

**MORRIS BROWN COLLEGE
2021-22 CATALOG**

“To God and Truth”



Physical Address:

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

Website Address:

www.morrisbrown.edu

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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 contact Morris Brown College for any offices and extensions not mentioned below: 404-458-6085.

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Atlanta, Georgia 30314-4140

Web Address: www.morrisbrown.edu

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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Academic Calendar 2021-2022

Fall 2021 Full Term Academic Calendar	
Faculty and Staff Workshop	Monday - Tuesday, August 2-3, 2021
New Student Orientation	Wednesday, August 11, 2021
First Official Day of Classes	Monday, August 16, 2021
Late Registration Period	Monday – Monday, August 16-23, 2021
Last Day to Add/Drop Courses <i>without</i> Academic Record (A Financial Record may still exist)	Monday, August 23, 2021
Begin Withdrawal Period with Academic Record (“W”)	Tuesday, August 24, 2021
Labor Day Holiday	Monday, September 6, 2021
Fall Opening Convocation	Thursday, September 9, 2021
Mid-Term Examinations	Monday – Friday, October 11-15, 2021
Last Day to withdraw from Course(s)/College with Academic Record (A financial record may still exist)	Monday, October 18, 2021
Second 8 – Week Session Begins	Monday, October 18, 2021
Homecoming Week	Monday, October 18 – Sunday, October 24, 2021
Seniors Submit Graduation Applications for May 2022	Monday, October 25, 2021
Priority Registration for continuing students for Spring 2022 semester	Monday – Friday, November 1-5, 2021
Last Day to withdraw from the College	Friday, November 5, 2021
Registration for all students begins for the Spring 2022 semester	Monday, November 8, 2021
Thanksgiving Holidays Begin After Last Class	Tuesday, November 23, 2021
Campus closed for Thanksgiving Holiday	Wednesday – Friday, November 24 – 26, 2021
Classes Resume at 8:00 am (VIRTUALLY)	Monday, November 29, 2021
Last Day of Classes	Wednesday, December 1, 2021
Reading Period	Thursday – Friday, December 2-3, 2021
Final Examinations	Monday – Friday, December 6-10, 2021
Final Grades Due by 12:00 Noon	Tuesday, December 14, 2021

Academic Calendar

Fall 2021 – 1 st 8 Weeks Academic Calendar	
Faculty and Staff Workshop	Monday - Tuesday, August 2-3, 2021
New Student Orientation	Wednesday, August 11, 2021
First Official Day of Classes	Monday, August 16, 2021
Late Registration Period	Monday – Monday, August 16-23, 2021
Last Day to Add/Drop a Course <i>without</i> Academic Record (A Financial Record may still exist)	Monday, August 23, 2021
Begin Withdrawal Period with Academic Record (“W”)	Tuesday, August 24, 2021
Labor Day Holiday	Monday, September 06, 2021
Midterm Examination Period	Tuesday – Friday, September 7-10, 2021
Final Day to Withdraw from Course(s) with Academic Record (“W”) – Fall 2021 1st 8-week session	Monday, September 13, 2021
Fall Opening Convocation	Thursday, September 9, 2021
Last Class Day for Fall 2021 1 st 8-Weeks Session	Monday, October 4, 2021
Final Exams for Fall 2021 1 st 8-Weeks Session	Wednesday, October 6, 2021
Final Grades due for Fall 2021 1st 8-week session (11:59 p.m.)	Tuesday, October 12, 2021

Fall 2021 – 2 nd 8 Weeks Academic Calendar	
Second 8 – Week Session Begins	Monday, October 11, 2021
Late Registration Period	Monday – Friday, October 11-15, 2021
Final Day to Drop/Withdraw from Course(s) without Academic Record (A Financial Record may still exist)	Monday, October 18, 2021
Withdrawal from Courses with Academic Record (“W”) Begins- Fall 2021 2nd 8-week session	Tuesday, October 19, 2021
Seniors Submit Graduation Applications for May 2022	Monday, October 25, 2021
Priority Registration for continuing students for Spring 2022 semester	Monday – Friday, November 1-5, 2021
Registration for all students begins for the Spring 2022 semester	Monday, November 8, 2021
Midterm Examination Period	Monday – Friday, November 8-12, 2021
Final Day to Withdraw from Course(s) with Academic Record (“W”) – Fall 2021 2nd 8-week session	Monday, November 15, 2021
Last Day of Classes	Wednesday, December 1, 2021
Final Exams- Fall 2021 2nd 8-week session	Monday, December 6, 2021
Final Grades Due by 12:00 Noon	Tuesday, December 14, 2021

Spring 2022 Full Term Academic Calendar	
Faculty and Staff Workshop	Monday – Tuesday, January 3-4, 2022
New Student Orientation,	Thursday, January 06, 2022
First Official Day of Classes	Monday, January 10, 2022
Last Day to Pay Senior Fees for May 2022 Graduates	Monday, January 10, 2022
Late Registration	Monday – Friday, January 10-14, 2022
Martin Luther King, Jr. Holiday	Monday, January 17, 2022
Final Day to Drop/Withdraw from Course(s) <i>without</i> Academic Record (A Financial Record may still exist)	Monday, January 17, 2022
Begin Withdrawal Period with a Grade of “W”	Tuesday, January 18, 2022
Black History Convocation	Thursday, February 10, 2022
Mid-Term Examinations	Monday – Friday, February 28 - March 4, 2022
Last Day to withdraw from Course(s)/College with Academic Record (A financial record may still exist)	Monday, March 7, 2022
Spring Break	Monday – Friday, March 7-11, 2022
Classes Resume at 8:00 am	Monday, March 14, 2022
Final Day to Withdraw from the College (from all courses) for the Spring 2022 16- week session	Wednesday, March 16, 2022
Second 8 – Week Session Begins	Monday, March 14, 2022
Founder’s Day Convocation	Friday, March 18, 2022
Priority registration for continuing students for Fall 2022	Monday – Friday, March 28-April 1, 2022
Registration for all students begins for Summer and Fall 2022 Semesters	Monday, April 4, 2022
Good Friday – No Classes	Friday, April 15, 2022
Last Day of Classes	Wednesday, April 27, 2022
Reading Period	Thursday - Friday, April 28 – 29, 2022
Final Examinations	Monday – Friday, May 2-6, 2022
Final Grades Due By 12:00 pm for Graduation Candidates	Tuesday, May 10, 2022
Final Grades Due for all other students (11:59pm)	Monday, May 16, 2022
Commencement Exercises, 4:00 pm	Saturday, May 21, 2022

Spring 2022 1st 8 Weeks Academic Calendar

Faculty and Staff Workshop	Monday – Tuesday, January 3-4, 2022
New Student Orientation	Thursday, January 6, 2022
First Official Day of Classes	Monday, January 10, 2022
Last Day to Pay Senior Fees for May 2022 Graduates	Monday, January 10, 2022
Late Registration	Monday – Friday, January 10-14, 2021
Martin Luther King, Jr. Holiday	Monday, January 17, 2022
Last Day to Drop/Withdraw from Courses <i>without</i> Academic Record (A Financial Record may still exist)	Monday, January 17, 2022
Begin Withdrawal Period with Academic Record (“W”)	Wednesday, January 19, 2022
Labor Day Holiday	Monday, September 6, 2021
Midterm Examination Period	Monday – Friday, February 1-4, 2022
Final Day to Withdraw from Course(s) with Academic Record (“W”) – Spring 2022 1st 8-week session	Monday, February 7, 2022
Black History Convocation	Wednesday, February 9, 2022
Last Class Day for Spring 2022 1 st 8-Weeks Session	Monday, February 28, 2022
Final Exams for Fall 2021 1 st 8-Weeks Session	Wednesday, March 2, 2022
Final Grades due for Fall 2021 1st 8-week session (11:59 p.m.)	Tuesday, March 8, 2022

Spring 2021 – 2nd 8 Weeks Academic Calendar

Second 8 – Week Session Begins	Monday, March 14, 2022
Late Registration Period	Monday – Friday, March 14-18, 2022
Founder’s Day Convocation	Friday, March 18, 2022
Final Day to Drop/Withdraw from Course(s) <i>without</i> Academic Record (A Financial Record may still exist)	Monday, March 21, 2022
Withdrawal from Courses with Academic Record (“W”) Begins Spring 2022 2nd 8-week session	Tuesday, March 22, 2022
Priority registration for continuing students for Fall 2022	Monday – Friday, March 28-April 1, 2022
Registration for all students begins for Fall 2022 Semester	Monday, April 4, 2022
Midterm Examination Period	Monday – Friday, April 4-8, 2022
Final Day to Withdraw from Course(s) with Academic Record (“W”) – Spring 2022 2nd 8-week session	Monday, April 11, 2021
Last Day of Classes	Wednesday, April 27, 2022
Reading Period	Thursday - Friday, April 28 – 29, 2022
Final Examinations for Fall 2 nd 8 Weeks Session	Monday, May 2, 2022
Final Grades Due By 12:00 pm for Graduation Candidates	Tuesday, May 10, 2022
Final Grades Due for all other students (11:59pm)	Monday, May 16, 2022
Commencement Exercises, 4:00 pm	Saturday, May 21, 2022

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

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.*”

College Seal and Motto: To God and Truth

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.

