which specifies behavioral expectations of students during examinations and in presentation of their work.

**Honors List** – A list of high achieving students published every semester. The list is divided in three categories: Highest Honors (4.00 GPA), High Honors (3.50-3.99 GPA), and Honors (3.00-3.49 GPA).

**Honors Program** – A program of the College that recognizes and provides special opportunities for high achieving students.

**Honors for Graduating Seniors** – The following honors may be awarded to graduating seniors: Summa Cum Laude (With Highest Honors) for those with a GPA of at least 3.9; Magna Cum Laude (With High Honors) with a GPA of at least 3.4; and Cum Laude (With Honors) for those with a GPA of at least 3.0.

**Host Institution** – The institution at which the student cross-registers.

**Incomplete** – A temporary grade awarded if a student cannot take a final examination due to a verified emergency. This grade allows the student to take the final examination the following semester and receive a permanent grade in the course.

**Institutional Credit** – Credit hour that is not applied to the hours required for graduation.
Joint Enrollment – Enrollment by a high school senior in courses at the College concurrently with remaining high school classes. College credit is received upon satisfactory completion of the College courses.

Late Registration – Registration for courses in a given semester after the period specified in the College calendar. A fee is charged for late registration.

Major – A course of study in a knowledge field offered by an academic department and in which the student engages in advanced work in that field during the Junior and Senior years.

Major Courses – Courses specific to the discipline and to the designated program of study. No credit will be granted in major courses for grades below “C”.

Master Plan – The outline and record of the requirements for a particular major.

Matriculation – The process of enrolling and taking classes at the College.

MBC - Morris Brown College.

Midterm – The middle of a semester. Tests or other evaluative measures are given at midterm to enable students to judge the quality of their work up to that point in the semester.

Minor – An optional secondary academic field intended to complement and buttress a student’s major academic field. Completion of minors is not a graduation requirement.

Minor Courses – Courses specific to the secondary academic field. No credit will be granted in minor courses for grades below “C”.

Non-degree Student – A student who is pursuing studies at the College but is not a candidate for a degree.

Overload – A course load of more than 18 hours. Permission must be obtained in order for a student to register for an overload.

Part-time Student – A student enrolled in less than 12 semester hours during a particular semester.

Plagiarism – Presenting or otherwise submitting oral or written work as one’s own when it is not entirely one’s own work.

Pre-registration – The process of signing for courses during the semester before the semester in which the courses will be taken.

Prerequisite – A course that must be completed before a student can register for a designated course.
**Program of Study** – The requirements outline to complete a major; see “Major.”

**Reading Period** – The period between the last day of classes and the first day of final examinations that is used to prepare for final examinations.

**Readmission** – Reinstatement in the College after having withdrawn or after having been suspended for academic or disciplinary reasons.

**Registration** – The process of signing up for courses and having the courses entered into the registration process.

**Regular Course Load** – The normal course load for a full-time student, which is 15 to 18 credit hours. Twelve (12) hours is the minimum course load a student can take to be considered full-time. Up to 18 hours may be taken without being charged for an overload.

**Required Courses** – Specified courses, beyond the general education core requirements, which are required for the completion of the program of study.

**Retention Criteria for a Major** - Specific requirements which must be met in order for a student to remain as a major in a designated program of study. Retention criteria are specified in each program description.

**Semester Grade Point Average** – The grade point average that is based on courses completed during a particular semester during the student’s matriculation at the College.

**Supportive Course** – Course related to the major as outlined in the program of study.

**Transcript** – The record of a student’s academic performance during his/her matriculation at the College.

**Transfer Student** – A currently enrolled student who has been enrolled previously in another accredited college.

**Transient Student** – A student who has temporarily enrolled in another institution and who plans to return to his/her Home Institution. Transient permission must be obtained from the Home Institution.

**Withdrawal** – After the official drop/add period, students may be permitted to withdraw from a course up to 5:00 p.m. on the 14th school day following the last official day of mid-semester examinations. If a student stops attending class, but does not officially withdraw, a grade of “W” will not be awarded.
8.0

ACADEMIC AFFAIRS

The Academic Affairs Division has the primary responsible for implementing the mission of the College: Teaching/Learning, Research, and Public Service. Thus, the Academic Affairs Division has the responsibility for all educational programs and services, as well as the development, implementation, and monitoring of academic policies and procedures. This division is responsible for recruiting, admissions to the College, and all student records as well as all Pre-College Programs.

The Academic Affairs Division includes the Office of Academic Affairs, the Music Department, the Psychology Department, the Business Department, the General Education Department, and the Admissions and Records Department.

Office of Academic Affairs

Gloria L. Anderson, Ph.D., Vice President

The Vice President of Academic Affairs provides the leadership for program planning, implementation, and evaluation. The Vice President also has the responsibility for selecting faculty members, recommending faculty promotion and tenure, recommending faculty/staff terminations, evaluating and improving curricula, and recommending changes for enhancing the integrity of academic programs.

The Office of Academic Affairs also includes Academic Support and Adult and Continuing Education.

General Education Department

Vacancy, Chair

The Chair of the General Education Department provides leadership in the development and implementation of the General Education Program. The Director also provides the leadership in efforts to achieve the departmental objectives.

The faculty and staff within the General Education Department are responsible for placement testing, academic advisement of new students and general education students, teaching general education courses, and individualized and small group tutoring.

General Education Program Objectives

Objective 1. To help students learn to utilize communication skills intellectually and to help them to be able to engage in conversations related to personal and social issues.
Objective 2. To help students to learn to utilize quantitative skills and evidenced-based information in finances so that they can become informed consumers.

Objective 3. To help students learn to identify and use technological tools with the acknowledgment of ethical issues in social, vocational, scientific digital sources.

Objective 4. To help students learn to utilize skills in arts, humanities, and social sciences to appreciate human diversity, culture and traditions; to broaden their horizons; to appreciate creativity, evaluate and rationalize their impacts in our societies; and to help them learn to use the skills and tools in arts, social science and humanities to confront and redress social injustices.

Objectives 5. To help students learn to formulate, synthesize, critically analyze and evaluate science-based inquiries/issues and to reach logical and evidenced-based conclusions.

**Music Department**

**Dr. Sharon J. Willis, Chair**

The Chair of the Music Department provides leadership in the development and implementation of the Music Program.

**Music Program Objectives**

**Objective 1.** To prepare students to pursue graduate study or to pursue entrepreneurial ventures in their field of study;

**Objective 2.** To provide students with oral and written communication skills and critical thinking skills that prepare them for graduate study or entrepreneurial ventures;

**Objective 3.** To expose students to culturally enrichment experiences that cultural and social awareness, sensitivity and understanding of a diverse society, and

**Objective 4.** To build their performance, creative, and research skills that prepare them to be competent musicians.
Psychology Department

Dr. Jamie V. Mitchell, Chair

The Chair of the Psychology Department provides leadership in the development and implementation of the Psychology Program.

Psychology Program Objectives

Objective 1. To provide students with oral and written communication skills and critical thinking skills that prepare them for graduate study;

Objective 2. To prepare students academically and experientially for employment in a variety of fields;

Objective 3. To expose students to applied psychology through internships, and cooperative educational placements;

Objective 4. To expose students to research psychology through research training in the laboratory and in the field, and

Objective 5. To expose students to state of the art computer techniques used in research and in the application of psychology.

Business Department

OML Program Objectives

The overall objective of the OML Program is to develop the potential of students as organizational and leadership professionals, enabling them to play a more effective role in the American Management and Leadership System. The specific objectives are to:

Objective 1. Provide students with a thorough understanding of the organizational management theory and the market economy in a global workplace setting;

Objective 2. To provide students with competences in organizational analysis to enable them to formulate and analyze organizational policies that impact on business, social and legal environments;

Objective 3. To acquaint the student with the process of organizational and leadership growth and development;
Objective 4. To prepare students with a balanced background of organizational management and leadership methods;

Objective 5. To equip students with the organizational and leadership skills to enable them to operate within the different dimensions of organizational practices and leadership challenges in our competitive and uncertain business environment; and

Objective 6. To prepare students for possible employment in private business, government services and to pursue advanced degrees.

GML Program Objectives

The overall objective of the GML Program is to develop the potential of students as organizational and leadership professionals, enabling them to play a more effective role in the American Management and Leadership System. The specific objectives are to:

Objective 1. To provide students with a thorough understanding of the organizational management theory and the market economy in a global workplace setting

Objective 2. To provide students with competences in organizational analysis and equip them to use rigor to enable them to formulate and analyze intergovernmental policies that impact on business, social and legal environments;

Objective 3. To acquaint the student with the process of organizational and leadership growth and development;

Objective 4. To equip students to respond, intentionally and effectively, to a range of global political and economic challenges.

Objective 5. To build competencies and literacy to influence people from different backgrounds

Objective 6. To equip students to tolerate high levels of ambiguity, and show cultural adaptability and flexibility while developing programs for profitability.

Objective 7. To prepare students for possible employment in private business, government services and to pursue advanced degrees.

Admissions and Records Department

Vacancy, Director and Registrar

The Director of the Admissions and Records Department provides leadership in the development and implementation of policies and procedures related to recruiting, admissions, enrollment, and records. The Director also provides leadership in efforts to
achieve the departmental objectives. **The Registrar is the only authorized custodian of student records.**

**Office of Admissions:** The Office of Admissions is responsible for receiving and evaluating all applications for admission to Morris Brown College. To obtain an application for admissions and general information regarding the admissions process, applicants should contact:

Office of Admissions  
Morris Brown College  
643 M. L. King Jr. Dr., NW  
Atlanta, GA 30314  
404-458-6085 x 2012  
www.morrisbrown.edu

Applicants will receive written notification of the College’s decision. Individuals may visit the campus or speak to an admissions counselor to schedule a campus tour.

**Office of the Registrar:** The Office of the Registrar has oversight of the registration process and is responsible for maintaining students' records. All requests for student transcripts must be made in writing to the College on site or by mail, e-mail or online @www.morrisbrown.edu. Students may call the cashier at 404-458-6085 Ext. 2026. Students may pay with a credit/debit card, cashier check, money order or cash. Personal checks will not be accepted. Students must have a zero balance in order to receive a transcript. Students may mail requests to

Morris Brown College  
Office of the Registrar  
643 Martin L. King, Jr. Dr., NW  
Atlanta, GA 30314

**Cost of Transcripts and Educational Verification**

<table>
<thead>
<tr>
<th>Transcript Type</th>
<th>Fees</th>
<th>Processing Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>______Emergency Official</td>
<td>$ 25.00</td>
<td>1-3 Business Days</td>
</tr>
<tr>
<td>______Official</td>
<td>$ 10.00</td>
<td>7-14 Business Days</td>
</tr>
<tr>
<td>______Unofficial</td>
<td>$ 5.00</td>
<td>1-7 Business Days</td>
</tr>
<tr>
<td>______Educational Verification</td>
<td>$ 5.00</td>
<td>1-7 Business Days</td>
</tr>
</tbody>
</table>

(*Processing Time begins after payment of Fees. Processing Time may increase for students enrolled prior to 1999. Please indicate below your preferred “**method of delivery**”)
9.0

ACADEMIC POLICIES AND PROCEDURES

The following academic policies and procedures are described in this section:

1. General Rules and Regulations
   14. Student Tenure/Degree
2. The Honor Code
3. Placement Testing Upon Admission
4. Academic Credit by Examination
5. Transfer Credit
6. Academic Advisement
7. Acceptance in a Major
8. Majors
9. The Curriculum
10. Grade Reports
11. Grading System
12. Course Repeat Policy and Computation of Cumulative GPA
13. Grade Appeal/Grade Change

General Academic Rules and Regulations

It is the aim of the College to admit those students who demonstrate the intellectual ability and personal motivation to take full advantage of the experiences and opportunities that the College offers. Therefore, the following general academic rules and regulations apply:

1. The President and the faculty reserve the right to approve or disapprove of the work and conduct of students in all areas of college life.

2. In compliance with the Privacy Act of 1974, the College honors a student's right to prevent disclosure of personally identifiable information, with certain exceptions. In this respect, no student's grades or disciplinary report may be sent to the student's parents, guardian, other individuals, or group unless the student waives his/her right of privacy to this information on the original entrance application to the college, or on another official document thereafter.

3. The College reserves the right to make changes as required in curricula, academic policies, and other rules and regulations affecting students, to become effective whenever determined by the College.

4. Students are ultimately responsible for knowing and observing all regulations that may affect their status at Morris Brown College.

5. Students may be denied the privileges of the College, or may forfeit their connection with it, upon the commission of any act specifically forbidden by College regulations or otherwise involving moral turpitude, destruction of property, disorderly conduct, academic dishonesty, or other conduct deemed inappropriate by the College.

6. Students should be aware of, and abide by, the Morris Brown College Honor Code.
7. The College reserves the right to withhold the privilege of further registration from students who, in the judgment of faculty or administrators, are considered incompetent in scholarship or otherwise unfit to continue work at the institution.

8. Deficient scholarship shall be sufficient cause for academic probation, suspension, or dismissal from the College.

9. Students whose scholarship or deportment is deficient may be denied the privilege of representing the school in any public exercise or athletic contest.

10. Students who have been admitted conditionally, or who are on probation, and who fail to show evidence of their aptitude for successful college work, may be dismissed before the end of the semester without the privilege of subsequent registration.

11. All students who matriculate in the College must undergo a physical examination and present documentation of such before formal admission is completed.

12. Other rules and regulations are described in this and other sections of the Catalog, as well as in the Student Handbook.

The Honor Code

As members of the Morris Brown College academic community, students are expected to abide by and uphold standards of academic and intellectual integrity. To this end, students are expected to be aware of and adhere to the Morris Brown College Honor Code.

1. Students must not ask for, give, or receive information or any other form of help in an examination or test administered by a representative of the College.

2. Students must maintain responsible behavior during examinations and conform to the conditions established by the College representative in charge of the examination.

3. Students must refrain from plagiarism. Plagiarism is defined as presenting or otherwise submitting another person’s oral or written work as one’s own work. Plagiarism includes either quoting or paraphrasing another’s work without properly citing or acknowledging the author or source. Students must also refrain from inadvertently creating the appearance of plagiarism or contributing to plagiarism on the part of others.

4. All members of the Morris Brown College academic community are expected to report violations of the Honor Code to the Vice President for Academic Affairs.

Students charged with violating the Morris Brown College Honor Code will be referred to the Vice President for Academic Affairs. The Vice President will thoroughly review the charge. Lack of knowledge about the Morris Brown College Honor Code is not an acceptable defense to a charge of violation of the Honor Code. Students found guilty of breaking the Honor Code will be penalized; penalties may include receiving an “F” grade in the course in question or suspension from the College.
Academic Credit by Examination

Morris Brown College is a participant in the Advanced Placement Program (AP) and the College Level Examination Program (CLEP) of the College Entrance Examination Board. Students may receive academic credit by examination through these programs.

Additionally, some academic departments provide opportunities for college credit or course exemption based on performance on approved departmental examinations.

Advanced Placement Examinations (AP)

Under AP Program standards, a score of 3 or higher on an AP examination may be submitted as evidence of a college level course completed in high school. A minimum score of 3 on an AP examination earns three semester credit hours in a relevant Core Curriculum course.

In order for credit by AP examination to be applied to transcripts, students must complete an Application for Credit by Examination and attach a copy of the official AP test score report. Applications and supporting documentation should be submitted to the Office of the Vice President for Academic Affairs.

College credit by AP examination can be awarded as follows:

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Score</th>
<th>MBC Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Art</td>
<td>3, 4, 5</td>
<td>GED 225: Humanities Art</td>
</tr>
<tr>
<td>General Biology</td>
<td>3, 4, 5</td>
<td>BIO 101: Biological Science</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>3, 4, 5</td>
<td>CHE 101: General Chemistry</td>
</tr>
<tr>
<td>Intro to Computer Science</td>
<td>3, 4, 5</td>
<td>CIS 100: Intro to Computer Science</td>
</tr>
<tr>
<td>English Lang &amp; Comp</td>
<td>3, 4</td>
<td>ENG 101: College Composition I</td>
</tr>
<tr>
<td>English Lang &amp; Comp</td>
<td>5</td>
<td>ENG 101/102: College Composition I or II</td>
</tr>
<tr>
<td>American History</td>
<td>3, 4, 5</td>
<td>HIS 203: Survey of US History</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3, 4, 5</td>
<td>MAT 111: Pre-Calculus</td>
</tr>
<tr>
<td>Music Listening &amp; Lit</td>
<td>3, 4, 5</td>
<td>GED 226: Humanities Music</td>
</tr>
<tr>
<td>Amer Govern &amp; Politics</td>
<td>3, 4, 5</td>
<td>POL 111: American Government</td>
</tr>
<tr>
<td>Psychology</td>
<td>3, 4, 5</td>
<td>PSY 101: General Psychology I</td>
</tr>
<tr>
<td>French Language</td>
<td>3</td>
<td>FRE 101: Elementary French I</td>
</tr>
<tr>
<td>French Language</td>
<td>4</td>
<td>FRE 101/102: Elementary French I or II</td>
</tr>
<tr>
<td>French Language</td>
<td>5</td>
<td>FRE 102/201: Ele Fren II or Inter Fren I</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>3</td>
<td>SPA 101: Elementary Spanish I</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4</td>
<td>SPA 101/102: Elementary Spanish I or II</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>5</td>
<td>SPA 102/201: Ele Span II or Inter Span I</td>
</tr>
<tr>
<td>German Language</td>
<td>3</td>
<td>GER 101: Elementary German I</td>
</tr>
</tbody>
</table>
The College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) is a national program through which a student can obtain course credit through two types of examinations: General Examinations and Subject Examinations.

**General Examinations** are one-hour objective tests that measure achievement in the liberal arts, including English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences.

**Subject Examinations** measure achievement in specific college-level courses. Each Subject Examination is a 90-minute objective test; optional 90-minute essay exams are also available for some subject areas.

### Credit through CLEP

1. The minimum score for awarding credit will be the mean test score indicated on the student’s test score report.

2. Students who earn at or above the mean score on a CLEP examination will receive credit for the corresponding courses as indicated on the chart below.

3. A student is limited to 30 hours of credit through CLEP testing.

4. A student may receive up to 6 hours credit in any one field, with the exception of Chemistry, where the total may be up to 8 hours.

5. The grade “P” is recorded on the student’s transcript for successful completion of a CLEP examination.

6. In the event that a student transfers to another institution, the College is not responsible for CLEP credit not accepted by schools that do not participate in the College Level Examination Program.