Approval and Accreditation

Morris Brown College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; email: info@tracs.org], having been awarded Candidate Status as a Category II institution by the TRACS Accreditation Commission on April 13, 2021. This status is effective for a period of up to five years. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Morris Brown College is approved as an institute of higher learning by the Georgia Nonpublic Postsecondary Education Commission (GNPEC), which authorizes and regulates the operations of in-state nonpublic and out-of-state postsecondary colleges and schools operating or offering instruction in Georgia.

For more information: <https://www.ed.gov/>

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:

Sewell, G. & Troup, C. (1981). Morris Brown College: The first hundred years, 1881, p.19.

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 led 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 in 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 20th 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 make 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 donor 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, the Faith Statement, and the Integrity Statement. 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.

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:

- Practice truth and propriety in our personal and corporate practices and relationships.
- Accept responsibility to be consistent in sound practices, loyal in reference to duties, agreements, obligations, and relationships.
- 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.
- Commitment to the vigorous pursuit of excellence in our educational endeavors.
- 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 in contact.

1. **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.

2. **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 predicating professional advancement in response to solicitations.

3. **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.

4. **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 or 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.
5. **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.
6. **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.

7. 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.

The Dr. Gloria L. Anderson Multi-Purpose Complex

Previously known as the Administration Building, this structure was originally constructed in 1905. Following a fire, the building was rebuilt between 1992 and 1995. There are 25,000 square feet of space. This structure contains three levels. The basement is used primarily for storage. The Registrar, Financial Aid, Office of Academic Affairs and the Music department are located on the first floor. The President’s office, Institutional Advancement, the Finance office and classroom space are located on the second floor. The building was formally renamed and dedicated to Morris Brown veteran educator, Dr. Gloria L. Anderson in 2020.

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.

2.0

ADMISSIONS

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
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

Students seeking admission at Morris Brown College must first satisfy the College's admission and financial requirements. 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.

Requirements include:

- A high school diploma from an accredited or approved high school or have a recognized high school equivalency, state recognized certificate, GED, or diploma.
- A minimum 2.0 GPA
- Minimum ACT Test Score of 17 and SAT Test Score of 850 (waived for 2021-2022 Academic Year due to COVID)
- High school transcripts must have completion of the following courses: English – 4 units, Mathematics – 3 units, Natural Sciences – 2 units, Social Sciences- 3 units.

- Immunization Records
- COVID Vaccine Card
- Tuberculosis Test Result
- Letters of Recommendation (waived for 2021-2022 Academic Year)
- Career Goals and Aspirations Essay (waived for 2021-2022 Academic Year)

As a part of the application process, applicants must submit an official copy of the high school transcript, GED, or submit proof of completion.

Should the Office of Admissions have a reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, the admissions office will verify the authenticity of documents including calling the school if necessary, or utilize databases provided by the United States Department of Education. Self-certification is not sufficient documentation and there is no appeal process if the school is unable to validate high school diploma.

Morris Brown College does not admit students under the Ability to Benefit criteria.

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 or 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)

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)

Transfer Student Applicants

Transfer applicants must submit the following:

1. A completed and signed admission application;
2. An official transcript from each college attended. The official transcript(s) must be submitted no later than mid-term of the semester in which the transfer student enrolls;
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)

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. The College will charge tuition fees to students who receive credit for Prior Learning Assessment courses derived from their portfolios or from their Challenge or Comprehensive Examinations courses in Music and General Education. The amount of these tuition fees will be determined at a later date. 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

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

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 admission application;
2. Official transcripts from each college attended; and

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 Provost & Senior 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 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 at the College. Students who are admitted non-conditionally may choose a major. Students who are admitted conditionally must go through the following process:

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

2. Will be advised by academic advisors in the General Education Department; and
3. Will have one academic year to achieve a cumulative grade point average of 1.75. If the 1.75 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 1.75 is not achieved by the end of the student's second semester, the student will be dismissed from the college.

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

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 sixteen 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 Services 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 or 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.

Three-Quarter-time Students: Students who are enrolled in nine to eleven semester hours during a particular semester are regarded as three-quarter time students.

Half-time Students: Students who are enrolled in six to eight 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.”

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 year 2021-22. 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 2021-22, 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. 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.
6. 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**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 who are enrolled in the Bachelorette program with 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 tuition is \$777.00 per three semester credit hours or \$259.00 per semester credit hour for students enrolled in the eSports certificate program.

The tuition is \$501 per three semester credit hours or \$167 per semester credit hour for students enrolled in the Entrepreneurship Certificate program and the Nonprofit Management Certificate program.

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

<u>Tuition</u>	<u>Per Semester</u>	<u>Per Year</u>
Bachelor Programs	\$4,250.00	\$8,500.00
eSports Certificate	\$3,108.00	\$6,216.00
Entrepreneurship Certificate	\$2,004.00	\$4,008.00
Nonprofit Management Certificate	\$2,004.00	\$4,008.00

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.

Parking fee

A \$80 per semester fee will be charged for students that wish to park on the campus. A parking pass will be provided.

The following fees will be charged:

Security Fee	\$57 per year
Technology Fee	\$150 per year (all students other than eSports Major and eSports Concentration)
eSports Technology Fee	\$2000 per year

Payment of Tuition and Fees

1. All tuition and fees are due and payable at the time of registration
2. Students who receive scholarships must pay the difference between the scholarship awards 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. All funds, except the \$30.00 maximum application fee, are fully refundable if a student withdraws within three days (72 hours) of signing their student contract/enrollment agreement.
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 Provost & Senior Vice President for Academic Affairs, the Vice President of Student Affairs, and the Vice President of Fiscal Affairs.
3. Students must officially withdraw from the college to be eligible for a pro-rated refund.

Please note: Once a student begins classes, tuition is subject to refunds pro-rated based on the amount of the course attended up to 50%. After 50% of the course has been completed, no refund is required.

Students are eligible for refunds if official withdrawal is made according to the following schedule for traditional semester students (16 weeks): (a) 2nd week of semester = 87.5%; (b) 4th week of semester = 75%; (c) 6th week of semester = 62.5%; and (d) 8th week of semester = 50%. (e) 9th week and beyond = 0%.

Students are eligible for refunds if official withdrawal is made according to the following schedule for students (8 weeks): (a) 2nd week of semester = 75%; (b) 3rd week of semester = 50%; (c) 4th week and beyond = 0%.

5.0

FINANCIAL AID Satisfactory Academic Progress

Federal regulations mandate a student receiving financial assistance under Title IV programs must maintain satisfactory academic progress in his/her course of study regardless of whether or not financial aid is awarded each semester. Title IV funds include Pell Grant, SEOG, Direct Loans, and Federal Work Study.

Student financial aid, as defined in this policy, specifically applies to all federal, state, and certain institutional aid programs. Federal guidelines stipulate that this policy applies to ALL enrollment periods, regardless of whether students have received financial aid. This policy provides for consistent application of standards to all students within categories of students, e.g., full-time, part-time, and will apply equally to all educational programs established by the institution.

SAP will be reviewed at the end of each semester for programs one year or less. SAP will be reviewed at the end of each academic year (Spring Semester) for programs greater than one year.

Necessary Requirements For Satisfactory Academic Progress:

Qualitative - Cumulative Grade Point Average (GPA) must be at least 1.75 at the end of the Freshman year (first time college students only). All other students are required to earn at least a 2.0 at the end of each academic year. All 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 until graduation.