7. Students must receive approval from the major department chairperson before registering for a CLEP examination.

8. In order for credit by CLEP examination to be applied to transcripts, students must complete an Application for Credit by Examination and attach a copy of the official CLEP test score report. Applications and supporting documentation should be submitted to the Office of the Vice President for Academic Affairs.
### Registration and Fees for CLEP Exams:
Information about registration and fees for CLEP exams can be obtained from the Office of the Vice President for Academic Affairs.

The following is a list of the CLEP General Examinations, the course credit awarded, and the corresponding equivalent core curriculum course.

<table>
<thead>
<tr>
<th>General Examinations</th>
<th>Credit Awarded</th>
<th>Core Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3 hours</td>
<td>Humanities Requirement</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 hours</td>
<td>Math Requirement</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3 hours</td>
<td>Natural Science Requirement</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>3 hours</td>
<td>Social Science Requirement</td>
</tr>
</tbody>
</table>

The following is a list of the CLEP Subject Examinations, the course credit awarded, and the corresponding equivalent course.

<table>
<thead>
<tr>
<th>Composition &amp; Literature</th>
<th>Credit Awarded</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman English*</td>
<td>3 hours</td>
<td>ENG 101</td>
</tr>
<tr>
<td>College Composition*</td>
<td>3 hours</td>
<td>ENG 102</td>
</tr>
<tr>
<td>English Literature*</td>
<td>6 hours</td>
<td>ENG 331, 333, 335, or 337 (any 2)</td>
</tr>
<tr>
<td>American Literature*</td>
<td>3 hours</td>
<td>ENG 338 or 339</td>
</tr>
<tr>
<td>Analysis &amp; Interpretation of Lit.*</td>
<td>3 hours</td>
<td>ENG 201</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foreign Languages</th>
<th>Credit Awarded</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>College French—Levels 1 &amp; 2</td>
<td>3 hours</td>
<td>MFL-FR 101-102</td>
</tr>
<tr>
<td>College German—Levels 1 &amp; 2</td>
<td>3 hours</td>
<td>MFL-GR 101-102</td>
</tr>
<tr>
<td>College Spanish—Levels 1 &amp; 2</td>
<td>6 hours</td>
<td>MFL-SP 101-102</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History &amp; Social Science</th>
<th>Credit Awarded</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government*</td>
<td>3 hours</td>
<td>POLSC 111</td>
</tr>
<tr>
<td>American History I (to 1877)*</td>
<td>3 hours</td>
<td>HIS 211</td>
</tr>
<tr>
<td>American History II (from 1877)*</td>
<td>3 hours</td>
<td>HIS 212</td>
</tr>
<tr>
<td>Educational Psychology*</td>
<td>3 hours</td>
<td>EDU 202</td>
</tr>
<tr>
<td>General Psychology*</td>
<td>3 hours</td>
<td>PSY 101</td>
</tr>
<tr>
<td>Human Growth &amp; Development*</td>
<td>3 hours</td>
<td>ECE 205</td>
</tr>
<tr>
<td>Introductory Macroeconomics*</td>
<td>3 hours</td>
<td>ECO 241</td>
</tr>
<tr>
<td>Introductory Microeconomics*</td>
<td>3 hours</td>
<td>ECO 242</td>
</tr>
<tr>
<td>Introductory Sociology*</td>
<td>3 hours</td>
<td>SOC 201</td>
</tr>
<tr>
<td>Western Civilization I (to 1648)*</td>
<td>3 hours</td>
<td>Determined by department</td>
</tr>
<tr>
<td>Western Civilization II (from 1648)*</td>
<td>3 hours</td>
<td>Determined by department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science &amp; Mathematics</th>
<th>Credit Awarded</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus w/Elementary Functions*</td>
<td>3 hours</td>
<td>Determined by department</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3 hours</td>
<td>MAT 102</td>
</tr>
<tr>
<td>College Algebra-Trigonometry</td>
<td>3 hours</td>
<td>MAT 111</td>
</tr>
<tr>
<td>General Biology* (Essay is</td>
<td>3 hours</td>
<td>BIO 101</td>
</tr>
</tbody>
</table>
required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Awarded</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry*</td>
<td>3 hours</td>
<td>CHE 101</td>
</tr>
</tbody>
</table>

**Computer Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Awarded</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers &amp; Data Processing*</td>
<td>3 hours</td>
<td>CIS 101</td>
</tr>
</tbody>
</table>

**Business**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Awarded</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Management*</td>
<td>3 hours</td>
<td>BUS 331</td>
</tr>
<tr>
<td>Introductory Accounting*</td>
<td>3 hours</td>
<td>BUS 213</td>
</tr>
<tr>
<td>Introductory Business Law*</td>
<td>3 hours</td>
<td>BUS 321</td>
</tr>
<tr>
<td>Introductory Marketing*</td>
<td>3 hours</td>
<td>BUS 335</td>
</tr>
</tbody>
</table>

*An optional essay exam is available for this subject examination.

**Transfer Credit**

Effective fall semester 2002, the following policies and procedures apply to transfer credit. The official transcript(s) must be submitted no later than mid-term of the semester in which the transfer student enrolls.

**Policies for Awarding Transfer Credit**

1. Upon admission, transfer credit will be awarded for equivalent coursework earned at a college or university that is accredited by its regional accrediting agency; coursework completed at a non-accredited institution will not be accepted.

2. Transfer credits awarded will not exceed the equivalent of ninety-two (92) semester hours or the equivalent quarter hours, or the amount of credit based on a previously negotiated articulation agreement between the particular institution and Morris Brown College.

3. Only courses in which a grade of “C” or better was earned will be considered for transfer credit. Developmental/remedial courses—courses numbered below 100—will not be accepted for transfer credit.

4. Only official transcripts from other institutions will be accepted by the Morris Brown College Office of the Registrar for evaluation. Transcripts issued to students or those in unsealed transcript envelopes will not be accepted.

5. Credits from one former institution appearing on the transcript of another institution can neither be officially evaluated for admission nor accepted for credit until an official transcript has been received from the institution originating the credit.

6. The registrar will determine the acceptance of transfer courses and credit that is to count towards the core curriculum. Academic departments retain final authority in determining the acceptance of transfer courses and credit that is to count towards the major.

7. Some courses accepted as transfer credits may not be relevant to the particular degree sought. Thus, the College does not guarantee that credit will be awarded toward graduation in a particular major for all transferred courses.

8. Students must submit course descriptions and/or course syllabi when requested in order to facilitate the transfer course evaluation and course substitution process.
9. Accepted transfer credits may count toward graduation but will not be computed into the student’s cumulative grade point average. Only the hours and quality points earned while attending Morris Brown College will constitute the student’s cumulative grade point average at Morris Brown.

10. In order for a transfer student to graduate from Morris Brown College, he or she must complete the courses prescribed for the completion of a degree.

Procedures for Awarding Transfer Credit

1. Transfer applicants should request that the registrar of each college attended send an official transcript to the Morris Brown College Office of the Registrar.

2. The Morris Brown College Registrar will conduct a “Level 1 Review of Transfer Credits”; that is, the registrar will:
   a. determine the accreditation status of institutions from which students are seeking to transfer credits;
   b. evaluate the transcript(s) of transfer students to determine course equivalents for core curriculum requirements; and
   c. list on the Transfer Course Evaluation Form (a) equivalent core curriculum courses and (b) other courses in which a grade of “C” or better was made which may be approved by a department chairperson as applicable to a particular degree.

3. In order to ensure that transferred coursework accepted for credit toward a degree represents coursework relevant to the Morris Brown College degree, the respective department chairperson will conduct a “Level 2 Review of Transfer Credits for the Major”; that is, the department chairperson will
   a. review the Transfer Course Evaluation Form to determine course equivalents for departmental/major requirements;
   b. evaluate the level of instruction (e.g., course number) and course content (e.g., course description) of transferred course work vis-à-vis major course work taught at MBC; and
   c. list transfer course equivalents to be accepted for credit toward the degree on the Course Substitution Form (the registrar, the department chairperson and the student must sign this form).

Academic Advisement

Academic advisement is mandatory for all students at Morris Brown College who are seeking degrees. Although academic advisors will endeavor to provide timely and accurate information and advisement to students, ultimately, students are responsible for knowing and observing all regulations that may affect their status at the College and all requirements for completion of a degree.
The Student’s Responsibility in Academic Advisement

1. Students should meet with their academic advisor at least once a semester to gain an understanding of the requirements for their major, to plan course sequences, to plan for the next semester’s coursework, to keep records up-to-date, and to discuss career goals.

2. Students should be thoroughly aware of, and maintain records of, the requirements of their major program of study, all academic rules and regulations, and any changes made in curricula and academic policies and procedures.

Identifying and Meeting with an Academic Advisor

Steady and appropriate matriculation through a major is possible only if students maintain frequent interactions with academic advisors who are knowledgeable about core curriculum and major program requirements.

1. Academic advisors will assist students in planning and fulfilling their graduation requirements. In addition, academic advisors have the responsibility of approving all changes to students’ registration schedules.

2. All new students and transfer students may be classified as General Education majors and should be advised by academic advisors in the General Education Department.

3. New students and transfer students who have an interest in a specialized major may also register with the respective department as a “Pre-Major,” at which time they will be assigned to an academic advisor.

4. Students who wish to major in a specialized field must apply to an academic department and meet the specific entry requirements for the particular major.

5. Students who have been accepted in a specialized major will be assigned to an academic advisor within their major department.

6. Students may not choose to remain as General Education majors and should be advised by academic advisors in their major.

7. In order to ensure that students meet with academic advisors to plan for the next semester’s coursework, registration may be delayed for those who do not obtain academic advisement.

9. Although students are assigned to academic advisors, ultimately, students are responsible for being aware of all academic rules and regulations and for knowing and fulfilling all requirements for completion of their major program of study.

Acceptance in a Major
Upon admission to the College, each student may be classified as a General Education major. Students may not choose to remain in this program of study but must choose a more specialized major. It is strongly recommended that students make formal application to the desired major program at the end of the second semester of enrollment, but no later than the fourth semester of matriculation. To be accepted formally in a major program, a student must fulfill the specific entry requirements for that particular major.

Each academic department reserves the right to approve or decline a student’s application to major in an area in its department based on the department’s program entry criteria. If declined, students may make a formal appeal to the department or may re-assess their career goals with academic advisors in the General Education department.

The specific entry requirements for each major are delineated in sections on the majors.

**Majors**

**Major:** A major is defined as a course of study in a field of knowledge offered by an academic department and in which the student engages in advanced work in that field during the junior and senior years. A major requires a minimum of 30 semester credit hours earned in a single department or in closely related departments. *No credit will be granted in major courses for grades below “C.”*

**The Curriculum**

The curriculum at Morris Brown College is organized under lower and upper divisions.

**The Lower Division: The Core Curriculum**

The lower division includes courses within the core curriculum and other courses numbered between 100 and 299. The lower division courses are designed (a) to prepare students for active participation in society as citizens and (b) to furnish students with a foundation necessary for successful completion of upper division courses.

**The Upper Division: The Major Program of Study**

The upper division courses are those that pertain to the student’s major program of study, including courses in the major and courses related to or supporting the major. The upper division courses are numbered 300 – 499. The upper division courses allow students (a) to concentrate in selected fields of study and (b) to develop a knowledge base and skills required in certain professional fields.

**Course Numbering**

The initial digit of numbers assigned to courses indicates the recommended year that the student takes the course. Thus, courses with numbers between 100 and 199 should be taken in the first year, those between 200 and 299 in the second year, and courses with numbers between 300 and 499 should be taken during the third and fourth year. Additionally,

1. Courses with numbers below 100 (e.g., 099) are considered “basic skills” courses and are for institutional credit only; credit for these courses does not apply to hours required for graduation.
2. Courses with a single three-digit number are semester courses. These courses may be offered either the first semester or the second semester or both semesters.

3. Courses with a hyphenated number (e.g., 101-102) are year-long courses that will count toward graduation only upon completion of the entire year’s work.

4. Courses with double numbers (e.g., 101, 102) are year courses that are so organized that either semester may count toward graduation without completing the entire year’s work.

Grade Reports

Final grades are submitted to the Office of the Registrar at the end of each semester. Prior to mid-semester, students whose work is below the standards and criteria established by Morris Brown College and the respective course(s) will be referred to the Academic Support Department for tutoring and academic advisement. At mid-term, faculty must inform students in writing of their standing in the class to date.

Grading System

Morris Brown College uses a grading system based on the letters A, B, C, D, F, I, W. The significance of these letters is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scholastic Value</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing, but Poor</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Failing</td>
<td></td>
</tr>
</tbody>
</table>

1. No credit will be granted in major or minor courses for grades below "C."

2. Grades earned at other colleges by Morris Brown College transient students will be assigned grade point value in terms of the Morris Brown College grading system.

3. A grade of “P” will be assigned to earned academic credit by examination.

4. Instructors are required to provide their students with a written grading system/scale at the beginning of each semester. Students have the right to appeal their grades if they have probable cause or documentation that their work deserves a higher grade.

Course Repeat Policy and Computation of Cumulative GPA
The following policies apply to repeated courses and the cumulative grade point average:

1. A course may be repeated no more than three times.

2. The repeated course grade becomes the official grade for the course, even if the repeated course grade is lower.

3. The repeated course grade replaces the original course grade in the computation of the cumulative grade point average. However, the original course grade will remain on the academic transcript and will be marked with an “E” to designate that the course is excluded from the cumulative grade point average.

4. The repeated course must be the same as the original course. If the repeated course is taken at another institution, prior approval to enroll in the course and to use the course as a “repeated course”, must be granted by the department chairperson, academic advisor, or person designated by the department. Approval must be indicated in writing and made a part of the student’s academic advisement file.

**Grade Appeal Process—Student Initiated**

Students have the right to appeal a grade if they believe that a grade has been awarded in error.

1. Students must initiate the appeal process within the semester immediately following the semester in which the grade was awarded or the student forfeits the right to appeal.

2. If students initiate an appeal after one semester in which the grade was awarded, they must first provide to the Vice President for Academic Affairs (VPAA) a written explanation and documentation as to the nature of the delay in initiating the appeal. If approved, the student may proceed with the appeal.

Students must follow several steps to appeal a grade.

**Step 1.** Within the first semester following the awarding of a disputed grade, the student must prepare a written appeal, with supporting documentation, and meet with the instructor. At this meeting, the student and instructor must make every effort to arrive at a mutual consensus. If the instructor is no longer employed by the College, the student must meet with the Department Chairperson.

**Step 2a.** If mutual consensus is reached that there are grounds for a grade change, the instructor must complete a Change of Grade form indicating the grade change and the reason(s) for the change. The Change of Grade form must be signed by the instructor and the department chairperson and forwarded to the VPAA with supporting documentation, including a copy of the student’s written appeal, a copy of the final grade roster, a copy of the course syllabus, and a copy of the grade-book. A copy of these supporting documents must also be maintained in the departmental office.

**Step 2b.** If mutual consensus is not reached, the student may submit the written appeal
and supporting documentation to the department chairperson. The department chairperson must meet with the student and instructor individually or jointly to review the student’s appeal and any materials needed to form an objective decision.

**Step 3a.** If the department chairperson determines that there are grounds for a grade change, either the instructor or the chairperson must complete a Change of Grade form indicating the grade change and the reason(s) for the change. The form must be signed by the instructor and department chairperson and forwarded to the VPAA with supporting documentation, including a copy of the student’s written appeal, a copy of the final grade roster, a copy of the course syllabus, and a copy of the grade-book. A copy of these supporting documents must also be maintained in the departmental office.

**Step 3b.** If the department chairperson determines that grounds do not exist for a grade change, the student may submit the written appeal and supporting documentation to the VPAA. The Vice President for Academic Affairs must meet with the student, instructor, and department chairperson individually or jointly to review the student’s appeal and any materials needed to form an objective decision.

**Step 4.** If the Vice President for Academic Affairs determines that grounds exist for a grade change, either the instructor, the chairperson, or the VPAA must complete a Change of Grade form indicating the grade change and the reason(s) for the change.

**Change of Grade Process—Faculty Initiated**

An instructor may request permission to change a grade when he/she discovers that an error has been made in the determination of a student’s final grade.

1. Such a request and change must be clearly substantiated by the instructor’s class records.
2. The instructor should complete a Change of Grade form indicating the grade change and the reasons for the change.
3. The form must be signed by the instructor and the department chairperson and forwarded to the VPAA with supporting documentation, including a copy of the final grade roster, a copy of the course syllabus, a copy of the grade-book, and the formula for calculating the final grades.
4. A copy of these documents must also be maintained in the departmental office.
5. No change of grade will be permitted without proper supporting documentation.

**Student Tenure/Degree Completion Period**

Full-time or part-time students who maintain continuous enrollment from their initial matriculation date at the College must complete their prescribed degree requirements, according to the catalog for the initial year of matriculation—or any year thereafter—within
eight (8) years after initial enrollment at the College.

1. Failure to complete the prescribed degree requirements in eight years may result in loss of eligibility for a degree in the current major. However, credit for some of the courses previously completed may be awarded, depending on a departmental evaluation and the approval of the Vice President for Academic Affairs.

2. If, as a result of curriculum improvement, an original course is no longer offered at the College within the eight-year time frame, the department may substitute an equivalent course.

3. A student who discontinues attending Morris Brown College for one or more years may return within eight years of first enrollment in the College but must adhere to the current major program course requirements for the major in which the degree will be awarded.

Classification

A student is classified as either a First-Year Student, a Sophomore, a Junior, or a Senior. A student’s annual classification is determined by the number of semester hours and grade points earned by the beginning of the academic year.

First-Year Student:  A student who has fulfilled all admissions requirements and has earned 27 or fewer semester credit hours

Sophomore:  A student who has earned at least 28 semester credit hours and at least 56 grade points

Junior:  A student who has earned at least 60 semester credit hours and at least 120 grade points

Senior:  A student who has earned at least 90 semester credit hours and at least 180 grade points

Non-Degree:  A student who is pursuing studies at the College but is not a candidate for a degree

Good Academic Standing (Full-time Students)

To be in good academic standing and continue matriculating at the College, a student must show satisfactory academic progress by achieving the following:

1. a cumulative GPA of at least 1.50 and earn at least 21 semester hours during the 1st year of enrollment;

2. a cumulative GPA of at least 1.75 and earn at least 21 additional semester hours during the second year and 2.00 each succeeding academic year of enrollment leading to the graduation year;

3. a cumulative GPA of at least 2.00 during the graduation year of enrollment.
Academic Probation, Suspension, and Dismissal

Students who fail to make satisfactory academic progress and to remain in good academic standing will be placed on academic probation, will be suspended, or will be dismissed from the College. Based on the student’s total credits earned, academic probation, suspension, or dismissal will be enforced if the cumulative GPA falls below the required standards:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Total Credit Hours Earned</th>
<th>Minimum Cum. GPA</th>
<th>Below Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Student</td>
<td>0-27</td>
<td>1.50</td>
<td>Probation</td>
</tr>
<tr>
<td>Sophomore</td>
<td>28-59</td>
<td>1.75</td>
<td>Probation, Suspension</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89</td>
<td>2.00</td>
<td>Probation, Suspension, Dismissal</td>
</tr>
<tr>
<td>Senior</td>
<td>Over 90</td>
<td>2.00</td>
<td>Probation, Suspension, Dismissal</td>
</tr>
</tbody>
</table>

Academic Probation

1. During the academic probation period, students will only be permitted to register for a maximum of 12 credit hours.

2. Students who are on academic probation must maintain a grade point average of at least 2.00 each semester until their cumulative GPA is raised to the required minimum for their classification.