Quantitative – Refers to a student’s pace. Must complete at least **67%** of the cumulative hours attempted each semester. This will include remedial classes. Attempted also includes any classes with a grade of “F, FN, W, WF, WP, WU, and I”. Transfer credits accepted by the institution towards a student’s program are included in the attempted and completed hours and will be used in the pace calculation.

Maximum timeframe – Morris Brown College is a four-year college with certificate and bachelor’s degree programs. Students must complete their program of study within 150% of the length of the program. For example, a program with a length of 120 hours must be completed within 180 attempted hours. $120 \times 150\% = 180$ hours. Another example would be the Esports Certificate program with 24 hours required- $24 \times 150\% = 36$ maximum attempted hours. Again, all courses taken, including transfer courses and courses with a grade of “F, FN, W, WF, WP, WU, and I”, will be included in this calculation. This number will not be rounded up or down. The quantitative standard is used to measure a

student's pace in a program. A student may be on pace for the semester but not be on pace when calculating the cumulative hours. Pace is measured by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted. **A student is ineligible for financial aid when it becomes mathematically impossible to complete the program within 150% of its length.** An appeal will be possible.

Failure To Meet Minimum Requirements:

Notifications will be emailed to students who are not meeting SAP requirements. Students will be assigned one of the following statuses:

Financial Aid Probation is a status assigned to a student who fails to make satisfactory academic progress for a subsequent payment period and who has appealed and has had eligibility for aid reinstated. A student on financial aid probation may receive Title IV funds for one payment period (semester). At that point, the student must meet the school's SAP standards or the requirements of the established individual academic plan to maintain Title IV eligibility.

Financial Aid Suspension is a status assigned to a student who has not met the requirements for Satisfactory Academic Progress and has not been granted an appeal or a student who was on Financial Aid Probation and failed to meet Satisfactory Academic Progress or the requirements of the established academic plan and will not be eligible to receive Title IV funds.

Appeal Procedures:

Students who have not made satisfactory academic progress may file an appeal to the Satisfactory Academic Progress Appeals Committee.

You can appeal if:

- A. There is a death of a relative
- B. An injury or illness occurred
- C. Other special circumstances

How to appeal:

- A. Complete a SAP appeal form (available in the Financial Aid Office)
- B. Appeal is due to the Financial Aid Office within seven calendar days of notification.
- C. The appeal must explain why he/she failed to make satisfactory progress and what has changed in their situation that will allow them to make satisfactory progress at the next evaluation.
- D. Students must submit a SAP appeal form, a current MBC transcript, and a letter of explanation of mitigating circumstances with all appropriate documentation attached.
- E. Appeals and supporting documentation should be emailed to Stephanie Gunby, Director of Financial Aid, stephanie.gunby@morrisbrown.edu

The Satisfactory Academic Progress 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 Appeals Committee is final.

If your appeal is approved:

- A. You will be placed on Financial Aid Probation/PLAN.
- B. You must meet the Satisfactory Academic Progress minimum requirements as outlined above.
- C. You must meet the minimum requirements EVERY semester.
- D. You will be evaluated at the end of each semester to determine that you continue to be eligible for Title IV funds.

If your appeal is denied:

- A. You will not be eligible for Title IV funds.

If you fail to meet minimum standards while you are on Financial Aid Probation/PLAN:

- A. You will not receive any Financial Aid funds.
- B. If you are on suspension for GPA/PACE, then you must get back into Good Standing on your own.

Additional Information:

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. Periods when a student does not receive Title IV aid will be counted toward maximum time frame.
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 maximum 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.

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 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 extra-curricular 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 entitle 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.

Morris Brown College has a formal relationship with St. Joseph Mercy Care also known as Mercy Care. Address--424 Decatur St SE, Atlanta, GA 30312--Phone: (678) 843-8600.

The organization offers comprehensive services that meet the majority of MBC student primary physical, mental health, and wellness needs to also include the following:

Provide MBC students chronic, preventive, and routine healthcare needs in the following categories:

1. Chronic Care (chronic conditions such as diabetes, high blood pressure, asthma, high cholesterol, obesity, and infectious diseases like HIV)
2. Preventive and Routine Care (such as Annual physicals, Immunizations, Sick visits, Wound care, Labs, X-ray, Ultrasounds, Medications, Pre-exposure Prophylaxis (PrEP) for HIV prevention)
3. Health Screenings (such as Sexually transmitted diseases, Cervical, breast and colorectal cancer, Tuberculosis)
4. Behavioral Health (Counseling and Medication and Substance Abuse Disorders)
5. Dental Care (Emergency and routine care, x-rays, and preventative care)
6. Vision Care (comprehensive eye exam)

Mercy Care Agrees to:

1. Provide students access to care, chronic, preventive and routine healthcare needs.
2. Provide financial counseling and qualify student's ability to pay per Mercy Care's Sliding Fee Discount policy. The current co-pay schedule ranges from \$0 - \$35.
3. Provide MBC with any requested non-protected statistical information about services provided to its students and/or needed to ensure compliance with all internal and grant reporting requirements.
4. Address any concerns regarding participants with MBC staff and/or their present, if any concerns arise.

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

Student Grievance Procedures

Student grievance procedures at Morris Brown College are intended to provide a formal, standardized means for students to seek redress concerning actions of the College and/or faculty, administrators, and staff of the College. Further, the purpose is to establish standardized procedures and safeguards, which shall be followed by the College in the adjudication of grievances. Students considering filing a formal grievance are urged to read the complete text of the Student Grievance Procedure document in this handbook.

What Is a Grievance? A grievance is a formal complaint by a student arising out of an alleged action of the College, including faculty, administrators and/or staff of the College. Such action is alleged by the student to be unauthorized and/or unjustified and adversely affecting the status, rights or privileges of the student, including actions based on race, color, religion, sex, sexual orientation, national origin, age, handicap, or veteran status.

Students are reminded that the grievance procedure is not designed to replace the open communication and understanding that are vital to the academic process. If the student wishes to proceed with a grievance, the student may withdraw the grievance at any stage and the process will immediately terminate. During all stages of the grievance, the burden of proof will be on the party making the allegation.

The Student Grievance Policy does not allow for the involvement of parents, legal counsel or other representation. The presence of these representatives is prohibited during the Student Hearing or Grievance Process.

How Does One Grieve?

Step 1: Informal discussion between the concerned parties is always the place to start. If attempts to resolve the problem at this level fail or if the person alleged to have aggrieved the student cannot be

reached by reasonable effort, or if the nature of the grievance is such that an informal meeting is not possible or the student feels uncomfortable, the student has the right to continue to step two of the grievance procedure.

Step 2: If the student grieving against a College employee has not been able to resolve the problem through direct and informal communication with the employee, the student must meet informally with the employee's department chairperson. If, after ten (10) working days a satisfactory solution is not found, the chairperson will meet with the student. If the student chooses to file a formal grievance, the student must give a written statement of grievance (see "Statement of Grievance" below) to the chairperson of the program in which the employee served at the time of the alleged action.

Formal grievance statements received by the chairperson may or may not be referred to a department or program level committee that recommends action to the chairperson. The chairperson will investigate the allegations and reach a conclusion that does or does not support the student's contentions. The chairperson has fifteen (15) working days to respond to the student after the conclusion of the investigation.

If either the student or the person against whom the grievance was filed disagrees with the chairperson's findings and recommendations, that person may appeal under procedures outlined in Step 3.

Step 3: If the student or person against whom the grievance was filed is not satisfied with the results of Step 2, or if the grievance is against the chairperson of a department, the student must next transmit a written statement of grievance (see below) to the Vice President of Academic Affairs. The Vice President of Academic Affairs will refer the grievance to a committee (Step 3) established at the senior administration level.

Step 4: If the student is not satisfied with the results of Step 3 or if the grievance is against a senior administrator, the student may file a written statement of grievance with the College Student Grievance Committee. If the grievance involves the teaching responsibility of such an administrator, however, Steps 1, 2, and 3 cannot be bypassed.

Step 5: If a student is not pleased with a decision, a final institutional appeal can be made to the Office of the President.

Office of the President Contact Information:

Office of the President
Morris Brown College
643 Martin Luther King Jr. Drive
Atlanta, Georgia 30314
Office: (404) 458-6085

Step 6: If a student is not pleased with the institution's decision, a final appeal can be made to the Georgia Nonpublic Postsecondary Education Commission.

Georgia Nonpublic Postsecondary Education Commission Contact Information

Georgia Nonpublic Postsecondary Education Commission
2082 E Exchange Place
Suite 220
Tucker, GA 30084
770-414-3300
www.gnpec.georgia.gov

7.0

ACADEMIC AFFAIRS GLOSSARY

Students should be familiar with the following terms as they are used at Morris Brown College.

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 is 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. **Note: 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.

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

Dr. Kristi Garrett, Interim 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. Bernard Short, Interim 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. LaMetrica Andrews, Interim 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

Mr. Paul McKenzie, Interim Chair

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

Organizational Management and Leadership (OML)

OML Program Objectives

The overall objectives of the Organizational Management and Leadership Program (*OML*) will equip students with the skills necessary to manage projects, people and plans. Through competency-base coursework, students will become more able to recognize their own strengths and weaknesses in order to lead effectively. Students will study human behavior relative to employee relations in order to improve organizational productivity and increase morale. The OML program specially focuses on:

- Leadership theory and applications
- Organizational change
- Knowledge economy leadership
- Organizational behavior
- Multiculturalism and diversity
- Decision-making and problem-solving techniques

Global Management and Applied Leadership (GML)

GML Program Objectives

The overall objective of the GML Program is to develop the potential of students as organizational and leadership professionals, enabling the students 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. Upon completion of the GML Program, the student (s) should be able to:
 - Demonstrate effective leadership and cross-cultural management styles with an emphasis on 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 strong leadership skills in managing change within the organization; demonstrate leadership and management competency; and
2. To provide students with competencies in organizational analysis and equip them to use rigor to enable the students to formulate and analyze intergovernmental policies that effectively impact the 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.

B.S. Global Management and Applied Leadership Program with eSports Concentration

Program Objectives

1. To provide students with a thorough understanding of the global organizational management theories and the market economy in a global workplace setting.
2. To build competencies and literacy to influence people from different backgrounds
3. To provide students with competencies in organizational analysis and equip them to use rigor to enable the students to formulate and analyze intergovernmental policies that effectively impact the business, social and legal environments;
4. To help develop the critical thinking skills necessary 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

Certification in eSports Performance

What You Will Learn

- Students will learn how to synergize the innovated relationships in the eSports communities and understand how their different roles affect each other.
- Students will explore how eSports is connected to the global marketplace and how to profit from behind the scenes and in this multi-million-dollar industry
- Understand the roles and influences that game developer use in global marketing

- Students will learn to integrate the knowledge obtained throughout the program to plan, manage, and execute real-world eSports projects

HOSPITALITY MANAGEMENT

Program Objectives

- Demonstrate personal and professional standards for ethical decision-making and social behavior
- Demonstrate self-efficacy, leadership, resourcefulness, creativity, and the ability to recognize new opportunities.
- Demonstrate the ability to integrate concepts and theories across functional business domains (e.g., Finance, Marketing, Human Resources, Operations, etc.)
- Apply the basic principles of analytical thinking and problem solving when examining hospitality management issues
- Demonstrate the knowledge, skills, and attitudes to function effectively in a diverse and global organizational environment
- Demonstrate the ability to read, listen, and clearly express themselves using written, oral, visual, and quantitative methods to communicate effectively with superiors, coworkers, customers, and members of the community

Business Entrepreneurship Certificate

Program Objectives

The professional certificate in Business Entrepreneurship requires seven courses that focus on:

- Creativity and innovation
- Business models and frameworks
- Entrepreneurship: tools and skills
- Application of knowledge and skills

Esports Performance Certificate

What You Will Learn

The certificate in Esports Performance:

- Students will learn how to synergize the innovated relationships in the eSports communities and understand how their different roles affect each other.
- Students will explore how eSports is connected to the global marketplace and how to profit from behind the scenes and in this multi-million-dollar industry
- Understand the roles and influences that game developer use in global marketing
- Students will learn to integrate the knowledge obtained throughout the program to plan, manage, and execute real-world eSports projects

Nonprofit Management & Leadership Certification

For students who want to need to gain a deeper understanding of the skills and knowledge needed for problem-solving, and offer solutions for a nonprofit organizational development

Program Objectives

Understand the roles and responsibilities of a nonprofit board of directors and the management team

- Develop practical managerial skills
- Understand basic financial and accounting terms
- Explore ways to maximize fundraising opportunities
- Develop a successful leadership style
- Learn the basics of the budgeting process
- Gain confidence and improve communication skills
- Explore the process of negotiating

Office of Admissions

Vacancy, Director

Mrs. Devonne McKenzie, Enrollment Specialist

The Director of the Admissions oversees all aspects of admissions and recruitment and will direct the admissions process from inquiry through enrollment. The Director will lead a collaborative effort to develop and implement both short-term and long-term recruitment strategies to ensure Morris Brown College meets enrollment 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

Vacant, Registrar

Ms. Jessmine M. Cornelius, Senior Registrar Specialist

Ms. Brandy Gray, Registrar Specialist

Mr. William Vickers, Volunteer Specialist

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 online @ www.morrisbrown.edu/registrar. **Personal checks will not be accepted.** Students must have a zero balance in order to receive a transcript.

Cost of Transcripts and Educational Verification:

<u>Transcript Type</u>	<u>Fee</u>	<u>Processing Time</u>	<u>Delivery Methods Available</u>
Emergency Official	\$25.00	1 -3 Business Days	Email, USPS Postal
Official	\$10.00	7 – 14 Business Days	Email, USPS Postal
Unofficial	\$5.00	5 – 7 Business Days	Email, USPS Postal
Education Verification	\$5.00	3 – 5 Business Days	Email, USPS Postal

Please Note: Processing Time begins *after* payment of Fees. Processing time may increase for students enrolled prior to 1999. Please indicate your preferred “method of delivery”.

9.0

ACADEMIC POLICIES AND PROCEDURES

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

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. General Rules and Regulations 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 | <ol style="list-style-type: none"> 14. Student Tenure/Degree Completion 15. Classification 16. Good Academic Standing 17. Academic Probation/Suspension 18. Class Attendance 19. Class Tardiness 20. Requesting an Incomplete 21. Abandoning a Course 22. Dropping a Course 23. Withdrawing from a Class 24. Requirements for Graduation 25. Preparation for Graduation 26. Honors Awarded to Seniors |
|---|--|

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 following methods to receive academic credit through the Advanced Placement Program (AP), the College Level Examination Program (CLEP), DANTE’S Subject Standardized Tests (DSST), Excelsior Exams, SOPHIA Learning and Prior Military Training for Credit. Students may receive academic credit by examination through these programs; some academic departments provide opportunities for college credit or course exemption based on performance on approved departmental examinations.

For more information, please visit the sites listed below:

CLEP Exams - <https://clep.collegeboard.org/exams>

DSST Exams - <https://www.getcollegetcredit.com>

Excelsior Exams - <https://www.excelsior.edu/exams/>

Prior Military Training for Credit – <https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Military-Guide-Online.aspx>

Sophia Learning - <https://www.sophia.org>

Portfolio through Learning Counts- <https://learningcounts.org/>

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:

AP Examination	Score	MBC Course Credit	
History of Art	3, 4, 5	GED 225:	Humanities Art
General Biology	3, 4, 5	BIO 101:	Biological Science
General Chemistry	3, 4, 5	CHE 101:	General Chemistry
Intro to Computer Science	3, 4, 5	CIS 100:	Intro to Computer Science
English Lang & Comp	3, 4	ENG 101:	College Composition I
English Lang & Comp	5	ENG 101/102:	College Composition I or II
American History	3, 4, 5	HIS 203:	Survey of US History
Calculus AB	3, 4, 5	MAT 111:	Pre-Calculus
Music Listening & Lit	3, 4, 5	GED 226:	Humanities Music
Amer Govern & Politics	3, 4, 5	POL 111:	American Government
Psychology	3, 4, 5	PSY 101:	General Psychology I

French Language	3	FRE 101:	Elementary French I
French Language	4	FRE 101/102:	Elementary French I or II
French Language	5	FRE 102/201	Elem French II or Inter French I
Spanish Language	3	SPA 101:	Elementary Spanish I
Spanish Language	4	SPA 101/102:	Elementary Spanish I or II
Spanish Language	5	SPA 102/201	Elem Span II or Inter Span I
German Language	3	GER 101:	Elementary German I
German Language	4	GER 101/102:	Elementary German I or II
German Language	5	GER 102/201	Elem Ger II or Inter Ger I

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.