3. Students who do not achieve a semester grade point average of at least 2.00 any semester before the required cumulative GPA is reached will be placed on academic suspension for the following academic year.

4. Students will remain on probation as long as their cumulative GPA is below the minimum required, even if their semester grade point average is at least 2.00.

5. Students who have been on academic probation return to academic good standing only when their cumulative GPA is raised to the required minimum for their classification.

Academic Suspension

1. Students will be placed on academic suspension if, during the period of probation, they fail to meet the requirements for satisfactory academic progress, including failing to
achieve a semester grade point average of at least 2.0.

2. A status of academic suspension means that a student is not allowed to enroll in the College for at least one academic year.

3. During the year of suspension, students must engage in an academic enrichment experience that is designed to strengthen academic skills and to increase the probability of success if re-admitted to Morris Brown. Examples of enrichment experiences are enrollment in relevant courses at a junior or community college and enrollment in a relevant continuing education class.

4. Students are eligible to apply for readmission at the end of the period of academic suspension. The application for readmission must be accompanied by documentation of completion of an academic enrichment experience; both must be submitted to the Office of the Vice President for Academic Affairs.

**Academic Dismissal**

If, after being readmitted from academic suspension, the requirements for satisfactory academic progress are not met, a student may be dismissed permanently from the College.

**Appeal of Academic Probation, Suspension, or Dismissal**

Students who have been placed on probation, suspension, or dismissal may appeal this action to the Academic Appeals Committee. Supporting documentation must be included with the appeal.

**Seeking Readmission After Academic Suspension**

Students on academic suspension may apply for readmission. Applicants must

1. complete a readmission application and a letter of academic intent and submit it to the Vice President for Academic Affairs;

2. submit to the Office of the Registrar all transcripts of academic and remedial work completed since the time of suspension (e.g., courses from junior or community colleges; continuing education courses); and

3. submit to the Vice President for Academic Affairs a physician’s statement if illness was a contributing factor in the applicant’s poor academic performance.

**Class Attendance**

Class attendance is a vital aspect of the educational process; therefore, students must attend class regularly and arrive on time for each class. Instructors are required to keep accurate, up-to-date attendance records for all of their classes.

Students are expected to abide by the specific class attendance requirements for each course as determined by the individual instructor. Instructors are required to delineate specific class attendance requirements and penalties on each course syllabus and to discuss their class attendance policy with students at the beginning of each semester.
Absence from class may be necessitated by illness, family emergency, accidents, or official student participation in events. In such cases, a student may receive an excused absence from class from the Office of the Vice President of Student Affairs, if valid documentation and verification of the stated reason for absence is provided.

An excused absence will not count against a student. However, an excused absence does not automatically entitle a student to make up missed work. Although instructors are encouraged to allow the student to make up missed requirements in the case of an excused absence, it is still at the discretion of the instructor to allow the student to make up any missed requirements, even in the case of an excused absence.

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**Class Tardiness Policy**

Students are required to attend all classes promptly and regularly. Doors to classrooms may be closed/locked ten (10) minutes after class begins. After this time, a student may be permitted into the classroom only at the discretion of the instructor.

**Request for an Incomplete Grade**

1. A request for a grade of “I”/Incomplete may be submitted to the Vice President for Academic Affairs (VPAA) if a student is doing satisfactory work, but, for non-academic hardship reasons, the student is unable to complete the final requirements for the course.

2. Non-academic hardship reasons are defined as any of the following:
   a. family problems (e.g., death in the immediate family);
   b. illness or accident that requires hospitalization or confinement; and
   c. personal hardship (e.g., loss of property or personal support).

3. The possibility that a student may fail the course, a student’s inability to meet any set deadline for course requirements, and other academic reasons, are not appropriate grounds for awarding a grade of “I.”

4. The student must initiate the request for the incomplete grade and must provide documentation to the instructor of the non-academic hardship reason for the request for an “I”; the instructor must verify the hardship.

5. If verified, the instructor and the student must complete and sign the Request for Incomplete form that indicates the outstanding requirement(s), the arrangements for removing the incomplete grade, and the student’s average and grade without the outstanding requirements, including zeros for missing requirements.

6. The instructor should keep the original Request for Incomplete form and supporting documentation and the student should keep a copy of each. Additionally, one copy of the form and supporting documentation should be maintained in the departmental office attached to the final grade roster for the course and one copy of the form and supporting documentation should be forwarded immediately to the VPAA for review.

7. Upon review, the VPAA can overrule the awarding of an “I” grade if it is determined that the specified grounds for the request do not meet the criteria or cannot be verified.
The VPAA will then inform the instructor and the student, in writing, that the “I” grade will not be honored and a grade based on the completed requirements must be submitted on the Change of Grade form.

8. The student has one year (two consecutive semesters) to complete the requirement(s) for the removal of the “I” grade. If the student completes the requirements for the removal of the “I” grade, the instructor must complete a Removal of Incomplete form. If the “I” grade is not removed within the specified time, the “I” grade will be changed to a grade of “F.”

Abandoning a Course

Students who stop attending class after the drop/add period, and who do not follow official course withdrawal procedures, will be considered as abandoning a course. Abandoning a course instead of officially withdrawing will result in a final grade of “F”. It is the student’s responsibility to initiate and follow-through with all course withdrawals.

Dropping a Course

Students may make changes in class schedules during the official drop/add period without any permanent record of their having enrolled in the dropped course(s). Students must complete the drop/add form and secure all required signatures. Students who wish to exit a course after the official drop/add period must complete a course withdrawal form.

Guidelines for Withdrawing from a Course

Students must receive official permission to withdraw from a course. Students who stop attending a course without officially withdrawing, will be considered as abandoning a course and will receive an “F” in that course. Formal application for withdrawal from the College must be made to the Registrar and permission granted by the Vice President for Academic Affairs and other College officials, before a student leaves the College. No remission of fees will be allowed students who do not formally withdraw.

Students must follow specific procedures for withdrawal.

1. After the Official drop/add period, students may be permitted to withdraw from a course up to 5:00 p.m. on the 14th school day following the mid-term period.

2. The College shall designate withdrawal as "W," meaning without penalty.

3. If a student is registered for a course but never attends or stops attending without officially withdrawing from the course, the instructor will award the grade “F.” The grade “W” will only be awarded if a student officially withdraws from the course.

4. After the deadline for requesting a withdrawal, the Vice President for Academic Affairs shall approve the awarding of a grade of "W" only on the basis of documented hardship. However, after this date, the VPAA may recommend an Incomplete ("I") grade if the student is in good academic standing at the time of proven hardship.

5. "Hardship" is defined as any of the following:
   a. family problems (e.g., death in the immediate family);
   b. illness or accident that requires lengthy hospitalization or confinement; or
c. personal hardship (e.g., loss of property or personal support)
The student must provide adequate documentation for any form of hardship.

General Requirements for Graduation

In order to graduate from Morris Brown College with a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.), candidates must fulfill specific requirements.

1. Complete a minimum of 120 semester credit hours with a cumulative grade point average of at least 2.0 and earn the number of grade points that equal at least twice the number of credit hours earned.

2. Fulfill all requirements for completion of the designated major.

3. Meet all financial and other obligations to the College.

Preparation for Graduation

Procedural Requirements

1. Prospective graduates should meet with their major advisor to complete a Transcript Review Form and an Application for Graduation, prior to registering for the first semester of their senior year. Both forms should be submitted to the department chairperson. Students should keep copies as well.

2. Prospective graduates should attend monthly senior class meetings.

3. Prospective graduates must complete all forms in the Placement Office.

4. Prospective graduates are encouraged strongly to participate in the Founders Day ceremony and in all commencement activities.

5. Senior class officers are responsible for notifying prospective graduates—in writing—of all senior class activities and of designated dates for ordering invitations, class rings, and other graduation paraphernalia.

Financial Requirements

1. Prospective graduates should ascertain and fulfill all financial obligations and expectations to the College at least one month prior to their final examinations.

2. All students filing for a diploma must pay senior class dues. Students who pay class dues but who do not graduate will not have to pay dues when they graduate; that is, class dues are paid only once.

Honors Awarded to Graduating Seniors

The following honors are awarded to eligible graduating seniors:

- Summa Cum Laude (With Highest Honors) - cumulative GPA of 3.90 – 4.00
- Magna Cum Laude (With High Honors) - cumulative GPA of 3.40 – 3.89
- Cum Laude (With Honors) - cumulative GPA of 3.00 – 3.39
10.0

ACADEMIC SUPPORT

The Office of Academic Support is responsible for the academic advisement of new students and General Education majors and is responsible for providing a comprehensive academic and learning support system that includes programs, services, and opportunities designed to increase the retention and graduation rates of Morris Brown students.

The academic and learning support services include placement testing upon admission; teaching the developmental/basic skills courses; individualized and small group tutoring; workshops on such topics as time management, test taking, and study skills; the use of print, audio-visual, and computer-assisted learning materials; and the College Level Examination Program (CLEP).

Academic Advisement

New students should meet with academic advisors in the General Education Department to (a) review placement test results, (b) review course requirements for basic skills courses, (c) review core curriculum requirements, (d) review requirements for all majors, (e) register for courses, and (f) explore career goals.

New students who have an interest in a specialized major also should register with the respective department as a "Pre-Major." Students must apply to an academic department and meet the specific entry requirements for a major before being accepted officially in a major. Students should meet with their academic advisor at least once a semester to plan for the succeeding semester’s coursework.
11.0

THE CURRICULUM

The curriculum at Morris Brown College is organized under two divisions: lower and upper.

The Lower Division: The General Education Curriculum

The lower division embraces all work of the first two years that is designed to acquaint the student with those fields of human interest that influence present-day living. The lower division courses are a part of the General Education Program and together are referred to as the Core Curriculum. The lower division courses are designed

1. To prepare student for active participation in society as citizens

2. To furnish students with the background necessary for advanced study in selected subject matter areas of technical and professional specialization in accordance with their interest and aptitudes

The Upper Division: The Major Programs of Study

The upper division courses are those that pertain to the student’s major program of study, including courses in the major and courses related to or supporting the major. The upper division courses allow students

1. To concentrate in selected fields of study important in the pre-service preparation of technical training and professions

2. To develop a knowledge base and skills required in certain professional fields

Course Numbering

The initial digit of numbers assigned to courses indicates the year in which it is most desirable that the courses be taken. The curriculum of the lower division presents courses numbered from 100 to 299 and the curriculum of the upper division presents courses numbered from 300 to 499. Thus, course with numbers between 100 and 199 should be taken in the first year, those between 200 and 299 in the second year, and courses with numbers between 300 and 499 should be taken during the third and fourth year.

Courses with number below 100 (e.g., 099) are considered “developmental” or basic skills” courses and are for institutional credit only; credit does not apply to hours required for graduation.

Courses with a single three-digit number are semester courses. These courses may be offered either the first semester or the second semester, or both semesters.
Courses with a hyphenated number (e.g. 101-102) are year-long courses that will count toward graduation only upon completion of the whole year’s work.

Courses with double numbers (e.g. 101, 102) are year courses that are so organized that either semester may count toward graduation without completing the whole year’s work.

The number in parentheses after the course title indicates the number of semester credit hours granted upon competition.

**Academic Program Majors**

**Definition of a Major**

At Morris Brown College, a “major” is defined as a course of study in a knowledge field offered by an academic department and in which the student engages in advanced work in that field during the Junior and Senior years. A major requires a minimum of 66 semester credit hours earned in a single department or in closely related departments.

*No credit will be granted in major courses for grades below “C.”*

**Declaration of a Major**

Each student should make formal application to a major program of study at the end of the student’s second semester, but no later than the fourth semester of matriculation. A “Declaration of Major” or “Change of Major” form must be filed with the Office of the Registrar and the appropriate academic department. Each academic department reserves the right to approve or decline the student’s application to major in that department based on the department’s program entry criteria.

**List of Majors**

Morris Brown College awards the Baccalaureate degree, Bachelor of Science (B.S.) or Bachelor of Arts (B.A.), in the following majors:

**Bachelor of Science (B.S.)**

- Psychology
- Organizational Management and Leadership
- Global Management and Applied Leadership

**Bachelor of Arts (B.A.)**

- Music
12.0

GENERAL EDUCATION CURRICULUM

The General Education Program is designed to prepare students for a workforce that demands intelligent team players, global thinkers, critical thinkers, problem solvers, and lifelong learners with excellent communication, interpersonal, and leadership skills. The program will prepare individuals who are inquisitive, analytical, and creative in their everyday lives as well as their professional lives. The graduates will be keenly aware of the social, ethical, and political implications of what they do. The General Education core provides in depth exposure to a range of intellectual disciplines within the humanities, social and behavioral sciences, natural sciences, and mathematics.

Policies Regarding the Core Curriculum

1. All students admitted to Morris Brown College, including transfer students, must successfully complete the core curriculum.

2. A total of 40 core curriculum credit hours is required for all students, irrespective of major.

3. All majors require 40 core curriculum credit hours.

4. Transfer credits may be approved as appropriate course substitutions for various courses within the core curriculum.

5. Transfer students who have earned fewer than 30 transferable semester credit hours must take “GED 100, New Student Success,” even if they took a similar “Freshman Orientation” course at a previous institution.

6. Transfer students who have earned more than 30 transferable semester credit hours that include a Freshman Orientation course may not use this course as a substitution for GED 100.

General Education Curriculum Learning Outcomes

The General Education Curriculum Learning Outcomes consist of:

1. Effective Communication
2. Quantitative and Financial Literacy
3. Information Literacy Technology
4. Arts and Humanities
5. Scientific Literacy

Students will be able to:

1. Utilize learned communicative skills intellectually and engage in conversations related to personal and social issues in oral, visual, graphic and written forms. [(Communication skills), Acquisition of]
critical thinking skills should be part of the objectives in teaching English Language].

2. Utilize quantitative skills and evidenced-based information in finances to become informed consumers, financial managers and investors. [(Quantitative and financial literacy. Acquisition of critical thinking skills should be part of the objectives in teaching Mathematics)].

3. Identify and use technological tools with acknowledgment of ethical issues in social, vocational, scientific digital sources (Information literacy and ethics).

4. Utilize skills in arts, humanities and social sciences to appreciate human diversity, culture and traditions; understand the value of science, medicine and technology as they relate to humanities; broaden their horizons and fantasize the development and quality of human lives in societies; appreciate creativity, evaluate and rationalize their impacts in our societies; and use the skills and tools in arts, social science and humanities to confront and redress social injustices. [(Arts, Humanities and Social Sciences); Issues involving ethics be discussed in arts, humanities and social science classes].

5. Formulate, synthesize, critically analyze and evaluate science-based inquiries/issues from evidence-based foundation; use science-based tools and skills to advance information based on quantitative analysis and reach logical and evidence-based conclusion to make reasonable judgment. (Science literacy)

**General Education Core Courses**

**General Requirements**

**Components of the General Education Curriculum**

The core curriculum is divided into five areas with a predetermined number of hours required in each area. All majors must comply with the credit hours in each area.

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Institutional Courses</td>
<td>02</td>
</tr>
<tr>
<td>Area II</td>
<td>Communication Skills</td>
<td>12</td>
</tr>
<tr>
<td>Area III</td>
<td>Humanities</td>
<td>06</td>
</tr>
<tr>
<td>Area IV</td>
<td>Math and Natural Science</td>
<td>15</td>
</tr>
<tr>
<td>Area V</td>
<td>Social/Behavior Science</td>
<td>06</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>41</td>
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</table>

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General Education Core Courses

<table>
<thead>
<tr>
<th>Course and Code</th>
<th>Grade</th>
<th>Credits</th>
<th>Sem/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREA I Institutional Courses (2)</strong></td>
<td></td>
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<td></td>
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<tr>
<td>GED 100 New Student Seminar</td>
<td>01</td>
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<tr>
<td>PED 120 Health and Wellness</td>
<td>01</td>
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<tr>
<td><strong>AREA II: COMMUNICATION SKILLS (12)</strong></td>
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<tr>
<td>ENG 101 English Composition I</td>
<td>03</td>
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<tr>
<td>ENG 102 English Composition II</td>
<td>03</td>
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<tr>
<td>SPA 101 Foreign Language 1</td>
<td>03</td>
<td></td>
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<tr>
<td>SPA 102 Foreign Language 2</td>
<td>03</td>
<td></td>
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<tr>
<td><strong>AREA III: HUMANITIES (6) Select 2 Courses</strong></td>
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<tr>
<td>HUM 201 Humanities I (Music)</td>
<td>03</td>
<td></td>
<td></td>
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<tr>
<td>HUM 202 Humanities II (Art) OR Humanities III (World Literature 221) OR Humanities IV(World Religions 350)</td>
<td>03</td>
<td></td>
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<tr>
<td><strong>AREA IV: MATH AND NATURAL SCIENCE (15)</strong></td>
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<td></td>
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<tr>
<td>CIS 101 Computer Applications</td>
<td>03</td>
<td></td>
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<tr>
<td>MAT 101 College Algebra I</td>
<td>03</td>
<td></td>
<td></td>
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<tr>
<td>MAT 102 College Algebra II</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSC or BIO Physical Science or Biology</td>
<td>03</td>
<td></td>
<td></td>
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<tr>
<td>CHE or BIO Chemical Science or Biology</td>
<td>03</td>
<td></td>
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<tr>
<td><em><em>AREA V: SOCIAL &amp; BEHAVIORAL SCIENCE (6</em>)</em>*</td>
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<td></td>
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<tr>
<td>SOC 101 Introduction to Social Science</td>
<td>03</td>
<td></td>
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<tr>
<td>SOC 211 American Government</td>
<td>03</td>
<td></td>
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<tr>
<td>HIS 229 Survey of African American History</td>
<td>03</td>
<td></td>
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<tr>
<td>SOC 201 Business and Society</td>
<td>03</td>
<td></td>
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<tr>
<td>PSY 201 General Psychology</td>
<td>03</td>
<td></td>
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<tr>
<td><strong>AREA E: FREE ELECTIVES (07) Select from Areas II through V, Music Electives also available</strong></td>
<td></td>
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</tr>
<tr>
<td>RDG 101 Reading* Placement Test</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 107 Fundamentals of Speech* Placement Test</td>
<td>03</td>
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</tbody>
</table>

General Education Course Descriptions

GED 100 New Student Seminar
The class seeks to help entering students meet the demands of college life. It covers the broad areas of personal adjustment and educational and vocational planning. This course provides opportunities which can be readily understood and applied to everyday life. Mastering note taking, effective listening and concentration, as well as attacking difficult subjects help to increase overall academic performance. In addition, the class provides assistance with career awareness, exploration, decision-making and job preparation.