General Examinations	Credit Awarded	Core Course Equivalent
Humanities	3 hours	Humanities Requirement
Mathematics	3 hours	Math Requirement
Natural Sciences	3 hours	Natural Science Requirement
Freshman English	3 hours	ENG 101
College Composition	3 hours	ENG 102
English Literature	6 hours	General Elective
American Literature	3 hours	General Elective
Analysis & Interpretation of Lit.	3 hours	General Elective
Foreign Languages		
College French—Levels 1 & 2	Level 1: 6 hours Level 2: 9 hours	Foreign Language Requirement
College German—Levels 1 & 2	Level 1: 6 hours Level 2: 9 hours	Foreign Language Requirement
College Spanish—Levels 1 & 2	Level 1: 6 hours Level 2: 9 hours	Foreign Language Requirement

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

History and Social Sciences	Credit Awarded	Course Equivalent
American Government*	3 hours	BSOC 211
American History I (to 1877)	3 hours	General Elective
American History II (from 1877)	3 hours	General Elective
Intro to Educational Psychology	3 hours	PSY 203
Introductory Psychology	3 hours	PSY 200
Human Growth & Development	3 hours	General Elective
Introductory Sociology	3 hours	SOC 201
Principles of Microeconomics	3 hours	BOML 241
Principles of Macroeconomics	3 hours	BOML 241
Social Sciences and History	6 hours	Social Science Requirement
Western Civilization I	3 hours	General Elective
Western Civilization II	3 hours	General Elective
Science and Mathematics		
Calculus w/Elementary Functions	4 hours	Determined by department
College Algebra	3 hours	MAT 101
College Algebra-Trigonometry	6 hours	MAT 101 & 102
General Biology (Essay is required)	6 hours	BIO 101
General Chemistry	6 hours	Natural Science Requirement
Precalculus	3 hours	Math Requirement
Natural Sciences	6 hours	Natural Sciences Requirement
Computer Science		
Computers & Data Processing	hours	Course Equivalent BCIS 101
Business		
Financial Accounting	hours	General Elective
Introduction to Management	hours	BOML 306
Introductory Accounting	hours	BOML 213
Introductory Business Law	hours	BOML 311
Introductory Marketing	hours	General Elective

For more information on the CLEP process, please visit: <https://clep.collegeboard.org>

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 (61.33), 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 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. 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 or “General education”; 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. 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
 - b. departmental/major requirements.
 - c. 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
 - d. 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.
8. 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:

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

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 "R" 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 Provost & Senior Vice President for Academic Affairs (PSVPAA) 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 PSVPAA 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 gradebook. 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 PSVPAA 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 gradebook. 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 PSVPAA. The Provost & Senior 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 Provost & Senior Vice President for Academic Affairs determines that grounds exist for a grade change, either the instructor, the chairperson, or the PSVPAA must complete a Change of Grade form indicating the grade change and the reason(s) for the change

Step 5. If a student is not pleased with a decision, a final institutional appeal can be made to the Office of the President.

Office of the President Contact Information
President
Morris Brown College
643 Martin Luther King Jr. Drive
Atlanta, Georgia 30314
Office: (404) 458-6085

Step 6. If a student is not pleased with the institution's decision, a final appeal can be made to the Georgia Nonpublic Postsecondary Education Commission.

Georgia Nonpublic Postsecondary Education Commission Contact Information
Georgia Nonpublic Postsecondary Education Commission
2082 E Exchange Place
Suite 220
Tucker, GA 30084
770-414-3300
www.gnpec.georgia.gov

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 PSVPAA with supporting documentation, including a copy of the final grade roster, a copy of the course syllabus, a copy of the gradebook, 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, because 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

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:

Classification	Total Credit Hours Earned	Minimum Cumulative GPA	Below Minimum
First Year Student	0-27	1.75	Probation
Sophomore	28-59	2.00	Probation, Suspension
Junior	60-89	2.00	Probation, Suspension, Dismissal
Senior	90+	2.00	Probation, Suspension, Dismissal

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 Provost & Senior Vice President for Academic Affairs a physician's statement if illness was a contributing factor in the applicant's poor academic performance.

Accommodations for Students with Disabilities

Morris Brown College is committed to providing fair access to quality education for all students. MBC students with diagnosed and documented disabilities should disclose their need for education accommodations at the beginning of the semester by providing the instructor with the appropriate ADA 504 related documentation in electronic format from a qualified health professional. The request for accommodation must clearly describe student limitation(s) along with reasonable accommodation requested for synchronous and/or asynchronous learning modalities.

Distance Learning at Morris Brown College (MBC)

Morris Brown College offer all its programs (degree and certificates) in three modalities which include in-person traditional lecture, online (synchronous and/or asynchronous), and hybrid. The institution demonstrates that programs and courses offered via Distance Education and Correspondence Education are in compliance with the Federal definition of Distance Education and Correspondence Education. MBC uses the Learning Management System (LMS) Populi, which is cloud hosted to prevent weather or technology-related down time to the LMS. Faculty can build their courses in Populi, including as much information as desired such as PowerPoints, audio or video lectures, readings, quizzes, and assignments. Minimally, faculty will be required to post the course syllabus in Populi for face-to-face courses. Hybrid courses will follow national best practices for course materials.

Description of Learning Resource System

Populi is a Learning Management System. The LMS Website is: <https://morrisbrown.populiweb.com/index.php>. Each faculty and student are provided with a username and temporary password. Their username is affiliated with their college email address. The website requires a password change upon first login. The website provides an introductory tutorial for new users. In addition, a brief tutorial is provided in PDF format to faculty and students, and links to additional Populi tutorial YouTube videos are provided for additional help navigating the site. Students at Morris Brown College will use Populi to access his/her online classroom, grades, some Library resources, Financial information, credit/debit card payment options, and other resources not listed here. Populi also has Mobile Apps for both Android and Apple devices.

A visual overview of the Populi LMS can be found here:

<https://www.youtube.com/watch?v=JJeRuvuYoWg>

Class Modalities and 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 their classes. Students are expected to abide by the specific class attendance requirements for each course as determined by the individual instructor.

Traditional Lecture: 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.

Online (Asynchronous): Asynchronous delivery refers to resources that you can access and use at any time (e.g., a video link or discussion board). Attendance for asynchronous learning will be counted based on the student posting in response to online discussion boards at least three times in one week. Additionally, students enrolled in asynchronous courses will also be required submit an “Attendance Acknowledgement” statement each week via Populi.

Online (Synchronous): Synchronous delivery means that it happens at a specific time, and you are responsible for being available during that time (e.g., being in class or participating in a teleconference). Because synchronous delivery is still similar to traditional face-to-face except for location, specifics of attendance will still be delineated by instructors.

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.

Distance Technology to be used when “Face-to-Face” instruction is Needed or Warranted

Morris Brown College recognizes that sometimes there are situations where face to face instruction is warranted. Faculty members may use videotelephony and online chat services through several cloud-based peer-to-peer software platforms that are widely used for teleconferencing, telecommuting, distance education, and social relations.

In these cases, instructors have access to several free resources including the following:

- Zoom
- UberConference
- Google Hangouts Meet
- Cisco WebEx Meetings
- RingCentral Meetings
- Skype
- Microsoft Teams

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 Provost & Senior Vice President for Academic Affairs (PSVPAA) 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 PSVPAA for review.
7. Upon review, the PSVPAA 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 PSVPAA 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."

Prerequisites

A student cannot be placed in a course without completing the prerequisite(s). **Students who attempt to register for a course and fail to meet the prerequisite(s) requirement will not see the course listed as available on their registration page.** There may be an exception to this rule for students pending the approval of the Department Chair and the Vice-President of Academic Affairs for students who are classified as a Senior. Where applicable, the course will be taken simultaneously with the prerequisite.

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 Provost & Senior 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 add/drop 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 Provost & Senior 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 PSVPAA 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.

The Career Services Center

Services of The Career Services Center include career counseling and placement, a career library, 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-Learning Program is designed to instill community service attitudes and practices into the lives of students while impacting positively the lives of the community.

Please note that graduates are not guaranteed jobs after graduation.

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 completion.

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
- Global Management and Applied Leadership with an eSports Concentration
- Hospitality Management

Bachelor of Arts (B.A.)

- Music
- General Studies

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

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.