PED 120 Health and Wellness
This course explores specific topics which promote healthy pro-active lifestyles. Each topic covered includes applied skills to make good lifestyle choices. Focus topics and skills are: Exploring the various dimensions that affect healthy living; eliminating self-defeating behavior; assessing the health-related components of physical fitness; and designing and implementing a personal fitness plan.
RDG 101 College Reading (3)
A one semester course that focuses on interpretive comprehension skills, critical thinking/reading skills, and flexibility in the selection rates of reading.

ENG 101 English 1 (3)
The course introduces students to the essentials of reading, writing, listening, analyzing, and speaking. It emphasizes the fundamental principles and practices of critical thinking and writing, public speaking, systematic library research, analysis and synthesis of topics, organization, language, delivery, audience adaptation, reasoning, arguments and supporting materials.

ENG 102 English 2 (3)
The course introduces students to how to engage in college-level research and incorporate these skills into a final argumentative research paper. Students will practice and refine expository writing skill and compose critical reviews of different types of media. Instruction emphasizes the writing of a research paper as a process which includes, but is not limited, to learning how to use the library and how to use technological tools to amass material appropriate for a thoughtful, critical, logical, and well-substantiated written work. 
Prerequisite: ENG 101

ENG 107 Speech (3)
A course designed to introduce students to the essentials of speech communication. Content emphasizes basic theoretical concepts, the development of personal and public communications skills, including public address, small-group communication and interviewing techniques. Prerequisites: ENG 101

FLS 101 Spanish 1 (3)
The course introduces students to the study of the Spanish as well as Spanish-speaking cultures in an interdisciplinary and multicultural approach. Emphasis is placed on the conversation skills with attention to reading, writing, and listening comprehension. Students will learn how the various people speaking the language conduct their lives. The majority of the class will be spent working on speaking Spanish. Students will develop the other skills primarily through assignments. To achieve these goals, the instructors will conduct class in Spanish. The course is limited to students with little or no training skills in the language.

FLS 102 Spanish 2 (3)
This course is designed for students who have completed one semester of SPA 101. Special emphasis will be placed on oral Spanish, a comprehensive but concise review of grammatical principles, verbs and idioms while promoting the basic language skills with special emphasis on video and audio-lingual practice. The course makes use of dialogue adaptation, grammatical explorations, pattern drills, demonstrations, discussions, reading sections, personalized questions, and compositions. Prerequisite: FLS 101

HUM 201 Humanities I Music (3)
A course designed to include those disciplines that emphasize the intellectual, aesthetic, and ethical values of heritage. This course explores the various musical periods with special emphasis on the musical contributions of African-Americans and teaches students how to listen critically to music of all genres.
HUM 202  Humanities II Art (3)
A course that concentrates on the art, the music, the history, and the contributions of a rainbow of minority cultures that now live or have lived in America and have created art forms at the highest level. We will examine the content of art, its social and political relevance, and what overall impact their art has on the American culture.

HUM 221  Humanities III World Literature I (3)
This course aims to put in proper perspective significant cultural achievement. It focuses specifically on the major literature of Western Civilization. **Prerequisites:** ENG 101-102.

HUM 350  Humanities IV World Religions (3)
This is a seminar designed to acquaint the student with the nature and general structure of the various religions of the world through a combination of lecture, independent reading, and the presentation of papers.

SOC 101  Introduction to Social Science (3)
This course is an introduction to the scientific study of society. Emphasis is placed on the basic principles, the distinctive subject matters, and interconnections of different disciplines in the social sciences. Also, this course discusses the relationship between the social and economic institutions which control the thinking and action of average people. The course attempts to offer methods of understanding these various forces and their ultimate influence on social and business institutions.

PSY 200  Psychology (3)
A general overview of Psychology as a social science. Topics include history of psychology, child development, maturation, aging, states of consciousness, stress and health, psychopathology, theories of personality, therapies, social psychology, and fields of application.

SOC 201  Business and Society (3)
This course examines the relationships between business and the broader social, political and economic contexts within which business operates. Topics include business ethics, social responsibility of business, impact of globalization on business, impact of various government policies on business and how business influences government.

SOC 211  American Government (3)
Analysis of the structure and functioning of the federal government with some emphasis on civil rights, political parties, the federal-state relation, and state and local government. **Prerequisite:** ENG 102.

HIS 229  Survey of African-American History (3)
A topical course in African American History with special emphasis on the cultural, scientific, social, economic, and political life and role of African-Americans in the world.

MAT 101  College Algebra 1 (3)
This course builds a mathematics foundation based on critical thinking, quantitative reasoning, and problem solving with direct applications to everyday life. Topics include logic, element of numeration systems, data analysis, geometry, and mathematics of formula and theory. Emphasis will be placed on “techniques in” and “applications to” current trends and conditions in the global society such as entrepreneurship.
MAT 102  College Algebra 2  
This course utilizes the functional approach to mathematics. Topics include polynomial, rational, absolute value, root, exponential and logarithmic functions and their applications to everyday life. Topics will be presented utilizing updated technology with emphasis on current trends and conditions in the global society.  **Prerequisite:** A minimum grade of “C” in MAT 101 or by placement.

BIO 101  Biological Science  
The course includes an introduction to life, reproduction and growth; heredity and genetics; metabolism, food cycle; energy relations; population structures and ecology; the study of systems (circulatory, excretory, digestive); conservation of resources; man and his future.

BIO 102  Biological Science  
This course encompasses an overview of the entire field of animal and plant life and provides a foundation for advance studies in the biological sciences and medicine.

CHE 101  Chemical Science  
The course covers the basic concept of chemistry from a forensic perspective. It is designed for liberal arts students to enhance their scientific literacy and to help them develop their ability to engage in scientific discussions and decision-making.

PSC 102  Physical Science  
This course will survey the basic concepts in the physical sciences, their historical development, and the methods of scientific inquiry with direct applications to everyday life. Students who successfully complete this course will be prepared to participate in our nation’s technical and scientific decision-making.  **Prerequisites:** MAT 101 and MAT 102.

CIS 101  Computer Applications  
This course is a concise treatment of the important and still-growing role of computers in virtually every aspect of the current and future technological advancing global society. Computer applications will be discussed and analyzed in business, education, government, industry, medicine, science, the household, and other areas. The basics of computer hardware and software will be reviewed. Students will be introduced to the fundamental concepts of computer organization and high-level programming as well as data communications and networking.

BUS 440  Entrepreneurship  
This course is designed to help students learn how to examine the fundamentals of organizing and starting a small business. The course covers such topics as the challenges of entrepreneurship, building the business plan, and strategic planning. It also covers forms of ownership, marketing, pricing, cash flow, financial planning, putting the plan to work, ethical concerns, legal concerns, and the regulatory environment.
General Education Course Sequence

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>GED 100 New Student Orientation 1</td>
<td>CIS 101 Computer Applications 3</td>
</tr>
<tr>
<td>PED 120 Health and Wellness 1</td>
<td>ENG 102 English II 3</td>
</tr>
<tr>
<td>ENG 101 English I 3</td>
<td>MAT 102 College Algebra II 3</td>
</tr>
<tr>
<td>MAT 101 College Algebra I 3</td>
<td>FLS 102 Spanish II 3</td>
</tr>
<tr>
<td>FLS 101 Spanish I 3</td>
<td>Science Elective 3</td>
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<tr>
<td>Science Elective 3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
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<tr>
<td>14 hrs.</td>
<td>15 hrs.</td>
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</tbody>
</table>

| Second Year                                     |                                                        |
| **First Semester**                              | **Second Semester**                                   |
| HUM 201 Humanities I (Music) 3                  | HUM 202 Humanities II (Art) 3                         |
| PSY 200 General Psychology 3                    | SOC Social Science Elective 3                         |
| General Elective 3                              | General Elective 3                                    |
| MAJOR 3                                        | MAJOR 3                                               |
| MAJOR 3                                        | MAJOR 3                                               |
| **Total**                                       | **Total**                                             |
| 15 hrs.                                         | 18 hrs.                                               |
13.0

DEPARTMENT OF MUSIC

Music Degree

Degree: Bachelor of Art, Music

Music Degree

The Department of Music offers one-degree program with three concentrations: Vocal Performance, Music Production, and Church Music consisting of a curriculum of applied instruction, music technology courses, music theory and history course sequences, 18 hours of music electives, and a culminating capstone senior recital or senior project.

Mission Statement

The mission of the Department of Music is to provide students with an environment that fosters academic excellence, culturally enriching experiences, meaningful social engagement, opportunities to explore artistic creativity and opportunities to develop entrepreneurial skills or pathways to pursuing graduate degree study within the discipline of music or related field.

Vision Statement

The vision of the Department of Music is for our Department to produce graduates who are capable of positively transforming their environments both communally and nationally through entrepreneurial engagement, and social and civic initiatives across the global divide within the discipline of music.

Department Admissions and Exit Criteria

Admission Requirements

Students seeking admission into the Music Program must first satisfy the College’s admission and financial requirements. Then, prospective students must satisfy the Department’s entrance requirements by completing the following criteria:

- Contact the Music Chair via e-mail or telephone to arrange an interview and complete the advisement session;
- Prepare two contrasting repertoire pieces for the audition (voice or instrument); and,
- Students must take the Theory Placement Test to determine theory and musicianship level.
- Students applying for Prior Learning Credit Hours may be subject to additional exams and may be asked to submit a music portfolio as evidence of professional experience in a specific area.
Department Exit Requirements

Students preparing for graduation must first satisfy the College’s financial obligations; complete any and all assignments to successfully remove "Incomplete" grades; return any and all library books; take any designated scheduled testing required by the Institution; complete and submit the Application for Graduation Form (Registrar’s Office) and any fees related to the commencement activity, and attend all expected graduating senior meetings.

The Department of Music requires all graduating seniors to

- Make appointment with Department Chair to conduct a Transcript Review session before March 31st of the graduating year. All Requirements must be in order including the Student File Form (See Department Chair).

- For the Bachelor of Arts degree in Music, a student must have completed a minimum of 120 credit hours (total) with a grade of “C” or above in all music requirements (72 hours); and a passing grade for all General Education courses with a minimum grade of “C” in the English Composition sequence;

- Students must earn a score of 80 or above in presenting the Senior Recital or Senior Project. See Department Chair or Advisor for Guidelines; and

- Students must take the Department Exit Exam scheduled for mid-April of the graduating year (2020). This exam is administered as an assessment tool to measure the effectiveness of the Department’s Program Educational Outcomes.

Program Objectives

The Department of Music has the following objectives:

1. To prepare students to pursue graduate study or to pursue entrepreneurial ventures in their field of study;
2. To provide students with oral and written communication skills and critical thinking skills that prepare them for graduate study or entrepreneurial ventures;
3. To expose students to culturally enrichment experiences that promote cultural and social awareness, sensitivity and understanding of a diverse society, and
4. To build their performance, creative, and research skills that prepare them to be competent musicians.

Learning Outcomes for Music degree

Upon completion of this program, students matriculating in the Music Program will be able to demonstrate the acquired competencies:
**VOCAL PERFORMANCE CONCENTRATION**

- **PO 1:** A Vocal Performance student will demonstrate performance excellence, scholarly research or creative ability by **presenting a 50 minute capstone activity** (be it a senior recital or senior project) requisite of a collegiate level student as defined by the Department.

- **PO 2:** A student will be able to demonstrate competency in music history knowledge **by researching a music topic** (based upon subject matter covered over the three-semester history sequence) that **surveys** the historical development of a selected genre of music.

- **PO 3:** A student will demonstrate basic musicianship skills and competency in theoretical analysis of American popular song by **analyzing** a 16-bar song or **realizing** a 16-bar lead sheet.

- **PO 4:** A Music Student will be able to **create and produce** a 16-bar multi-sectional, multi-stave music document and MIDI audio file **using the Finale Notational Software System** to demonstrate music technology proficiency.

- **PO 5:** The music student will be able to **prepare and file** ten Music Industry forms that require her/him to **interpret and utilize** standard Music Terminology.

- **PO 6:** Professional Readiness: A Music Student will demonstrate professional readiness by **creating** a professional portfolio which includes resume and professional performance or creative credits and **building** a website which includes videos, interviews and other related professional documentation.

**MUSIC PRODUCTION CONCENTRATION**

- **PO 1:** A Music Production student will demonstrate Music Studio Competency by **producing a 50 minute capstone activity** (music production or recording project).

- **PO 2:** A student will be able to demonstrate competency in music history knowledge **by researching a music topic** (based upon subject matter covered over the three-semester history sequence) that **surveys** the historical development of a selected genre of music.

- **PO 3:** A student will demonstrate competency in theoretical analysis of American popular song by **analyzing** a 16-bar song or **realizing** a 16-bar lead sheet.

- **PO 4a:** The Music Production Student will be able to **create and produce** a multi-sectional, multi-stave music document and MIDI audio file **using the Finale Notational Software System** to demonstrate music technology proficiency.

- **PO 4b:** A Music Production Student will be able to **produce and record** a 30-minute sound recording for solo instrument with a chamber or combination group.
□ PO 5: A Music Production student will be able to prepare and file ten Music Industry forms that require her/him to interpret and utilize standard Music Terminology.

□ PO 6: Professional Readiness: A Music Student will demonstrate professional readiness by creating a professional portfolio which includes resume and professional performance or creative credits and a website which includes videos, interviews and other related professional documentation.

CHURCH MUSIC CONCENTRATION

□ PO 1: A Church Music student will demonstrate Choral literacy and competency in conducting by planning and producing a 50 minute capstone activity (choral concert or choral lecture with demonstration). Concert must include a minimum of four genres of choral music.

□ PO 2: A student will be able to demonstrate competency in music history knowledge by researching a music topic (based upon subject matter covered over the three-semester history sequence) that surveys the historical development of a selected genre of music.

□ PO 3: A student will demonstrate competency in theoretical analysis of American popular song by analyzing a 16-bar song or realizing a 16-bar lead sheet.

□ PO 4: The Music Student will be able to create and produce a multi-sectional, multi-stave music document and MIDI audio file using the Finale Notational Software System to demonstrate music technology proficiency.

□ PO 5: The music student will be able to prepare and file ten Music Industry forms that require her/him to interpret and utilize standard Music Terminology.

□ PO 6: Professional Readiness: A Music Student will demonstrate professional readiness by creating a professional portfolio which includes resume and professional performance or creative credits and a website which includes videos, interviews and other related professional documentation.

Bachelor of Arts, Music Requirements

*Students MUST earn a grade of C or above for all music course work or must repeat the course; however, students MUST earn 80 or above on the Senior Recital or Senior Project.

Degree: Bachelor of Arts Degree in Music requires a minimum of 120 hours: 48 General Education credits; 54 music core credits; and 18 music elective credits.
## Program of Study Summary

The MUSIC CORE for all Music Students is as follows: 54

- **BASIC MUSICIANSHIP AND THEORY** 14
- **MUSIC HISTORY: WESTERN, WORLD & AFRICAN AMERICAN** 09
- **SPECIAL SKILLS: TECHNOLOGY, CONDUCTING** 09
- **APPLIED & ENSEMBLES** 15
- **ADVANCED REQUIREMENTS** 07

### Basic Musicianship and Theory 14

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BMUS 100</td>
<td>Fundamentals of Music (Prep)</td>
<td>03</td>
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<tr>
<td>BMUS 109</td>
<td>Sight Singing and Ear Training</td>
<td>03</td>
</tr>
<tr>
<td>BMUS 130</td>
<td>Applied Keyboard Harmony I</td>
<td>01</td>
</tr>
<tr>
<td>BMUS 131</td>
<td>Applied Keyboard Harmony II</td>
<td>01</td>
</tr>
<tr>
<td>BMUS 211</td>
<td>Music Theory I (201)</td>
<td>03</td>
</tr>
<tr>
<td>BMUS 212</td>
<td>Music Theory II (202)</td>
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### Applied and Ensembles 15

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BMUS 105</td>
<td>- 406 Applied Instruction</td>
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<td>BMUS 110</td>
<td>- 411 Music Ensembles</td>
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</table>

### History 09

<table>
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<tbody>
<tr>
<td>BMUS 315</td>
<td>Music History Survey I – Western</td>
<td>03</td>
</tr>
<tr>
<td>BMUS 316</td>
<td>Music History Survey II - World</td>
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<tr>
<td>BMUS 317</td>
<td>Music History Survey III- African American</td>
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### Special Skills 09

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<tbody>
<tr>
<td>BMUS 300</td>
<td>Intro to Music Industry</td>
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<tr>
<td>BMUS 301</td>
<td>Music Technology I</td>
<td>03</td>
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<tr>
<td>BMUS 335</td>
<td>Basic Conducting</td>
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### Advanced Requirements 07

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<thead>
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<tbody>
<tr>
<td>BMUS 450</td>
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<td>BMUS 451</td>
<td>Final Project</td>
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<tr>
<td>BMUS 490</td>
<td>Senior Recital (Capstone) OR</td>
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<tr>
<td>BMUS 493</td>
<td>Senior Project (Capstone)</td>
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Music Electives (Select 18 credit hours)  