Area I	Institutional Courses	= 02	credit hours
Area II	Communication Skills	= 12	credit hours
Area III	Humanities	= 06	credit hours
Area IV	Math and Natural Science	= 15	credit hours
Area V	Social/Behavior Science	= 06	credit hours
	TOTAL	= 41	credit hours

General Education Core Courses

Course and Code	Credits
AREA I Institutional Courses (2)	
BGED 100 New Student Seminar	01
BPED 120 Health and Wellness	01
AREA II: COMMUNICATION SKILLS (12)	
BENG 101 English Composition I	03
BENG 102 English Composition II	03
Approved Communications Course	03
Approved Communications Course	03
AREA III: HUMANITIES (6)	
BHUM 201 Humanities I (Music)	03
BHUM 202 Humanities II (Art) OR Humanities III (World Literature 221) OR Humanities IV (World Religions 350)	03
AREA IV: COMPUTER APPLICATIONS (3)	
BCIS 101 Computer Applications	03
AREA IV: MATH (6)	
BMAT 101 College Algebra I	03
BMAT 102 College Algebra II	03
AREA IV: NATURAL SCIENCE (6)	
BPSC or BBIO Physical Science or Biology	03
BCHE or BBIO Chemical Science or Biology	03
AREA V: BEHAVIORAL SCIENCE (6)	
BPSY 200 General Psychology	03
AREA V: SOCIAL & BEHAVIORAL SCIENCE (3)	
BSOC 101 Introduction to Social Science	03
BSOC 211 American Government	03
BHIS 229 Survey of African American History	03
BSOC 201 Business and Society	03

General Education Course Descriptions

BGED 100 New Student Seminar (1)

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.

BPED 120 Health and Wellness (1)

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.

BRDG 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.

BENG 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.

BENG102 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**

BENG 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**

BSPA101 Conversational 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. Most 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.

BSPA102 Conversational 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: BSPA 101

BHUM 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.

BHUM 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, it's the social and political relevance, and what overall impact their art has on the American culture.

BHUM 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.**

BHUM 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.

BSOC 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.

BPSY 200 General 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.

BSOC 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.

BSOC 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.**

BHIS 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.

BMAT 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.

BMAT 102 College Algebra 2 (3)

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.**

BBIO 101 Biological Science (3)

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.

BBIO 102 Biological Science (3)

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.

BCHE 101 Chemical Science (3)

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.

BPSC 102 Physical Science (3)

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.**

BCIS 101 Computer Applications (3)

This course introduces students to the features and functionality of the most widely used productivity software in the world: Microsoft Office ®. Through video instruction, interactive skills demonstrations, and hands-on practice assignments, students learn to develop, edit and share Office ® 2010 documents for both personal and professional use. By the end of this course, students will have developed basic proficiency in the most common tools and features of the Microsoft Office 2010 suite of applications: Word ®, Excel ®, PowerPoint ®, and Outlook. The course also addresses e-mail, information searches, and website building.

BBUS 201 Introduction to Entrepreneurship (3)

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

First Year

First Semester

BGED 100 New Student Success Seminar
 BPED 120 Health and Wellness
 BENG 101 English I
 BMAT 101 College Algebra I
 BSPA 101 Spanish I
 Science Elective

Total: 14 hrs.

Second Semester

1	BCIS 101 Computer Applications	3
1	BENG 102 English II	3
3	BMAT 102 College Algebra II	3
3	SPA 102 Spanish II	3
3	Science Elective	3
3		

Total: 15 hrs.

Second Year

First Semester

BHUM 201 Humanities I – Music
 BSOC Social Science Elective
 BPSY 200 General Psychology
 Major Course
 Major Course

Total: 14 hrs.

Second Semester

3	BHUM 202 Humanities II – Art	3
3	General Elective	3
3	Major Course	3
3	Major Course	3
3	Major Course	3

Total: 15 hrs.

13.0

GENERAL STUDIES DEPARTMENT

Degree Offered: General Studies (B.A.)

Purpose

The General Studies major was established to meet the needs of students desiring a broad-based liberal arts education. This major provides students with greater flexibility in the arrangement of their curriculum than that in more specialized majors. The General Studies major enables students to be exposed to a broad-based curriculum as well as to select an area of concentration and related course work in the natural sciences, behavioral sciences, social sciences, technology, mathematics, professional studies, or humanities. Completion of the General Studies major will lead to a Bachelor of Arts (B.A.) degree, based on the area of a concentration.

Objectives

The General Studies major is designed:

1. To prepare students academically for graduate or professional study.
2. To prepare students academically and experientially for employment.
3. To allow students to explore a variety of knowledge areas thereby enabling students to acquire a broad-based, humanistic education.
4. To give students a large measure of control over their own education.

Entry Criteria for the General Studies Major

Students seeking admission into the General Studies Program must first satisfy the College's admission and financial requirements. Students are allowed into the General Studies Program after being accepted by the Institution, but must complete the entrance criteria before being officially considered a General Studies major:

1. Complete most of the General Education Courses;
2. Complete 30 credit hours in the Concentration (300 and 400 level coursework); and
3. Maintain a cumulative grade point average of a minimum of 2.0.

Retention Criteria for the General Studies Major

To be retained as a General Studies major, students must:

1. Complete the College's core curriculum;
2. Identify, and receive approval of, an area of concentration no later than the completion of the core curriculum;
3. Develop, and receive approval of, a coherent curriculum plan;
4. Demonstrate the ability to work independently; and remain in good academic standing.

Exit Criteria for the General Studies Major Program

To be approved as a candidate for graduation with a B.A. in General Studies, a student must:

1. Complete at least 120 semester credit hours;
2. Earn a cumulative GPA of 2.0 or better; and
3. Earn a grade point average of 2.0 in the area of concentration.

Course Requirements for the General Studies Major Program

General Studies majors must take:

1. At least 60 semester hours of courses at the 200 level or higher and
2. At least 30 semester hours of courses at the 300 or 400 level (Concentration).

All General Education majors must complete 120 credit hours of coursework to fulfill degree requirements.

General Education Core	= 41 hours
Concentration (300 and 400 level courses)	= 30 hours
Related Coursework or second discipline (200 level or higher)	= 21 hours
Music/Art Electives	= 10 hours
Behavioral or Social Science Electives	= 6 hours
Communication Electives	= 6 hours
Internship	= 3 hours
Capstone Project	= 3 hours
TOTAL	= 120 hours

**CORE CURRICULUM REQUIREMENTS FOR
THE GENERAL STUDIES MAJOR**

Area I	BGED 100	General Requirement New Student Success Seminar
	BPED 120	Physical Education Activity Course
Area II		Humanities
	BENG 101	College Composition I
	BENG 102	College Composition II
	BENG 107	Speech Communications
	BSOC 290	Technical Writing
Area III		
	BPHI	Any Philosophy Course
	BREL	Any Religion Course
	BENG/BGED	Any English or World Literature Course
	BGED 225	Art Humanities
	BGED 226	Music Humanities
	MUS	Three Semesters of Choir @ 1 hour each
	MUS	Three Semesters of Band @ 1 hour each
Area IV		Mathematics
	BMAT 101	College Algebra I
	BMAT 102	College Algebra II
Area IV		Natural Science
	BBIO	Biological Science (for Non-Science Majors)
	BPSC	Physical Science
	BCHEM	Chemistry in Society (for Non-Science Majors)
	XXX	Approved Science Course
	XXX	Approved Science Course
Area IV		Computer Applications
	BCIS 101	Computer Applications
Area V		Behavioral Science
	BPSY 200	General Psychology
Area V		Social Science
	BHIS 229	Survey of African American History
	BPOL 111	American Government
	BHIS 203	Survey of United States History
	BAFR 221	Survey of African American History
	BSOC 101	Introduction to Social Science
	BSOC 102	Business and Society
		TOTAL = 41 hrs.

General Studies Major Requirements

Courses	Credit Hrs.
Concentration Course:	3
Concentration Course:	3
Concentration Course:	3
Concentration Course:	3
Concentration Course:	3
Concentration Course:	3
Concentration Course:	3
Concentration Course:	3
Concentration Course:	3
Concentration Course:	3
Related Coursework:	3
Related Coursework:	3
Related Coursework:	3
Related Coursework:	3
Related Coursework:	3
Related Coursework:	3
Related Coursework:	3
Related Coursework/Internship	3
Music Elective:	1
Music Elective:	3
Music Elective:	3
Music Elective:	3
Communications Elective:	3
Communications Elective:	3
Behavioral/Social Science Elective:	3
Behavioral/Social Science Elective:	3
Internship:	3
Capstone:	3
Total	79

General Studies Degree Course Sequence

First Year

First Semester

BGED 100 New Student Success	1
BCIS 101 Computer Applications	3
BENG 101 English I	3
BMAT 101 College Algebra I	3
BENG 2xx Communication	3
BBIO 101 Science	3
Total	16 hrs.