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<tr>
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<tr>
<td>BMUS 302</td>
<td>Music Technology II (pre-requisite BMUS 301)</td>
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<td>BMUS 318</td>
<td>Marketing, Merchandise &amp; Retail (pre-requisite BMUS 300)</td>
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<td>BMUS 320</td>
<td>Entrepreneurship</td>
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<tr>
<td>BMUS 330</td>
<td>Musical Theater I</td>
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<tr>
<td>BMUS 331</td>
<td>Musical Theater II</td>
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<tr>
<td>BMUS 329</td>
<td>Song Writing and Production (pre-requisite BMUS 212)</td>
<td>03</td>
</tr>
<tr>
<td>BMUS 332</td>
<td>Introduction to Composition (pre-requisite BMUS 212)</td>
<td>03</td>
</tr>
<tr>
<td>BMUS 334</td>
<td>Promotion of Recorded Music</td>
<td>03</td>
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<tr>
<td>BMUS 337</td>
<td>Legal Aspects of Music Industry (pre-requisite BMUS 301)</td>
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<tr>
<td>BMUS 338</td>
<td>Vocal Diction I (English and Italian)</td>
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<td>BMUS 339</td>
<td>Vocal Diction II (French and German)</td>
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<tr>
<td>BMUS 340</td>
<td>Intro to Church Music – Hymnody</td>
<td>03</td>
</tr>
<tr>
<td>BMUS 354</td>
<td>Band Arranging (pre-requisite BMUS 212)</td>
<td>03</td>
</tr>
<tr>
<td>BMUS 429</td>
<td>Vocal Literature</td>
<td>03</td>
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<td>BMUS 430</td>
<td>Vocal Pedagogy</td>
<td>03</td>
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<tr>
<td>BMUS 411</td>
<td>Form and Analysis (pre-requisite BMUS 212)</td>
<td>03</td>
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<tr>
<td>BMUS 412</td>
<td>Orchestration (pre-requisite BMUS 212)</td>
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<tr>
<td>BMUS 415</td>
<td>Opera Workshop I</td>
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<tr>
<td>BMUS 416</td>
<td>Opera Workshop II</td>
<td>01</td>
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<tr>
<td>BMUS 435</td>
<td>Choral Conducting</td>
<td>03</td>
</tr>
<tr>
<td>BMUS 439</td>
<td>Church Music Methods (Intro to Church Music BMUS 340)</td>
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</tr>
<tr>
<td>BMUS 440</td>
<td>Special Topics</td>
<td>03</td>
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<td>BMUS 455</td>
<td>Independent Study, Section 01, Section 02</td>
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<tr>
<td>BMUS 460</td>
<td>Recording Studio</td>
<td>03</td>
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Sample Plan of Study: MUSIC

FIRST YEAR STUDENT

<table>
<thead>
<tr>
<th>First Semester: 13 Hours</th>
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<tbody>
<tr>
<td>BGED 100 New Student Seminar</td>
<td>BPED 101 Health &amp; Wellness</td>
</tr>
<tr>
<td>BMUS 110 Ensemble</td>
<td>BMUS 111 Ensemble</td>
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<tr>
<td>BMUS 101 Music Fundamentals</td>
<td>BMUS 131 Keyboard Harmony</td>
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<tr>
<td>BMAT 101 College Math I</td>
<td>BMAT 102 College Math II</td>
</tr>
<tr>
<td>BENG 101 English Composition</td>
<td>BENG 102 English Composition</td>
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<tr>
<td>BMUS 105 Applied</td>
<td>BMUS 106 Applied</td>
</tr>
<tr>
<td>BMUS 130 Keyboard Harmony</td>
<td>BPSY 201 General Psychology</td>
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</table>

*If exempted from BMUS 100 via Placement Test, student may add another core class*
**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>First Semester 17 Hours</th>
<th>Second Semester 17 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBIO 101 Biological or Physical Science (3)</td>
<td>BBIO 102 Bio or Phys Science (3)</td>
</tr>
<tr>
<td>BSOC 211 American Government (3)</td>
<td>BMUS 335 Basic Conducting (3)</td>
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<tr>
<td>BSPA 101 Foreign Language I (3)</td>
<td>BSPA 102 Foreign Language II (3)</td>
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<tr>
<td>BMUS 210 Ensemble (1)</td>
<td>BMUS 211* Ensemble (1)</td>
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<tr>
<td>BMUS 211 Theory I (3)</td>
<td>BMUS 212 Theory II (3)</td>
</tr>
<tr>
<td>BMUS 205 Applied (1)</td>
<td>BMUS 206 Applied (1)</td>
</tr>
<tr>
<td>BMUS 301 Music Technology (3)</td>
<td>BGED 200 General Elective (3)</td>
</tr>
</tbody>
</table>

| JUNIOR YEAR                                    |
| First Semester: 14 Hours                      | Second Semester: 14 Hours                      |
|------------------------------------------------|
| BHUM 201 Humanities (3)                       | BMUS 202 Humanities (3)                       |
| BMUS 310 Ensemble (1)                         | BMUS 311 Ensemble (1)                         |
| BMUS 315 Music History I (3)                  | BMUS 316 Music History II (3)                 |
| BMUS 300 Intro to Music Industry (3)          | BMUS 305 Applied (1)                          |
| BMUS 306 Applied (1)                          | BGED 200 General Elective (3)                  |
| BMUS 300L Music Elective 1 (3)                | BMUS 300L Music Elective 2 (3)                |

| SENIOR YEAR                                    |
| First Semester: 14 Hours                      | Second Semester: 14 Hours                      |
|------------------------------------------------|
| BMUS 300L Music Elective 3 (3)                | BMUS 400L Music Elective 5 (3)                |
| BMUS 400L Music Elective 4 (3)                | BMUS 400L Music Elective 6 (3)                |
| BMUS 410 Ensemble (1)                         | BMUS 317 Music History III (3)               |
| BMUS 450 Music Internship (3)                 | BMUS 411 Ensemble (1)                         |
| BMUS 405 Applied (1)                          | BMUS 451 Final Project (3)                    |
| BGED 200L General Elective (3)                | BMUS 490 Senior Recital (1)                   |

*If student has tested out of BMUS 100 Music Fundamentals, he/she may elect to take another Music Elective.

**MUSIC COURSES**

Course Descriptions, Objectives and Outcomes

**BMUS 100 Fundamentals of Music** (3)

Course Description: Course designed for music majors and minors that need preparatory study for *BMUS 211 Theory* and covers basic notation (notes and rhythms); scales (modes, major and minor); intervals; basic triads; terminology; meter (simple and compound); popular chord symbols.
BMUS 109 Sight Singing and Ear Training (3)
Course Description: The study and application of sight singing and ear training (Aural Skills) through applied basic musicianship skills: melodic, rhythmic and harmonic dictation.

BMUS 105 – 406 Applied Instruction (1)
Course Description: Private instruction in applied study for the development of technical skills, musicianship, and repertoire for music majors and minors in voice, and selected instruments.
(Sections: 2- Voice, 3- Piano, 4- Flute, 5- Clarinet, 6- Saxophone, 7- Trumpet, 8- Percussions)

BMUS 110 – 411 Music Ensemble (1)
Course Description: Open to all students by audition and permission of the director and affords performance opportunities for students and develops repertoire from traditional European, American, and African American repertoire.
(Sections: 2- Choir and 3- Band)

BMUS 130 Keyboard Harmony I (1)
Course Description: Introduction to fundamental keyboard skills and applied harmony. Course covers 6 major scales, 6 minor scales, simple harmonization, basic triads and inversions, pedagogical exercises.

BMUS 131 Keyboard Harmony II (1)
Course Description: Continuation of fundamental keyboard skills and applied harmony. Course covers the remaining 6 major scales; and 6 minor scales, more harmonization, introduction to seventh chords, pedagogical exercises; beginner level repertoire pieces. Pre-requisite BMUS 130

BMUS 211 Theory I (3)
Course Description: Basics of music theory, including scales, key signatures, voice leading, melodic harmonization analysis. Pre-requisite BMUS 100

BMUS 212 Theory II (3)
Course Description: Continuation of MUS 211. Analysis of triads, seventh chords, figured bass of various musical styles from Baroque to Jazz. Pre-requisite BMUS 211

BMUS 300 Intro to Music Industry (3)
Course Description: Study of career opportunities in Music Industry including publishing, recording, production, and artist management; aspects of marketing and retailing; and the utilization of industry terminology.

BMUS 301 Music Technology I (3)
Course Description: Introduction to music notation software; creating lead sheets, basic guitar tablature; and chorale templates.

Page 98 of 143
BMUS 302 Music Technology II (3)
Continuation of Music Technology I. Course further exploits the notational system and sound recording software. Pre-requisite MUS 302

BMUS 315 Music History I - Western (3)
Course Description: A survey of the development of Western Music from the Medieval Period through the Modern Period. The course will include the study of both sacred and secular music in all genres; and emphasis on listening, and score identification.

BMUS 316 Music History II - World (3)
Course Description: A survey of various indigenous or folk music styles including culture and social influences outside of the forms of traditional Western music. The course will survey Latino, Asian, Aboriginal, Native American, Eastern, African, Polynesian, and related cultures.

BMUS 317 Music History III - African American (3)
Course Description: This is a survey course, which traces the musical contributions of African Americans from West Africa, to the United States. This course also aligns African American Music with political, sociological, economical, historical, and religious circumstances that affected the musical development.

BMUS 318 Marketing, Merchandise & Retail (3)
Course Description: An in-depth study of wholesaling and retailing of recorded and printed music, instruments and software. (Pre-requisite BMUS 300)

BMUS 320 Entrepreneurship (3)
Course Description: This course is designed to help students learn how to examine the fundamentals of organizing and starting a small business. The course covers such topics as the challenges of entrepreneurship, building the business plan, and strategic planning. It also covers forms of ownership, marketing, pricing, cash flow, financial planning, putting the plan to work, ethical concerns, legal concerns, and the regulatory environment.

BMUS 329 Song Writing and Production (3)
Course Description: This course is designed for song writers to learn the basics of music production using digital audio workstation (daw).

BMUS 330 Music Theater I (1)
Course Description: The study and performance of stage works from Broadway, cabaret, operatic and thematic repertoire. Vocal students are required to take BMUS 330 and 331

BMUS 331 Music Theater II (1)
Course Description: The continuation of Music Theater I.
BMUS 332 Intro to Composition I (3)
Course Description: The study of score preparation and beginner level arrangement and composing of basic music forms that include lead sheets and notation; solo and piano accompaniment; solo piano; solo organ; choral settings; and small instrumental ensemble settings. Pre-requisite BMUS 212

BMUS 334 Promotion of Recorded Music (3)
Course Description: Course designed to develop basic skills needed for promoting and advertising commercial music. Pre-requisite BMUS 300

BMUS 335 Basic Conducting I (3)
Course Description: Basic Conducting is a foundation course that introduces basic conducting skills with an emphasis on the art and study of conducting and score preparation for conducting rehearsals, baton technique, non-verbal communication, leadership, conducting terminology, transpositions and score reading.

BMUS 337 Legal Aspects of the Music Industry (3)
Course Description: This is a course in the basics of copyright law and the various agreements used in the entertainment industry with emphasis on contracts used by music publishers, record companies, artist management, record producers, film and television producers, and booking agencies. Pre-requisite BMUS 300

MUS 338 Vocal Diction I (English and Italian) (2)
Course Description: The study of vocal techniques and proper elocution of singer’s English and Italian utilizing the International Phonetic Alphabet.

BMUS 339 Vocal Diction II (French and German) (2)
Course Description: The study of vocal techniques and proper elocution of singer’s French and German utilizing the International Phonetic Alphabet.

BMUS 340 Intro to Church Music (3)
Course Description: Course is an overview of church music from biblical era to contemporary era. Music traditions include psalmody, hymnody, anthems, spirituals, shape-note singing, gospel music, contemporary Christian and praise songs.

BMUS 354 Band Arranging (3)
Course Description: This course covers the fundamentals of instrumentation and arranging for contemporary band and instrumental ensembles. Selected band and instrumental ensemble repertoire will be analyzed and studied for instrument range, tessitura, transpositions, technical problems and solutions. Pre-requisite BMUS 212

BMUS 370 Hymnody (3)
The study of hymnody in American Church Worship from the 18th century until present including the study of selected hymns and hymnals by denomination and the categorization of those hymns in the context of the liturgical year.
BMUS 411 Form & Analysis (3)
Course Description: The study of musical form through analysis and stylistic characteristics of Western music from Medieval to the Post-Modern periods. Pre-requisite BMUS 212

BMUS 412 Orchestration (3)
Course Description: Study of symphonic writing, instrument transposition and ranges and setting various chamber groups.

BMUS 415 Opera Workshop I (1)
Course Description: Opera Workshop is the study and performance of selected operas and related stage works. Emphasis is placed on American opera and oratorio but includes selected European works. Students are assigned selected arias and songs to be performed in class and selected venues.

BMUS 416 Opera Workshop II (1)
Course Description: The continuation of Opera Workshop I

BMUS 429 Vocal Literature (3)
Course Description: The survey and study of western solo vocal literature from the Baroque period to the present. Emphasis is placed on American popular song with some inclusion of European Art Song. Topics include a discussion on performance in context to stylistic practices as well as a survey of selected composers and arrangers of sacred song.

BMUS 430 Vocal Pedagogy (3)
Course Description: Vocal pedagogy is the study of the art and science of voice instruction. It is used in the teaching of singing and assists in defining what singing is, how singing works, and how proper singing technique is accomplished. Pre-requisite MUS 338 or MUS 206

BMUS 435 Choral Conducting (3)
Course Description: This course is designed to advance the student’s efficiency as a choral conductor including the study of selected genres of church choral literature, vocal development for the choral singer, and modules for rehearsal techniques and management. Pre-requisite: Conducting I, BMUS 335.

BMUS 439 Church Music Methods (3)
Course Description: A study of selected methods of organizing music ministry programs in small to medium sized churches including working with adult, youth, and children’s choirs, small instrumental ensembles, and specialized choral ensembles within the context of worship. Pre-requisite: Intro to Music BMUS 340.

BMUS 440 Special Project (3)
Course Description: Directed research in specialized topics. Student works directly with assigned instructor to determine research topic and strategies for developing the content.
BMUS 450 Music Internship  (3)
Course Description: Pre-approved internships for music students to intern with a recording studio, arts and entertainment organization, entertainment lawyer or professional fulltime entertainer.

BMUS 451 Final Project  (3)
Course Description: Final Project is the presentation of the Senior Portfolio which includes final transcript, transcript review, senior application for graduation, résumé, curriculum vitae, senior recital or project and all required academic documents. See Advisor or Music Chair.

BMUS 455 Independent Study  (3)
Course Description: Directed study in specific subject areas, a research project, or a combination of the two, designed to meet the specific and individual course needs of students in the senior year completing degree requirements for graduation. (Sections: 1 & 2) Approval only.

BMUS 460 Recording Studio  (3)
This course is designed for students to develop basic recording engineering skills including proper selection and placement of microphones, setting up talkback systems and monitor mixes and becoming proficient in the tools of digital production.

BMUS 490 Senior Recital (Capstone)  (3)
Course Description: The final applied performance Recital presented by vocal or instrumental students given in partial fulfillment of degree requirements. The Senior Recital should present 50 minutes of repertoire approved by the applied instructor. (Sections: 1 & 2) Approval only.

BMUS 493 Senior Project (Capstone)  (3)
Course Description: The final applied performance project presented by vocal or instrumental students given in partial fulfillment of degree requirements. The Senior Project should present 50 minutes of repertoire approved by the applied instructor. (Sections: 1 & 2) Approval only.
14.0

DEPARTMENT OF PSYCHOLOGY

Degree: B.S.  Psychology

Introduction

Those who intend to do graduate work in psychology should broaden their preparation in mathematics, the natural sciences, philosophy, linguistics or the social sciences. A student may combine Psychology with preparation for advanced professional training, medical school, law school, or other advanced professional training. In addition, the Psychology Department will serve the College by offering General Psychology to meet the needs of the General Education Program and by offering supportive courses to students in existing departments/programs who would benefit from formal exposure to current knowledge of the principles of human behavior and mental processes.

Classic studies have revealed the ongoing demand for trained professionals in the field of Psychology (Lahey, 2008). In addition, students with majors in psychology have also entered careers in such diverse areas as computer science, banking and politics.

Purpose

The Psychology Program of study is designed to contribute to a student’s general liberal education, to enhance the student’s understanding of human behavior, to provide academic and practical preparation for entry level positions in mental health and related fields, and to provide a foundation for entry into graduate or professional schools in a variety of areas of specialization.

Mission

The mission of the Department of Psychology is to provide students with a foundation for the scientific understanding of behavior and mental processes within the structure of academic excellence and research through experiential, collaborative and discovery-based learning in a nurturing environment. As such, the Department provides a pathway for graduates to pursue advanced degrees or employment in numerous related fields.

Vision

The vision of the Department of Psychology is to produce graduates who make significant contributions to the science and practice of psychology and related fields locally, nationally, and globally.

Admission Requirements

Students seeking admission into the Psychology Program must first satisfy the College’s admission and financial requirements. Students are allowed into the
Psychology Program once being accepted by the Institution but must complete the entrance criteria before being officially considered a Psychology Major:

1) Complete all General Education Courses with a grade point average of 2.0 or higher

2) Confer with the Department Chair
   a. To discuss the appropriateness of Psychology as a major in light of the student's career goals; and
   b. To verify eligibility with respect to completion of the General Education Requirement and grade point area;

3) Maintain a cumulative grade point average of a minimum of 2.0 in all major courses, earn a grade of “B” or better in General Psychology; and

4) Meet regularly with the Department Chair to determine whether the student qualifies to be maintained as a major.

Department Exit Requirements

Students preparing for graduation must first satisfy the College's financial obligations; complete any and all assignments to successfully remove “Incomplete” grades; return any and all library books; complete, and submit the Application for Graduation Form (Registrar's Office) and any fees related to the commencement activity, and attend all expected graduating senior meetings.

The Department of Psychology requires all graduating seniors to

1) Make an appointment with Department Chair to conduct a Transcript Review session before March 31st of the graduating year. All Requirements must be in order including the Student File Form (See Department Chair).

2) For the Bachelor of Science degree in Psychology, a student must have completed a minimum of 120 credit hours (total) with a grade of “C” or above in all psychology required courses (72 hours); and a passing grade for all General Education courses with a minimum grade of “C” in the English Composition sequence;

3) Students must meet all the requirements for passing the Capstone courses, and

4) Students must make an appointment with the Department Chair for an Exit Interview.
Educational Outcomes for Psychology Majors

STUDENT LEARNING OUTCOMES

Adapted from the American Psychological Association Guidelines for the Undergraduate Psychology Major 2.0 2013 Version Published in the American Psychologist Vol. 71 Number 2 February-March 2016.

Upon completion of the program for the Psychology Major, the students will be able to:

1. PLO 1: KNOWLEDGE: Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes;

2. PLO 2: SCIENTIFIC INQUIRY AND CRITICAL THINKING: Develop a comprehensive strategy for locating and using relevant scholarship (such as data basis, credible journals, etc.) to address psychological inquiry.

3. PLO 3: ETHICAL AND SOCIAL RESPONSIBILITY: Evaluate psychological research from the standpoint of adherence to the American Psychological Association Ethics Code.

4. PLO 4: COMMUNICATION: Demonstrate effective communication in constructing arguments based upon clear and concise evidence-based psychological concepts and theories; and students should be able to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context; and

5. PLO 5: PROFESSIONAL DEVELOPMENT: Describe and execute problem-solving, research methods, and ethical principles to facilitate effective workplace solutions.

PROGRAM OBJECTIVES

The Psychology Program has instituted the following objectives:

1. To provide students with oral and written communication skills and critical thinking skills that prepare them for graduate study;

2. To prepare students academically and experientially for employment in a variety of fields;

3. To expose students to applied psychology through internships, and cooperative educational placements;

4. To expose students to research psychology through research training in the laboratory and in the field, and
5. To expose students to state of the art computer techniques used in research and in the application of psychology.

**Psychology Program Competencies**

Psychology Program students will demonstrate the following competencies:

1. Psychology Program students will submit, discuss and defend a research project in Senior Seminar during the first semester of their senior year.

2. Psychology Program students will submit a portfolio of their internship experiences during the second semester of their senior year.

**Required Major Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PSY 283</td>
<td>Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 315</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 321</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>PSY 410</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 425</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 413</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>PSY 435</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>PSY 499</td>
<td>Senior Seminar in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Related Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Introduction to Science of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 203</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 331</td>
<td>History of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 443</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>PSY 444</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 290</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>SOC 302</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 350</td>
<td>Social Gerontology</td>
<td>3</td>
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</table>

30 hrs

24 hrs
### Required Supportive Courses

<table>
<thead>
<tr>
<th></th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CRJ 201</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>OML 302</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>BUS 311</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>BUS 318</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Elective</td>
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</table>

18 hrs.

### Psychology Major Course Sequence

#### First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED 100 New Student Orientation</td>
<td>General Elective</td>
<td>1</td>
</tr>
<tr>
<td>PED 120 Health and Wellness</td>
<td>CIS 101 Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 English I</td>
<td>ENG 102 English II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 101 College Algebra I</td>
<td>MAT 102 College Algebra II</td>
<td>3</td>
</tr>
<tr>
<td>FLS 101 Spanish I</td>
<td>FLS 102 Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 14 hrs.                                       Total 16 hrs.

#### Second Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 201 Humanities I Music</td>
<td>HUM 202 Humanities II Art</td>
<td>3</td>
</tr>
<tr>
<td>PSY 200 General Psychology</td>
<td>HIS 229 African American History</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 201 Intro to Criminology</td>
<td>PSY 201 Intro to Sci of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 290 Technical Writing</td>
<td>PSY 283 Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSY 203 Educational Psychology</td>
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</table>

Total 15 hrs.                                       Total 15 hrs.

#### Third Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 305 Abnormal Psychology</td>
<td>PSY 321 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 315 Social Psychology</td>
<td>PSY 331 History of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 302 Social Research Methods</td>
<td>BUS 311 Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC 350 Social Gerontology</td>
<td>BUS 318 Business Computer Appl</td>
<td>3</td>
</tr>
<tr>
<td>OML 302 Managing Cult Differences</td>
<td>Elective</td>
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Total 15 hrs.                                       Total 15 hrs.
FOURTH YEAR

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 425 Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 413 Marriage/Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 410 Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 443 Internship</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 15 hrs.

SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 435 Problems in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 430 Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>PSY 499 Senior Seminar in Psy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 444 Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 15 hrs.

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 201 Introduction to the Science of Psychology (3)
A general overview of Psychology as a natural science. Topics include history of psychology, research methods, biological basis of behavior, learning and cognition, sensation and perception, motivation, etc. Prerequisite: “C” or better in PSY 200.

PSY 203 Educational Psychology (3)
An in-depth analysis of the learning process with emphasis on the application of psychological principles to this process and/or the teaching and learning problems and appraisal of learning will be discussed.

PSY 283 Psychological Statistics (3)
The study of the techniques appropriate for the treatment of psychological data. Descriptive statistics will include measures of central tendency, variability, frequency distribution, sampling, correlations, and regression. Students will be introduced to Chi-Square, and the graphic presentation of data. Prerequisite: A grade of “C” or better in Mathematics 102 or higher-level mathematics course.

PSY 305 Abnormal Psychology (3)
The study of behavioral deviations and emotional disorders occurring in infancy, childhood, and adulthood and basic concepts and theories of psychopathology, mental hygiene, psychotherapy, and psychiatry.

PSY 315 Social Psychology (3)
The study of the behavioral and psychological processes of the individual as influenced the society (social structures, organizations, groups). A study of how the individual shapes the social group and society, and of how the social group and society may influence, control or limit individual behavior. The formation of beliefs, attitudes, and attitude change will be studied.

PSY 321 Developmental Psychology (3)
The study of the physical and psychological development and behavior of characteristics of the human organism from conception through maturity to death. The course covers the physical, social, and mental aspects of development, the psychological foundations of learning, individual differences, and motivation and emotions as related to child, adolescent, and adult behaviors.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 331</td>
<td>History of Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>A review of the historical background of major contemporary areas and dominant theories in psychology. Selected philosophical issues will be explored. The major systems of psychology with an emphasis on the basic and applied contributions from an historical perspective will be examined.</td>
<td></td>
</tr>
<tr>
<td>PSY 410</td>
<td>Theories of Learning</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>The study of theories of learning and research of both historical and current significance. Students study basic concept involved in learning, reinforcement, extinction, motivation, punishment, retention, retrieval, transfer of learning, and forgetting. The various learning theories and their contributions to psychology are studied.</td>
<td></td>
</tr>
<tr>
<td>PSY 425</td>
<td>Theories of Personality</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>The study of the methods and concepts that can be used in studying personality. Consideration is given to various theories as well as to the experimental and clinical findings on the development of personality.</td>
<td></td>
</tr>
<tr>
<td>PSY 430</td>
<td>Psychological Testing</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>The study of the theory behind test development and the administration and interpretation of individual and group psychometric instruments. Emphasis is placed on the critical evaluation of tests and the role of testing in psychology and education. Prerequisite: PSY 283 and one computer course.</td>
<td></td>
</tr>
<tr>
<td>PSY 435</td>
<td>Research Design</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Students create an experimental design on a research question of their own selection and carry out the research under the direction and guidance of a faculty member. Team projects may be undertaken, and students are encouraged to present their results at a local, regional or national undergraduate research conference.</td>
<td></td>
</tr>
<tr>
<td>PSY 443</td>
<td>Internship I</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>The student is placed as a part-time intern in a mental health clinic, assessment center, counseling center, etc. He/she will be trained and supervised by a staff member of that institution to perform work related to his/her career interests. The student will report on a weekly basis to his/her faculty mentor, who will also check regularly with the student’s supervisor. Grading will be based on the attainment of pre-selected training or performance goals and on a Psychological topic related to the work performed.</td>
<td></td>
</tr>
<tr>
<td>PSY 444</td>
<td>Health Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>This course will focus on the ways in which stress and other factors influence our health. Emphasis will be placed on ways to prevent health problems such as heart disease by teaching people how to relax, exercise, and control their diets and stop high-risk behaviors. <strong>Prerequisite: PSY 200 and PSY 201</strong></td>
<td></td>
</tr>
</tbody>
</table>
PSY 499    Senior Seminar in Psychology    (3)
This seminar is essentially an advanced survey of psychology designed to review
information that has been covered during the previous three years in preparation for the
Advanced Graduate Record Examination in Psychology. In addition, students perform a
self-evaluation of their training in psychology and design a semester project to supplement
their academic experiences in psychology. Other activities are designed to assist the
student in applying to graduate, medical or law schools or employment.

SOC 290    Technical Writing    (3)
Designed for all Social Science majors who have successfully completed ENG 101-102.
This course emphasizes letter writing; casework and life history interviews; current event
reporting; book review and term paper writing on social, political, and economic subjects;
social research reporting; and critiques.

SOC 302    Social Research Methods    (3)
A survey that identifies and categorizes subjects and aims of research covering methods,
techniques, devices, and aids, together with emphasis on factual knowledge as
indispensable to the scientific study of society.

SOC 350    Social Gerontology    (3)
The biological process of aging analyzed in terms of roles transition and adaptations as
revealed in emergent group patterns.

SOC 413    Marriage and Family Counseling    (3)
The course will examine the operations of the entire family system. It considers the role of
the individual in the areas of relationships. In addition to case studies, major theories and
counseling techniques will be explored. Skills and knowledge necessary for developing an
effective helping relationship will be emphasized.

CRJ 201    Introduction to Criminology    (3)
The causes, nature, and extent of crime and the policies used in dealing with crime and
the criminal. Specific topics include the definition of crime, crime statistics, theories of
crime causation, and crime typologies.
15.0

BUSINESS DEPARTMENT

ORGANIZATIONAL MANAGEMENT AND LEADERSHIP

Program Description

The Bachelor of Science Degree in Organizational Management and Leadership program is an accelerated degree-completion program (18-24 months) that provides the skills and knowledge base to meet the challenges of the 21st century workplace. The program is designed for persons who have completed an associate degree or have college credits (related to a bachelor’s degree). Note not all credits transferred to Morris Brown College may be applicable to the program.

Applicants who have accumulated between 45 and 60 undergraduate transferable credits with a GPA of at least 2.0 and have a minimum of two-years work experience are eligible to apply for the program.

Applicants with less than GPA 2.0 and 45 credits are evaluated on a case-by-case basis. The Chairperson of the Department may give Provisional approval. Students must complete all General Education and pre-OML Courses to meet the full approval status. This approval will be given in writing and be recorded as part of the Student matriculation history.

Total number of hours required for program completion is a minimum of 120 credit hours of “approved course work”, i.e., courses as required in the curriculum.

Target Market for Student Recruitment

OML students are chosen from the following categories: adult professionals with some college credit; adults seeking professional advancements; adults not younger than 23 years of age; and adults with proficiency in writing skills.

Target Market for Graduate Placement

OML graduates are prepared for challenging careers in management and leadership positions in the following industries: corporate America, public service, community service, business; government, education, and entrepreneurship.

Objectives

The overall objective of the OML Program is to develop the potential of students as organizational and leadership professionals, enabling them to play a more effective role in the American Management and Leadership System. The specific objectives are to:
1. Provide students with a thorough understanding of the organizational management theory and the market economy in a global workplace setting;

2. To provide students with competences in organizational analysis to enable them to formulate and analyze organizational policies that impact on business, social and legal environments;

3. To acquaint the student with the process of organizational and leadership growth and development;

4. To prepare students with a balanced background of organizational management and leadership methods;

5. To equip students with the organizational and leadership skills to enable them to operate within the different dimensions of organizational practices and leadership challenges in our competitive and uncertain business environment; and

6. To prepare students for possible employment in private business, government services and to pursue advanced degrees.

**Expected Outcomes**

Upon completion of the OML Program, the student (s) should be able to:

1. Demonstrate effective leadership and management styles;

2. Exemplify leadership and management behaviors consistent with the organization’s structure, goals and purpose;

3. Demonstrate evidence of strong leadership and management skills;

   Operate effectively in political, cultural, and religious environments;

4. Make quality enhancing decisions under adverse situations;

5. Exemplify strong research skills;

6. Demonstrate effective written and oral presentation skills;

7. Demonstrate effective allocation and utilization of human talents within the organization;

8. Demonstrate strong leadership skills in managing change within the organization;

9. Demonstrate leadership and management competency; and

10. Exhibit strong ethics, integrity and values in decision-making
Entrance Requirements to OML Program

Upon admission to the College, each student must apply through the Department Chairperson for admission to the Organizational Management and Leadership Program, and:

1. Must be interviewed by the OML faculty;
2. Must agree to the OML curriculum plan;
3. Must have accumulated a minimum of 45 transferable (grade C or better) undergraduate credits with a minimum GPA of 2.0. If earned less than 45 semester hours will be evaluated on a case-by-case basis and referred to complete the General Education Core Program and pre-OML courses;
4. Must demonstrate activity in the workforce for a minimum of two years;
5. Must have a minimum age of 23 years with approved work experience; and
6. Must obtain and submit three letters of recommendation that include a reference from a professional administrator, academic administrator, and or religious administrator.

Other – Prior Learning Assessment Credit

Students, who are accepted into Morris Brown College, may be eligible for Prior Learning Assessment (PLA) credit(s) that would enable them to fulfill some electives, interdisciplinary and/or general education courses. In addition, student must have submitted their official transcript to the College. If student does have remaining general education or electives required to earn the OML degree PLA is not applicable. The student may receive as many as 30 credit hours as approved courses for educational or training programs completed through a corporate or professional training institution to satisfy elective or general education credits. On application/petition the relevant faculty as recommended by the Department Chairperson will evaluate the application.

Retention Criteria for OML Program

To be retained in the Organizational Management and Leadership Program:

1. Students must maintain a cumulative Grade Point Average (GPA) of 2.0 in order to be in good standing in the program.
2. Students whose GPA falls below 2.0 in any semester will be put on academic warning and will be required to take no more than 12 semester hours for that semester.
3. Students whose GPA falls below 2.0 for two consecutive semesters, will be placed on academic suspension. Registrar will notify student to withdraw from the College for one semester.

4. Class attendance, 4-hour session once per week, per course, forms the basis of the integrity of the program, and a requirement. No student must miss more one session/class per course. It is at the professor’s discretion, on appeal by the student, to give the student an opportunity to make up for any missed assignment.

5. It is compulsory that the student withdraws from the class upon accumulating two absences. No instructor may waive this requirement in fairness to other students and the integrity of the course.

Competencies

OML students will demonstrate acquired competencies of the program as follows:

1. OML students, in the first semester of their senior year, will submit and defend a strategic career plan.

2. OML students, in their final semester, will submit and defend an internship report that documents identification, analysis, and recommended solutions to organizational problems.

Exit Criteria from OML Program

1. Students must complete all OML core curriculum requirements through successful class performance, and transfer credits approved by the Department Chairperson.

2. Students must earn a cumulative GPA of 2.0 or better with no major course grade below “C.”

3. Students must complete requirements of the internship/apprenticeship required by the program prior to graduation.

4. Students must meet with their advisor who will sign that they have completed the contract successful; and then receive the signature of clearance from the Department Chairperson as meeting the requirements of the program.

5. Students must complete at least 120 credit hours of approved course work that must include the following:
Course Requirements for the Organizational Management and Leadership Program

- **General Education Courses**: 40 hours
- **Pre-Organizational Management and Leadership Courses**: 15 hours
- **Common Professional Core Courses**: 48 hours
- **General Elective**: 17 hours

**TOTAL**: 120 hours

### Pre-Organizational Management & Leadership Courses = 15 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OML 211</td>
<td>Quantitative Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>OML 213</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>OML 214</td>
<td>Prior Learning Assessment (PLA)</td>
<td>3</td>
</tr>
<tr>
<td>OML 216</td>
<td>Business Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>OML 241</td>
<td>Economic Survey (micro-macro)</td>
<td>3</td>
</tr>
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### Common Professional Core Courses = 48 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OML 300</td>
<td>Adult Development and Life Assessment</td>
<td>3</td>
</tr>
<tr>
<td>OML 301</td>
<td>Group and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>OML 302</td>
<td>Managing Cultural Differences</td>
<td>3</td>
</tr>
<tr>
<td>OML 304</td>
<td>Organizational Concepts</td>
<td>3</td>
</tr>
<tr>
<td>OML 306</td>
<td>Principles of Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OML 307</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>OML 334</td>
<td>Practice of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>OML 350</td>
<td>Methods of Research Analysis</td>
<td>3</td>
</tr>
<tr>
<td>OML 351</td>
<td>Human Resource Administration</td>
<td>3</td>
</tr>
<tr>
<td>OML 352</td>
<td>Managerial Accounting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>OML 354</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>OML 403</td>
<td>Living in a Global Community</td>
<td>3</td>
</tr>
<tr>
<td>OML 405</td>
<td>Internship Management/Internship Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OML 411</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>OML 421</td>
<td>Senior Research Project</td>
<td>3</td>
</tr>
</tbody>
</table>

### General Elective Courses = 17 hours

### Organizational Management and Leadership Major Course Descriptions

**OML 241 Economic Survey (Micro-Macro)** (3)

This course provides a setting for discussing the basic economic concepts and the contributions of the major economic thinkers and for evaluating significant evolutionary events that led to the contemporary economy. The course highlights human welfare and human freedom, uses both history and economic concepts to explain welfare, emphasizes the free market system and its driven indicators, and contrasts how the market participants behave in a contemporary economy. **Prerequisite: ENG 101 and ENG 102**
OML 300  Adult Development and Life Assessment  (3)
This course introduces the student to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life-assessment.

OML 301  Group and Organizational Behavior  (3)
This course involves a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and conflict resolution. Students also develop strategies for efficient and productive group management and determine which tasks are handled by groups or by individuals.

OML 302  Managing Cultural Differences  (3)
This course is designed to enable students to become more competitive in their chosen career fields by developing in them an understanding of the importance of increasing global economic interdependence and the challenges of relating to people from other countries or cultures.

OML 304  Organizational Concepts  (3)
Students examine the formal and informal functions of organizations and analyze an agency or organization, based on a system’s model. Students will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to students’ work-related independent study projects.

OML 305  Issues in Management  (3)
Students will examine management control functions, strategic planning and organizational structure and design. Also examined are motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation concepts and skills are covered through reading and class practice, with an analysis of the effect on productivity. Total Quality Management (TQM) is studied and contrasted with Management by Objective (MBO).

OML 306  Principles of Management and Leadership  (3)
Students examine motivational theory and its application to individual and group functioning in work situations. Leadership styles related to particular circumstances are analyzed. Negotiation is studied through reading and class practice with an analysis of the effect on productivity.

OML 307  Organizational Communication  (3)
This course investigates group behavior and how group functions affect organizational effectiveness. Emphasis is placed on decision-making and conflict resolution. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or by individual.
OML 308  Child Development  (3)
This course introduces the biological, cognitive, emotional, social, and cultural influences that impact children’s development. The course also encourages and requires critical thinking about the field of child development by examining available literature on developmental processes and concepts. Further, the course is designed to help students who are child care owners and or prospective owners.

OML 309  Early Childhood Administration and Supervision  (3)
This course is designed for individuals planning to own and/or operate private preschool educational programs, coordinate early elementary school programs, and or direct other educational programs for young children. Course content focuses on planning, organizing, equipping, staffing, and operating an early educational program. Students will also examine principles of budgeting, record keeping, health and safety measures, personnel selection, personnel benefits, evaluation practices, and management of educational programs.