Second Semester

BPED 120 Health and Wellness	1
BMUS Music/Art Elective	1
BENG 102 English II	3
BMAT 102 College Algebra II	3
BENG 2xx Communication	3
BBIO 102 Science	3
Total	14 hrs.

Second Year

First Semester

BHUM 201 Humanities I Music	3
BSOC Social Science	3
BPSY 200 General Psychology	3
BMUS Elective	3
BXXX Concentration Course	3
Total	15 hrs.

Second Semester

BHUM 202 Humanities II	3
BSOC 200 Elective	3
BENG Elective	3
BXXX Concentration Course	3
BMUS Music/Art Elective	3
Total	15 hrs.

Third Year

First Semester

BXXX 200 Elective	3
BXXX Concentration	3
BMUS Music/Art Elective	3
BYYY Related/Internship	3
BYYY Related	3
Total	15 hrs.

Second Semester

BYYY Related	3
BXXX 200 Elective	3
BYYY Related	3
BXXX Concentration	3
BYYY Related	3
Total	15 hrs.

Fourth Year

First Semester

BYYY Related	3
BXXX Concentration	3
BXXX Concentration	3
BXXX Concentration	3
BXXX Concentration	3
BXXX Internship	3
Total	15 hrs.

Second Semester

BYYY Related	3
BXXX Concentration	3
BXXX Concentration	3
BXXX Concentration	3
BXXX Capstone	3
Total	15 hrs.

GENERAL STUDIES ADVANCED-LEVEL COURSE OPTIONS

The following advanced level course options are available to the General Studies Major. These courses do not require pre-requisites.

Psychology

PSY 305	Abnormal Psychology (3)
PSY 315	Social Psychology (3)
PSY 321	Developmental Psychology (3)
PSY 331	History of Psychology (3)
PSY 410	Theories of Learning (3)
PSY 425	Theories of Personality (3)
PSY 435	Psychology Research Design (3)
PSY 443	Internship I (3)
PSY 499	Senior Seminar in Psychology (3)
SOC 302	Social Research Methods (3)
SOC 350	Social Gerontology (3)
SOC 413	Marriage and Family Counseling (3)

Global Management & Applied Leadership (GML)

Professional Core

GML 300	Social Environment of Business (3)
GML 311	Introduction to Business Law (3)
GML 312	Global Leadership & Personal Development (3)
GML 313	Leadership Decision-Making (Behavioral Economics) (3)
GML 315	Human Resource Management Principles (3)
GML 318	Comparative Political Economy (3)
GML 319	Policy Analysis and the Role of the Public (3)
GML 320	Talent Management for Effective Leadership (3)
GML 324	Leading and Managing the Global Business Environment I (3)
GML 354	Organizational Ethics (3)
GML 402	Managing Cultural Differences (3)
GML 422	International Business and Entrepreneurship (3)
GML 426	Communicating & Negotiating in a Dynamic World (3)
GML 428	Strategic Planning (3)

Organizational Management & Leadership (OML)

Common Professional Core

- BOML 300 Adult Development and Life Assessment (3)
- BOML 301 Group and Organizational Behavior (3)
- BOML 302 Managing Cultural Differences (3)
- BOML 304 Organizational Concepts (3)
- BOML 306 Principles of Management and Leadership (3)
- BOML 307 Organizational Communication (3)
- BOML 309 Global Leadership (3)
- BOML 334 Practice of Statistics (3)
- BOML 354 Organizational Ethics (3)
- BOML 300 Adult Development and Life assessment (3)
- BOML 301 Group and Organizational Behavior (3)
- BOML 302 Managing Cultural Differences (3)
- BOML 304 Organizational Concepts (3)
- BOML 305 Issues in Management (3)
- BOML 306 Principles of Management and Leadership (3)
- BOML 307 Organizational Communication (3)
- BOML 310 Grant and Proposal Writing (3)
- BOML 311 Introduction to Business Law (3)
- BOML 312 Studies in Innovation and Entrepreneurship (3)
- BOML 313 Behavioral Economics and Decision Making (3)
- BOML 314 Public Relations in Business and Entrepreneurship (3)
- BOML 315 Society and the Workplace: Power, Diversity and Management Communication (3)
- BOML 316 Business, Government, and Society: Understanding Nonmarket Strategies (3)
- BOML 334 Practice Statistics (3)
- BOML 354 Organizational Ethics (3)
- BOML 411 Strategic Planning (Student must be classified as a Senior) (3)
- BOML 421 Senior Research Project (Student must be classified as a Senior) (3)

Music

Advanced Electives

BMUS 300	Introduction to Music Industry (3)
BMUS 310A, 310B	Choral Ensemble (1)
BMUS 316	Music History II, World Music (3)
BMUS 317	Music History III, African American Music (3)
BMUS 330	Music Theater I (3)
BMUS 331	Music Theater II (3)
BMUS 334	Promotion of Recorded Music (3)
BMUS 335	Basic Conducting (3)
BMUS 338	Vocal Diction I (English and Italian) (2)
BMUS 339	Vocal Diction II (French and German) (2)
BMUS 340	Intro to Church Music (3)
BMUS 354	Band Arranging (3)
BMUS 370	Hymnody (3)
BMUS 410A, 410B	Ensemble (1)
BMUS 415	Opera Workshop I (3)
BMUS 429	Vocal Literature (3)
BMUS 440	Special Topics (3)
BMUS 450	Music Internship (3)
BMUS 455	Independent Study (3)
BMUS 460	Recording Studio (3)

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 music concentration hours, and a culminating capstone senior recital or senior project.

Students who wish to become a part of the Music program should consult with the Department Head about which courses to take in conjunction with completing their General Education requirements first *before* seeking admission into the program. For guidance, please references the course sequence (page 98).

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 fees 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 (73 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 a 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 a 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

Note: 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: 41 General Education credits; 55 music core credits; 18 music concentration credits, and 6 free electives (music or general).

Program of Study Summary

The MUSIC CORE for all Music Students is as follows: 55

Basic Musicianship and Theory	14
Music History: Western, World& African American	09
Special Skills: Technology, Conducting	09
Applied & Ensembles	16
Advanced Requirements	07

Basic Musicianship and Theory 14

BMUS 100 Fundamentals of Music (Prep)	03
BMUS 109 Sight Singing and Ear Training	03
BMUS 130 Applied Keyboard Harmony I	01
BMUS 131 Applied Keyboard Harmony II	01
BMUS 201 Music Theory I	03
BMUS 202 Music Theory II	03

Applied and Ensembles (1 Credit hour each) 16

BMUS 105, 106, 205, 206, 305, 306, 405,406 Applied Instruction (Sections: 2-Voice, 3-piano, 4-Flute, 5-Clarinet, 6-Saxophone, 7-Trumpet, 8-Percussion)	01
BMUS 110, 111, 210, 211, 310, 311, 410, 411 Music Ensembles (Sections: 2 - Choir & 3 – Band)	01

History 09

BMUS 315 Music History Survey I – Western	03
BMUS 316 Music History Survey II - World	03
BMUS 317 Music History Survey III- African American	03

Special Skills 09

BMUS 300 Intro to Music Industry	03
BMUS 301 Music Technology I	03
BMUS 335 Basic Conducting	03