OML 310  Religions of the World  (3)
This course is designed to introduce the students to the historical and philosophical foundations of major living religions of the world. Students explore cultural factors, founders, and the lives of founders of religion, basic teachings, developmental factors, and their current status in the world. **Prerequisite:** Pre-OML Courses +

OML 311  Introduction to Law  (3)
This course presents students with an initial understanding of the methods and goals of the law course of study and provides an overview of the origin and development of American law. The role and ethical responsibilities of the lawyer as well as the legal assistant and paralegal in the legal process are discussed. **Prerequisite:** Pre-OML Courses + ENG 102, OML 241

OML 334  Practice of Statistics  (3)
The course is designed to assist the student to use data analysis to improve decision-making accuracy and test new ideas in education, the social sciences, and business administration. Thus, for purpose of understanding, students will learn all the traditional statistics techniques of using statistics, equations and tables for problem solving; and forms the mathematical basis for research. **Prerequisites:** OML 211, OML 213, OML 216, and OML 241

OML 350  Methods of Research Analysis  (3)
Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem in their work or vocation environment, which they have selected for a research project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires. **Prerequisite:** Pre-OML Courses + MAT 101, MAT 102, OML 211
OML 351  Human Resource Administration  (3)
This course is designed for the students to explore the values and perceptions of selected
groups affecting social and economic life through an analysis of policies and practices of
recruitment, selection, training, development, and compensation of employees. Special
attention is given to Equal Opportunity and Office of Safety and Health Administration
legislation through a series of case studies and simulations. Prerequisite: Pre-OML
courses + OML 305; OML 306; OML 307.

OML 354  Organizational Ethics  (3)
Several major theories are reviewed in this course. Students are expose to the basic
tenets of morality and asked to examine personal values through readings and workplace
analysis to formulate a management philosophy incorporating business ethics,
government accountability, human rights, and a responsible lifestyle in the contemporary
world. Prerequisite: Pre-OML courses + OML 305; OML 306; and OML 307.

OML 355  Processes of Management  (3)
This course is designed to introduce basic concepts and processes of management. The
course will also include the study of legal, social, and political environment with specific
emphasis on the behavior perspective in organizations. Prerequisite: Pre-OML courses
+ OML 354

OML 357  Managerial Accounting and Finance  (3)
This course includes an overview of financial tools available to the manager in decision-
making, such as a study of income statements, balance sheets, cash flow budgets,
changes in financial position, and ratio analysis. Emphasis is on understanding accounting
and financial documents rather than upon their preparation. Prerequisites: OML 211,
OML 213, OML 216, OML 241, and OML 354

OML 359  Global Leadership  (3)
In this course, students investigate the leadership tasks which managers face in
companies with worldwide operations. They identify the forces of global change and the
strategic challenges, which they present to managers. Students also examine the
leadership characteristic required to manage global operations in a changing environment.
Prerequisite: Pre-OML courses + OML 354, and OML 355

OML 401  Internship in Management  (3)
Offer to student in the final semester, this course requires work experience with an
organization, government agency, or business, institution (s) at the local and or state level;
and will submit and defend an internship report that documents identification, analysis, and
recommended solutions to organizational problems. The Department Chairperson may
participate in the presentation. Prerequisite: Pre-OML courses + Consent of
Department Chair and/or Instructor

OML 402  Organizational Leadership  (3)
Emphasis is placed on theoretical approaches to organizational leadership. Stress is
placed on developing a practical use of skills and methods for immediate application.
Prerequisite: Pre-OML courses + OML355
OML 403  Living in the Global Community  (3)
This course is an interdisciplinary examination of issues concerning the economic, environmental and social sustainability of the global community. The aim of this course is to help students relate to their own lives and actions and those of their organization to the global context and to understand some implications of their global citizenship. Prerequisite: Pre-OML courses + OML 305; OML 306; and OML 307.

OML 405  Internship in Leadership  (3)
This course requires work experience with an organization, government agency, or a business or educational facility, state or private. Prerequisite: Pre-OML courses + Consent of Department Chair and Instructor

OML 406  Professional Development Seminar  (3)
This seminar orientates students with Morris Brown College’s academic policies and procedures. Students gain knowledge in appropriate academic writing format and style. Students are introduced to techniques for achieving academic success.

OML 408  Entertainment Law  (3)
This course involves the study of the entertainment industry and laws involving entertainment. It examines various forms of entertainment and related legal issues involving music, theater, sports and other forms of entertainment. Special emphasis is placed on contractual arrangements. Prerequisite: Pre-OML courses + OML

OML 410  Constitutional Law  (3)
The course is an overview of the origins, development, and applications of the US Constitution. Students review selected US Supreme Court decisions. The unique role of the federal government; the impact of separation of powers doctrine, and the rights of citizens are discussed within the context of the Constitution.

OML 411  Strategic Planning  (3)
This course introduces students to various management models and techniques and applies them to selected business cases. It stresses the concepts of strategic planning and strategic management. In-class activities and reading assignments are designed to help students think through the desired results before an activity or related series of events has begun. Prerequisite: Pre-OML courses + OML 350

OML 421  Senior Research Project  (3)
The students complete an independent study research project related to an identify management and or organizational problem in their employment environment. It is useful that student begin to identify such problem at end of OML 306. Student submits a final examination term paper; and gives an oral presentation of the background, problem, hypotheses, methodology, and research findings for evaluation by peers and instructors. The course permits the application of the mathematical tools acquired in quantitative course with emphasis on Methods of Research Analysis. The instructor monitors the progress of the independent study. The student is expected to devote at least 200 clock hours to the project. Prerequisite: OML 211, OML 350
OML 427  Approaches to the Study of Religion (3)
This course is an academic exercise rather than a religious approach to the study of religion. In this course, students are provided with critical tools for analytical thinking, research, and writing for the study of religion. Given the vast number of topics that an individual could study, the topics selected represent the current major thought on religious study. **Prerequisites Pre-OML Courses + OML 354**

OML 437  Special Topics in Religion (3)
Special topics offer students a course or seminar on a topic chosen by the faculty. The criteria for choosing such topics include relevance to a contemporary topic. **Prerequisites Pre-OML Courses + OML 354.**
GLOBAL MANAGEMENT AND APPLIED LEADERSHIP

Program Description
The Bachelor of Science Degree in Global Management and Applied Leadership Program (GML) is an accelerated degree-completion program (18-24 months not excluding the core courses) that provides the skills and knowledge. The program provides a strong foundation in core management principles with an emphasis on leadership development, global commerce, cross cultural communication and team-building qualitative reasoning.

The coursework will provide a strong foundation in management principles with an emphasis on leadership development in the global workplace. Students will be introduced to the constructs and practices to increase their efficiency and effectiveness in the changing roles of government, nonprofits and for-profit companies. They will learn how organizations balance in the pursuit of profitability while considering the impact of demographics, religion, policy (both American and foreign), and environment. The power of globalization, the interdependence of national and regional market-makers, and the global economy will be studied in detail. The program will consist of developing activities such as keynote speakers from a variety of industries, internship and study abroad panels, and collaborative sessions with practitioners in the Atlanta Metropolitan Area.

Graduates of this program are prepared to enter the corporate world, or to advance within it, as managers and as business analysts in financial services, insurance, marketing and advertising, media, healthcare, entertainment, or tourism. Many pursue careers in non-profit fields, including higher education, the arts, healthcare, research, or international causes. Others become entrepreneurs or pursue advanced degrees.

Applicants who have accumulated between 45 and 60 undergraduate transferable credits with a GPA of at least 2.0 and have a minimum of two-years work experience are eligible to apply for the program.

Applicants with less than GPA 2.0 and 45 credits are evaluated on a case-by-case basis. The Chairperson of the Department may give Provisional approval. Students must complete all General Education and pre-GML Courses to meet the full approval status. This approval will be given in writing and be recorded as part of the student matriculation history.

Total number of hours required for program completion is a minimum of 120 credit hours of “approved course work”, i.e., courses as required in the curriculum.

Target Market for Student Recruitment
GML students are chosen from the following categories: adult professionals with some college credit; adults seeking professional advancements; adults not younger than 23 years of age; and adults with proficiency in writing skills.
Target Market for Graduate Placement

GML graduates are prepared for challenging careers in global management and applied leadership positions in the following industries: corporate America, public service, community service, business; government, education, and entrepreneurship.

Objectives

The overall objective of the GML Program is to develop the potential of students as organizational and leadership professionals, enabling them to play a more effective role in the American Management and Leadership System. The specific objectives are to:

1. To provide students with a thorough understanding of the organizational management theory and the market economy in a global workplace setting.
2. To provide students with competences in organizational analysis and equip them to use rigor to enable them to formulate and analyze intergovernmental policies that impact on business, social and legal environments;
3. To acquaint the student with the process of organizational and leadership growth and development;
4. To equip students to respond, intentionally and effectively, to a range of global political and economic challenges.
5. To build competencies and literacy to influence people from different backgrounds
6. To equip students to tolerate high levels of ambiguity, and show cultural adaptability and flexibility while developing programs for profitability.
7. To prepare students for possible employment in private business, government services and to pursue advanced degrees.

Expected Outcomes

Upon completion of the GML Program, the student (s) should be able to:

- Demonstrate effective leadership and cross-cultural management styles with an emphasis in the global environment;
- Exemplify leadership and management behaviors to compete in the global economy;
- Demonstrate evidence of strong leadership and inter-management skills;
- Operate effectively in global political, cultural, and religious environments;
- Make quality enhancing decisions under adverse situations;
- Exemplify strong research skills;
- Demonstrate effective written and oral presentation skills;
- Demonstrate effective allocation and utilization of human talents within the organization;
- Exhibit strong ethics, integrity and values in decision-making;
- Demonstrate leadership and management competency; and
- Demonstrate strong leadership skills in managing change within the organization.
Entrance Requirements to GML Program

Upon admission to the College, each student must apply through the Department Chairperson for admission to the Global Management and Applied Leadership Program, and:

1. Must be interviewed by the GML faculty;
2. Must agree to the GML curriculum plan;
3. Must have accumulated a minimum of 45 transferable (grade C or better) undergraduate credits with a minimum GPA of 2.0. If earned less than 45 semester hours will be evaluated on a case-by-case basis and referred to complete the General Education Core Program and pre-GML courses;
4. Must demonstrate activity in the workforce for a minimum of two years; and
5. Must obtain and submit three letters of recommendation that include a reference from a professional administrator, academic administrator, and or religious administrator.

Other – Prior Learning Assessment Credit

Students, who are accepted into Morris Brown College, may be eligible for Prior Learning Assessment (PLA) credit(s) that would enable them to fulfill some electives, interdisciplinary and/or general education courses. In addition, student must have submitted their official transcript to the College. If student does have remaining general education or electives required to earn the GML degree PLA is not applicable. The student may receive as many as 30 credit hours as approved courses for educational or training programs completed through a corporate or professional training institution to satisfy elective or general education credits. On application/petition the relevant faculty as recommended by the Department Chairperson will evaluate the application.

Retention Criteria for GML Program

To be retained in the Global Management and Applied Leadership Program:

1. Students must maintain a cumulative Grade Point Average (GPA) of 2.0 in order to be in good standing in the program.
2. Students whose GPA falls below 2.0 in any semester will be put on academic warning and will be required to take no more than 12 semester hours for that semester.
3. Students whose GPA falls below 2.0 for two consecutive semesters, will be placed on academic suspension. Registrar will notify student to withdraw from the College for one semester.
4. Class attendance, 4-hour session once per week, per course, forms the basis of the integrity of the program, and a requirement. No student must miss more one session/class per course. It is at the professor’s discretion, on appeal by the student, to give the student an opportunity to make up for any missed assignment.
5. It is compulsory that the student withdraws from the class upon accumulating two absences. No instructor may waive this requirement in fairness to other students and the integrity of the course.

Competencies

GML students will demonstrate acquired competencies of the program as follows:

1. GML students, in the first semester of their senior year, will submit and defend a strategic career plan.

2. GML students, in their final semester, will submit and defend an internship report that documents identification, analysis, and recommended solutions to organizational problems.

Exit Criteria from GML Program

1. Students must complete all GML core curriculum requirements through successful class performance, and transfer credits approved by the Department Chairperson.

2. Students must earn a cumulative GPA of 2.0 or better with no major course grade below “C.”

3. Students must complete requirements of the internship/apprenticeship required by the program prior to graduation.

4. Students must meet with their advisor who will sign that they have completed the contract successful; and then receive the signature of clearance from the Department Chairperson as meeting the requirements of the program.

5. Students must complete at least 120 credit hours of approved course work that must include the following.

Course Requirements for the Global Management and Applied Leadership Program

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>40</td>
</tr>
<tr>
<td>Professional Core Courses</td>
<td>18</td>
</tr>
<tr>
<td>Global Mgt and Applied Leadership Program Courses</td>
<td>45</td>
</tr>
<tr>
<td>Electives from (GML 354, 355, 402, 410, 415, 425, 426, 450, 455)</td>
<td>15</td>
</tr>
<tr>
<td>Internship in Management /Senior Resource Project (GML427)</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 120 hours
### Professional Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GML 211</td>
<td>Methods of Research Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GML 212</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>GML 214</td>
<td>Leadership Assessment</td>
<td>3</td>
</tr>
<tr>
<td>GML 215</td>
<td>Managing Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>GML 216</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>GML 311</td>
<td>Principles of Management Accounting</td>
<td>3</td>
</tr>
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</table>
### PROGRAM COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GML 300</td>
<td>Social Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>GML 312</td>
<td>Global Leadership &amp; Personal Development</td>
<td>3</td>
</tr>
<tr>
<td>GML 313</td>
<td>Behavioral Economics and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>GML 314</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>GML 315</td>
<td>Intro to Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>GML 317</td>
<td>American Politics</td>
<td>3</td>
</tr>
<tr>
<td>GML 318</td>
<td>Comparative Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>GML 319</td>
<td>Policy Analysis and the Role of the Public</td>
<td>3</td>
</tr>
<tr>
<td>GML 320</td>
<td>Talent Management and Performance Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>GML 321</td>
<td>Recruitment, Selection &amp; Career Development</td>
<td>3</td>
</tr>
<tr>
<td>GML 323</td>
<td>Sustainable Development Through Globalization</td>
<td>3</td>
</tr>
<tr>
<td>GML 324</td>
<td>Managing the Global &amp; Regional Business Environment I</td>
<td>3</td>
</tr>
<tr>
<td>GML 354</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>GML 402</td>
<td>Managing Cultural Differences</td>
<td>3</td>
</tr>
<tr>
<td>GML 415</td>
<td>Supply Management and Global Sourcing Strategies:</td>
<td>3</td>
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<tr>
<td>GML 416</td>
<td>International Human Resource Management</td>
<td>3</td>
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<tr>
<td>GML 422</td>
<td>International Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>GML 425</td>
<td>Managing the Global &amp; Regional Business Environment II</td>
<td>3</td>
</tr>
<tr>
<td>GML 426</td>
<td>Communicating &amp; Negotiating in a Dynamic World</td>
<td>3</td>
</tr>
<tr>
<td>GML 427</td>
<td>Internship in Management /Senior Resource Project</td>
<td>3</td>
</tr>
<tr>
<td>GML 428</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>GML 450</td>
<td>Global Business and Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GML 455</td>
<td>Leadership Strategies in a Competitive World</td>
<td>3</td>
</tr>
</tbody>
</table>
GML COURSE DESCRIPTIONS

GML 211 Methods of Research Analysis (3)
In this course students will be introduced to the basic ideas behind the quantitative and qualitative research in the social sciences. They will learn about data collection, description, analysis and interpretation in scholastic research. Specific focus will be on qualitative research that involves iterative processes. Emphasis will be collecting data through observation and interviewing and on analyzing and interpreting the collected data in other assignments.

GM 212 Business Law (3)
Students will learn how commercial paper, real and personal property, creditors’ rights and bankruptcy, agency, business organizations, estate planning and the government regulation of businesses can be used as tools in a career of Global Management and Applied Leadership.

GML 214 Leadership Assessment (3)
This course examines leadership as an inter-personal and intra-organizational phenomenon with an emphasis on student leadership development. It includes leadership assessment, leadership development, the leadership process, the contagious nature of leadership, leadership and productivity, motivation, and effective leadership styles and theories. An international perspective is included. Current readings, research, simulations and exercises are used.

GML 215 Managing Organizational Change (3)
This course focuses on the effective management of human resources during the process of change. It emphasizes change management as a tool for survival, growth, increased productivity and conflict management in the complex and volatile business environment of today and the future. Change in an international environment also is discussed (team intensive course).

GML 216 Project Management (3)
As modern organizations have become more complex, they have also become more project-driven. This course uses a basic project management framework in which the project life-cycle is broken into organizing, planning, monitoring and controlling the project. Students will learn the methodologies and tools necessary at each stage for managing the projects effectively in terms of time, cost, quality, risk and resources.

GML 300 Social Environment of Business (3)
This course examines the interrelationships among business, government and society and how these relationships evolve over time and shape our world. Through the use of readings, cases, and class discussions, students will examine a variety of important topics impacting the global business environment, including business power, corporate social responsibility, business ethics, regulation, multinational corporations, globalization, pollution and environmental quality. A key focus is on the historical origins of the tensions amongst wealth, virtue, and business and society in developed and developing nations and economies.
GML 310  Religions of the World  (3)
This course is designed to introduce the students to the historical and philosophical foundations of major living religions of the world. Students explore cultural factors, founders, and the lives of founders of religion, basic teachings, developmental factors, and their current status in the world. (Can be substituted for Humanities)

GML 311  Principles of Management Accounting  (3)
This course is designed to examine the fundamentals and principles of management & accounting in order to develop an understanding of management in formal organizations. Special attention is paid to planning and decision-making. International management is also covered. (This is a writing intensive course).

GML 312  Global Leadership & Personal Development  (3)
This course focuses on personal leadership development and how it is optimized by grounded reflection, self-knowledge and continuous learning as we interact with others. The personal development part of this course cultivates introspective and skill-building competencies that include conceptual grounding that is based in an experiential learning focus. Group/team interactions, individual self-assessments will be used to self-evaluate while developing the students as leaders at the organizational level.

GML 313  Behavioral Economics and Decision Making  (3)
Behavioral Economics is the study of psychology as it relates to the economic decision-making processes of individuals and institutions. Behavioral Economics and Decision Making will provide students with the fundamental insight into how people think—and how altering the decision-making context can make an impact on their choices. Students will learn how to design and rigorously test a “choice architecture” that can help managers make better decisions, create greater value for customers, and improve business outcomes for any company.

GML 314  Supply Chain Management  (3)
This class covers an integrated view of how supply management, operations, and logistics functions create value for customers. Concepts studied include: design of operations and supply chain strategies, systems, and processes; coordination and control of material and information flows; and decision-making tools for supply chain management and integration with other business functions will be covered.

GML 315  Introduction to Human Resource Management  (3)
This course teaches a comprehensive overview of personnel administration: the ability to handle the problems that affect personnel relationships. Topics covered are: payroll, compensation and benefits, staffing, training and development, performance appraisals, organizational management, policy, and maintaining effective relationships with employees. recruitment, selection, induction, training, performance appraisals, wage problems (including evaluation), grievances, morale, safety, fringe benefits, and turnover. Students will be exposed to the dynamics of how the human resource department and the company strategically work together to balance employee morale and return on investment. Thought provoking questions will initiate a well-rounded learning experience of HRM and the effects on business operations.
GML 316  International Human Resource Management  (3)
The general objective of this course is to enable a manager to respond effectively and comprehensively to the demands of IHRM. Knowledge of strategic choices in Staffing, Compensation, Performance Appraisal, and Labor Relations is developed, primarily on the basis of selected readings on these topics. Skill in diagnosing the origins of HR problems in international settings and responding effectively to it is also developed, primarily through the use of case materials. (Prerequisite GML 315)

GML 317  American Politics  (3)
This course offers a broad introduction to the structure and function of the American political system at the national level, including the roles played by the president, Congress, the courts, the bureaucracy, political parties, interest groups and the mass media in the policy-making and electoral processes. This course places special emphasis on how the efforts of the framers of the Constitution to solve what they saw as the political problems of their day continue to shape American national politics in ours.

GML 318  Comparative Political Economy  (3)
This course provides an applied understanding of international business and trade, with an emphasis on the generation of competitive opportunities on the basis of such an understanding. Specifically, traditional economic and behavioral science understanding of such diverse topics as overseas investment, the political economy of international business, and economic behavior are presented from rigorous new perspectives will be explored. Students will be introduced to behavioral economics.

GML 319  Policy Analysis and the Role of the Public  (3)
In this course students will explore the role of policy in public administration, how the public influences policy, and the impact of policy on decision-making. Students will learn the stages of the public policy process and how the public's involvement in policy making has evolved. Develop techniques for managing and interacting with the public.

GML 320  Talent Management and Performance Effectiveness  (3)
In this course student will learn how the intense competition among firms in the global economy is now demanding superior performance in all aspects of individual, group, and organizational operation and strategy. Students will learn new instruments to manage performance compete with traditional ones to address performance effectiveness in organizations. This course explores and critiques today's popular theories and practices.

GML 321  Recruitment, Selection & Career Development  (3)
This course teaches principle and analytical methods associated with the HR sub-field of staffing, recruitment, selection and career development. Topics include external and internal labor market analysis, application of formal job analysis to recruitment and selection techniques and decision-making, as well as principles of effective organizational and occupational career development. Students will learn application techniques for quantitative forecasting. Insights are drawn from industrial and organizational psychology, behavioral economics, labor economics, public relations, public policy, and employment law.
GML 323  Sustainable Development Through Globalization  (3)
This course will help students identify and critique the various theories and approaches to international development adopted by governments and developing agencies. Students will examine real life case studies of companies that appear to be profiting from globalization, and the part that religion, culture, the economy plays in profit margins.

GML 324  Managing the Global & Regional Business Environment I  (3)
Globalization has dramatically expanded opportunities for international trade, investment, and economic development, but potential trade disputes, international financial crises, political risks, international environmental regulations, and ethical dilemmas in global business have also emerged. In the first part of the course, students will develop analytical tools for understanding the rapidly changing and dynamic global business environment. Students will learn tools to be better prepared to manage risks and take advantage of opportunities in the global economy.

GML 327  Internship in Management (Senior Resource Project)  (3)
This course requires work experience with an organization, government agency, or a business or educational facility, state or private. The student shall complete an independent study research project related to the course material and identify management and organizing problems in their employment environment. Students will submit a final research term paper; and give an oral presentation of the background, problem, hypotheses, methodology, and research findings for evaluation by peers and instructors. The course permits the application of the entire course objectives done through Qualitative Methods of Research Analysis. The instructor will monitor the progress of the independent study. The student is expected to devote at least 80 clock hours to the project.

GML 350  Global Business and Macroeconomics  (3)
This course will help participants assess opportunities, mitigate risk, and create and capture value for their organization. The course explores the economic, political, and social factors driving change, and participants will learn how decisions affect global markets—and their business.

GML 354  Organizational Ethics  (3)
Several major ethical theories are reviewed in this course. Students are expose to the basic tenets of morality and asked to examine personal values through readings and workplace analysis and formulate a management philosophy incorporating business ethics, government accountability, human rights, and a responsible lifestyle in the contemporary world.

GML 355  Leadership Strategy in a Competitive World  (3)
This course focuses on choices that have an impact on the performance of the entire organization. Decision making and the analysis of problems and outcomes from the point of view of the founder, general manager or chief executive who has responsibility for the welfare of the entire organization will be critiqued. Management and the deployment of scarce resources to pursue profitability within the context of an imperfect, changing and competitive world will be explored.
GML 402   Managing Cultural Differences (3)
This course is designed to enable students to become more competitive in their chosen career fields by developing in them an understanding of the importance of increasing global economic interdependence and the challenges of relating to people from other countries or cultures. (Can be substituted with Society and the Workplace: Power, Diversity, and Management Communication in the Business Entrepreneurship Certification).

GML 415   Supply Management and Global Sourcing Strategies (3)
In today's increasingly competitive and globalized world, firms are continuously trying to find ways to improve their performance and differentiate themselves from their rivals. Clearly, suppliers can have great impact on a firm’s total cost and help in this differentiation process. Increased levels of outsourcing and offshoring make correct selection of suppliers and their quality, along with development of relationships between suppliers and producers, more crucial than ever.

This course aims to provide students with an understanding of the impact that sourcing and supply management have on the success and profitability of firms in today’s business environment. We will look at some of the factors that need to be considered when making sourcing and supplier management decisions (costs, prices, ethics, globalization, risks), and discuss the influence that sourcing and supply management have on other functional activities, such as product design, inventory management, etc. The class format includes lectures, case discussions, simulations, and movie clips.

GML 422   International Business and Entrepreneurship (3)
This class highlights the era of exclusive domain of large multinational corporations as being over. Increasingly, small ‘start-up’ firms are having a significant impact on cross-border commerce. Reflecting this development, this course has two main goals. The first is to help students understand the particular challenges of entrepreneurial action in international context. The second is to provide an educational vehicle for developing a draft international business plan for future use in seeking venture capital and other support. Objectives include familiarization with all the basic elements of a business plan and understanding what venture capitalists look for in evaluating such plans. Students will critically analyze entrepreneurial ventures from history and to identify causal factors in success or failure of such ventures. They will learn to identify the distinctive bases of sustainable competitive advantage that are essential to the success of an entrepreneurial firm, never more crucially than in international context.

GML 425   Managing the Global & Regional Business Environment II (3)
The second part of this course deals with the Regional Business Environment. The course begins with a brief geographical, demographic, and cultural overview of the region, and develops tools for analysis useful to assessing the global business environment.

GML 426   Communicating & Negotiating in a Dynamic World (3)
The objective of this course is to help students broaden their global mindset and negotiation skills. Special attention is given to cross-cultural issues communication issues and negotiation in cross-cultural environments. Students will explore various methodologies to understand and measure national cultures and a rigorous and
practical journey to examine the impact of national culture. (Can be substituted for Leadership Communications in the Business Entrepreneurship Certification)

GML 428  Strategic Planning  (3)
This course introduces students to various management models and techniques and applies them to selected business cases. It stresses the concepts of strategic planning and strategic management. In-class activities and reading assignments are designed to help students think through the desired results before an activity or related series of events has begun.
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2018-2019

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Ypiretis Asset Management

Mr. Cezar E. McKnight, Esq. ’96
South Carolina State Legislature, District 101

Mr. Jeffrey L. Miller ’12
Customer Service Manager

Min. Tony Muhammed ’83
Entrepreneur, Western Regional Representative, Nation of Islam

Mr. Clarence Olgetree ’68
Consultant/Ret. CIO, GM, Whirlpool, etc.

Mr. Hassan Smith
Business Manager, John Legend, Inc.

Mr. William J. Stanley, Ill, FAIA, NOMAC
Principal, Stanley, Love-Stanley, P.C.

Dr. Marjorie H. Young ’69
Retired Commissioner, Georgia Merit System

Trustee Emeriti

Dr. Robert Barnett ’61
President, MBC Athletic Foundation

Mrs. Victoria W. Jenkins ’54
Retired Media Specialist

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BOARD OF DIRECTORS
Morris Brown College Foundation, Inc.
2018-2019

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<td>Ophthalmologist, President, Atlanta Eye</td>
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<td>International Surgery Center, Alcorn State</td>
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<td>Laurie M. Thomas, Esq.</td>
<td>Interim Executive Director</td>
<td>Morris Brown College Foundation</td>
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<td>Dr. Kevin E. James</td>
<td>Interim President</td>
<td>Morris Brown College</td>
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<td>Mrs. Henrietta Antoinin, Secretary</td>
<td>Chairman of the Board</td>
<td>Americolor Opera</td>
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<td>Former Vice President of Public Relations</td>
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<td>Atlanta Life Financial Group</td>
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<td>Rev. Dr. Perry Simmons, Jr., '70</td>
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<td>Retired Pastor, Abyssinian Baptist Church</td>
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<td>Newark, New Jersey</td>
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<td>Trustee Liaison</td>
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<td>Mr. Robert “Bob” W. Johnson</td>
<td>Entrepreneur and Co-Founder of Club E</td>
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<td>Attorney Derrick A. Pope, '87</td>
<td>Legal Counsel</td>
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<td>Attorney John F. Wymer III, Vice Chair</td>
<td>Partner with Sherman and Howard Law</td>
<td>Former Board Chair of Big Brothers and</td>
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<td>Offices</td>
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Honorary Members of Board of Directors

Dr. Betty L. Siegel
President Emeritus
Kennesaw State University

Dr. Joel H. Siegel, J.D.
Chief Hearing Judge
Municipal Court
Kennesaw, Georgia
18.0

ADMINISTRATORS (2018-2019)

Kevin E. James (2019)  Interim President
B.A., Winthrop University; M.S., Troy State University; Ed.D, Nova Southeastern University

Gloria L. Anderson (1968)  Vice President For Academic Affairs
B.S., Arkansas AM&N College; M.S., Atlanta University; Ph.D., University of Chicago

Shermanetta Carter (2019)  Chief Financial Officer
B.S., Morris Brown College, CPA

Jamie V. Mitchell (1967)  Chair, Psychology Department, Associate Professor of Psychology
B.S., A.M. & N. College; M.A., Ph.D., Atlanta University

Sharon J. Willis (1995)  Chair, Music Department, Associate Professor of Music
B.A., Clark College; M.M., Georgia State University; M.M., Scarritt Graduate School; D.M.A., University of Georgia

Danette O’Neal (2019)  Chair, Business Department, Associate Professor
Certificate, Delgado Community College, M.A., Southern New Hampshire University, M.A., Walden University, Ph.D., Walden University

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FACULTY

Gloria L. Anderson (1968)  Vice President for Academic Affairs, Professor, Chemistry
B.S., Arkansas AM&N College; M.S., Atlanta University; Ph.D., University of Chicago

Stacey N. Barrett (2009)  Instructor, Music
B.S., Morris Brown College; M.S., Bowling Green State University

Shirley Barlow (2008)  Instructor, OML Evening Program, Part Time
B.S., Morris Brown College; M.D.S, Cambridge College; Ed.S., Lincoln Memorial University; Advanced Study, Argosy University

B.A., Shaw University; M.A, George Washington University; Ph.D., Ohio State University; Advanced Study, Georgia State University

Edward D. Butler (2008)  Assistant Professor, Biology, Part Time
B.S., Morris Brown College; M.D., University of Pittsburgh School of Medicine

David C. Dillon (2016)  Instructor, OML Evening Program, Part-Time
B.A., University of Delaware; MPA, University of Delaware

Nasrolah Farokhi (1981)  Professor, Political Science, Sociology, Business Administration
B.A., Tehran University; M.B.A., Ball State University; Ph.D., Atlanta University

Ruth Glover (1987)  Assistant Professor, Internship, OML Evening Program, Part Time
B.A., Morris Brown College; M.Ed., Atlanta University; Doctor of Humane Letters, Morris Brown College

Louise Walker-Harris (2012)  Assistant Professor, Psychology, Part Time
B.A., Morris Brown College; Master of Social Work, Clark Atlanta University, M.Ed., Clark Atlanta University; Ph. D., Capella University

Sobrasua Ibim (1997)  Assistant Professor, Biology, Part-Time
B.Sc., Fort Valley State University; M.Sc., Tuskegee University; Ph.D., Clark Atlanta University; Post-Doctoral Research, Massachusetts Institute of Technology; Ph.D. (enrolled), Walden University

Robert E. Johnson (2001)  Chief of Staff, Assistant Professor, Business Law, Part Time
B.A., University of California at Berkeley; J.D., Northwestern University School of Law
Vivian El Amin Johnson (2017) Assistant Professor, OML Evening Program, Part-Time
B.S., Morris Brown College; M.A., Clark Atlanta University; Master of Divinity, Interdenominational Theological Center; Ph.D., Clark Atlanta University

Lynn Y. Jones (2012) Assistant Professor, Psychology, Part Time
B.S., Bennett College; M.A., Clark Atlanta University; Ph.D., Capella University

Paul M. McKenzie (2014) Instructor, OML Evening Program, Part Time
B.S., University of Baltimore; MBA, University of Maryland

Jamie V. Mitchell (1967) Chair, Psychology Department, Associate Professor, Psychology
B.S., A.M. & N. College; M.A., Atlanta University; Ph.D., Atlanta University

Danette O’Neal (2019) Chair, Business Department, Associate Professor Certificate, Delgado Community College, M.A., Southern New Hampshire University, M.A., Walden University, Ph.D., Walden University

Eddie M. Peacock (1982) Instructor, Reading, Part Time
B.A., Morris Brown College; M.A., Atlanta, University

Alfred A. Pinkston (2011) Professor, Music, Part Time
B.S., Florida A & M University; M.A., University of Minnesota; Ph.D., University of Miami

Jacqueline Pollard (2008) Assistant Professor, OML Evening Program, Part-Time
B.A., Sociology/Psychology, University of Pennsylvania; M.S., Central Michigan University; Ed.D., Clark Atlanta University

Henry Porter (1990) Assistant Professor, Mathematics, Part Time
B.S., Morris Brown College; M.A., Atlanta University; Advanced Study Atlanta University, Doctor of Mathematics (honorary), Morris Brown College

Lee A. Ransaw (1996) Professor, Art, Part Time
B.A., M.A., Indiana University; Ed.D., Illinois State University; Advanced Study, Pratt Institute; Metropolitan Museum of Art; The New School of Social Research, Georgia State University

Alice Rhodes Hinsley (2009) Assistant Professor, Communications, Part Time
B.A., Morris Brown College; M.Ed., Georgia State University; Ph.D., Nova Southeastern University

Toledo Riley (2001) Instructor, OML Evening Program, Part Time, Director, Admissions & Records and Registrar
B.A., Morris Brown College; M.A., Atlanta University; Advanced Study, Atlanta University

Page 137 of 143
Esmond D. Skeete (1997)  
Instructor, Business Administration and OML Evening Program  
B.S., Long Island University; MBA, Long Island University

Amarylis J. Sueing (2017)  
Instructor, Music Technology, Music, Part-Time  
B.A., Commercial Composition, Clark Atlanta University; Master of Music Technology, Georgia Southern University

Edluie D. Walker (2008)  
Instructor, OML Evening Program, Part Time  
B.A., Morris Brown College; MBA, Atlanta University

Sharon J. Willis (1995)  
Chair, Music Department, Associate Professor, Music,  
B.A., Clark College; M.M., Georgia State University; M.M., Scarritt Graduate School;  
D.M.A., University of Georgia
20.0

STAFF

Todd Blackburn (1990)  Director of Alumni Affairs
B.A., Morris Brown College

B.S., Morris Brown College; M.A., Atlanta University; Doctor of Humane Letters, Morris Brown College

Jo Ann Googer (1968)  Administrative Assistant, Academic Affairs
Diploma, Dimery’s Business College; B.S., Morris Brown College

Brandy Gray (2016) Administrative Assistant, Fiscal Affairs/President Office
B.S., Morris Brown College

Devonne Mckenzie (2015) Enrollment Specialist
B.S., Fort Valley State University

Sandra Patman (1985) Executive Assistant to the President
Branell Business College; B.S., Morris Brown College

Calvin Pender Facilities

Doris Collins Facilities

Toledo Riley (2001)  Director, Admissions & Records and Registrar
B.A., Morris Brown College; M.A., Atlanta University; Advanced Study, Atlanta University

Diploma, Dimery’s Business College; B.S., Morris Brown College

Shirley Hoover (1989) Consultant, College Nurse, Student Affairs
St. Louis State School of Nursing; Atlanta Area Technical School


William Vickers (1978) Assistant Registrar

Maxine Wright (2001) Director of Human Resources, Office of Fiscal Affairs
B.S. Morris Brown College
21.0

2019 GRADUATES

Bachelor of Arts – Music

Desmond Philip Scott***SGAP  Carrilyn D. Strickland***VM
Samuel Harry Smith**

Bachelor of Science – Psychology

Kadidiatou Diallo***VP  Micaiah Young

Bachelor of Science – Organizational Management and Leadership

Colette Racquel Haywood***VO-MMBC

Carmen Jolain Akins***  Zirie James Benton, Jr.*
Toshiro Keir Moody Butler***  Akitra Renea Johnson*
Zack L. Lyde  William Gayleano Murray II*
Nedra Norwood Nuckles***SBM  Alexis Quinn Robinson***
Qiana Marie Rutledge***  Desiree Salley-Waites***
Denise Rena Gaston Shabazz**SCP  Beverly Taylor Stringer-Allen**
Estella Maria Wright**  Monica Milines**CO18

Honorary Degrees

Doctor of Business

Mr. Dominique Wilkins

Codes: VM = Valedictorian Music; VO = OML Valedictorian; VP = Valedictorian Psychology; SGAP = SGA President; SCP = Senior Class President; MMBC = Miss Morris Brown College; SBM = Senior Business Manager; and CO18 = Completed requirements

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