Advanced Requirements	07
BMUS 450 Music Internship	03
BMUS 451 Final Project	03
BMUS 490 Senior Recital (Capstone) OR	01
BMUS 493 Senior Project (Capstone)	01
Concentration Courses (18) and Music or General Electives (6)	18
BMUS 302 Music Technology II (<i>pre-requisite BMUS 301</i>)	03
BMUS 318 Marketing, Merchandise & Retail (<i>pre-requisite BMUS 300</i>)	03
BBUS 201 Introduction to Entrepreneurship	03
BMUS 330 Musical Theater I	01
BMUS 331 Musical Theater II	01
BMUS 329 Song Writing and Production (<i>pre-requisite BMUS 202</i>)	03
BMUS 332 Introduction to Composition (<i>pre-requisite BMUS 202</i>)	03
BMUS 334 Promotion of Recorded Music	03
BMUS 337 Legal Aspects of Music Industry (<i>pre-requisite BMUS 300</i>)	03
BMUS 338 Vocal Diction I (English and Italian)	03
BMUS 339 Vocal Diction II (French and German)	03
BMUS 340 Intro to Church Music – Hymnody	03
BMUS 354 Band Arranging (<i>pre-requisite BMUS 202</i>)	03
BMUS 370 Hymnody	03
BMUS 429 Vocal Literature	03
BMUS 430 Vocal Pedagogy	03
BMUS 411 Form and Analysis (<i>pre-requisite BMUS 202</i>)	03
BMUS 412 Orchestration (<i>pre-requisite BMUS 202</i>)	03
BMUS 415 Opera Workshop I	01
BMUS 416 Opera Workshop II	01
BMUS 435 Choral Conducting II (Advanced) (<i>pre-requisite BMUS 335</i>)	03
BMUS 439 Church Music Methods (Intro to Church Music BMUS 340)	03
BMUS 440 Special Topics	03
BMUS 455 Independent Study, Section 01, Section 02	03
BMUS 460 Recording Studio (<i>pre-requisite BMUS 301</i>)	03

Sample Plan of Study: MUSIC

First Year Student

BGED 100 New Student Seminar	1	BPED 120 Health and Wellness	1
BMUS 110A Ensemble	1	BMUS 110B Ensemble	1
BMUS 100 Fundamentals of Music	3	BMUS 131 Keyboard Harmony	1
BMAT 101 College Algebra I	3	BMAT 102 College Algebra II	3
BENG 101 Composition I	3	BENG 102 Composition II	3
BMUS 105A Applied	1	BMUS 105B Applied	1
BMUS 130 Keyboard Harmony	1	BPSY 200 General Psychology	3
		BMUS 109 Sight Singing and Ear Training	3
Total:	13 hrs.	Total:	16 hrs.

Sophomore Year

BBIO 101 Biology or Other Science	3	BBIO 102 Biology II or Other Science	3
BXXX Social Science Elective	3	BMUS 335 Basic Conducting	3
BXXX Foreign Language I	3	BXXX Foreign Language or Other Approved Communications Course	3
BMUS 210A Ensemble	1	BMUS 210B Ensemble	1
BMUS 201 Theory I	3	BMUS 202 Theory II	3
BMUS 205A Applied	1	BMUS 205B Applied	1
BMUS 301A Music Technology	3	BCIS 101 Computer Applications	3
Total:	17 hrs.	Total	17 hrs.

Junior Year

BHUM 201 Humanities I	3	BHUM 202 Humanities	3
BMUS 310A Ensemble	1	BMUS 310B Ensemble	1
BMUS 315 Music History I	3	BMUS 316 Music History II	3
BMUS 300 Intro to Music Industry	3	BMUS 305B Applied	1
BMUS 305A Applied	1	BGED 200 General Elective	3
BMUS 300L Music Composition I	3	BMUS 300L Music Concentration II	3
Total:	14 hrs.	Total:	14 hrs.

Senior Year

BMUS 300L Music Concentration III	3	BMUS 400L Music Concentration V	3
BMUS 400L Music Concentration IV	3	BMUS 400L Music Concentration VI	3
BMUS 410A Ensemble	1	BMUS 317 Music History III	3
BMUS 450 Music Internship	3	BMUS 410B Ensemble	1
BMUS 405A Applied	1	BMUS 451 Final Project	3
BGED 200L General Elective	3	BMUS 490 Senior Recital	1
		BMUS 405B Applied	1
Total:	14 hrs.	Total:	15 hrs.

*If student has tested out of BMUS 100 Fundamentals of Music, 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 201Theory* 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)

The study and application of sight singing and ear training (Aural Skills) through applied basic musicianship skills: melodic, rhythmic and harmonic dictation.

BMUS 105A, 105B, 205A, 205B, 305A, 305B, 405A, 405B Applied Instruction (1)

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 110A, 110B, 210A, 210B, 310A, 310B, 410A, 410B Music Ensemble (1)

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)

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)

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 201 Theory I (3)

Basics of music theory, including scales, key signatures, voice leading, melodic harmonization analysis.

Pre-requisite: BMUS 100 or Placement Exam

BMUS 202 Theory II (3)

Continuation of MUS 201. Analysis of triads, seventh chords, figured bass of various musical styles from Baroque to Jazz.

Pre-requisite: BMUS 201

- BMUS 300 Intro to Music Industry (3)**
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 301A Music Technology I (3)**
Introduction to music notation software; creating lead sheets, basic guitar tablature; and chorale templates.
- BMUS 302 Music Technology II (3)**
Continuation of Music Technology I. Course further exploits the notational system and sound recording software. **Pre-requisite: BMUS 301A**
- BMUS 315 Music History I - Western (3)**
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)**
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)**
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)**
An in-depth study of wholesaling and retailing of recorded and printed music, instruments and software. **Pre-requisite: BMUS 300**
- BBUS 201 Introduction to Entrepreneurship (3)**
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)**
This course is designed for song writers to learn the basics of music production using digital audio workstation (DAW). (*Music Production Concentration Requirement*)
Pre-requisite: BMUS 202

- BMUS 330 Music Theater I** (1)
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)
The continuation of Music Theater I.
- BMUS 332 Intro to Composition I** (3)
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 202**
- BMUS 334 Promotion of Recorded Music** (3)
Course designed to develop basic skills needed for promoting and advertising commercial music. **Pre-requisite: BMUS 300**
- BMUS 335 Basic Conducting I** (3)
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)
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)
The study of vocal techniques and proper elocution of singer's English and Italian utilizing the International Phonetic Alphabet. (*Voice Concentration*)
- BMUS 339 Vocal Diction II (French and German)** (2)
The study of vocal techniques and proper elocution of singer's French and German utilizing the International Phonetic Alphabet. (*Voice Concentration*)
- BMUS 340 Intro to Church Music** (3)
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. (*Church Music Concentration Requirement*)

- BMUS 354 Band Arranging (3)**
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 202**
- 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. (*Church Music Requirement*)
- BMUS 411 Form & Analysis (3)**
The study of musical form through analysis and stylistic characteristics of Western music from Medieval to the Post-Modern periods. **Pre-requisite: BMUS 202**
- BMUS 412 Orchestration (3)**
Study of symphonic writing, instrument transposition and ranges and setting various chamber groups. **Pre-requisite: BMUS 202**
- BMUS 415 Opera Workshop I (1)**
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)**
The continuation of Opera Workshop I
- BMUS 429 Vocal Literature (3)**
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.
(*Voice Concentration Requirement*)
- BMUS 430 Vocal Pedagogy (3)**
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 (Voice Concentration Requirement)**
- BMUS 435 Choral Conducting II (Advanced) (3)**
This course is designed to advance the student's proficiency 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)

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. (*Church Music Concentration*)

Pre-requisite: Intro to Music BMUS 340.

BMUS 440 Special Project (3)

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)

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)

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)

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. (*Music Production Concentration Requirement*)

BMUS 490 Senior Recital (Capstone) (3)

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. *Approval only.*

BMUS 493 Senior Project (Capstone) (3)

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. *Approval only.*

15.0

DEPARTMENT OF PSYCHOLOGY

Degree: Bachelor of Science in 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

			<u>Credit Hours</u>
1.	PSY 283	Psychological Statistics	3
2.	PSY 305	Abnormal Psychology	3
3.	PSY 315	Social Psychology	3
4.	PSY 321	Developmental Psychology	3
5.	PSY 410	Theories of Learning	3
6.	PSY 425	Theories of Personality	3
7.	PSY 413	Marriage and Family Counseling	3
8.	PSY 430	Psychological Testing	3
9.	PSY 435	Psychology Research Design	3
10.	PSY 499	Senior Seminar in Psychology	3

30 hrs.

Required Related Courses

			<u>Credit Hours</u>
1.	PSY 201	Introduction to Science of Psychology	3
2.	PSY 203	Educational Psychology	3
3.	PSY 331	History of Psychology	3
4.	PSY 443	Internship	3
5.	PSY 444	Health Psychology	3
6.	SOC 290	Technical Writing	3
7.	SOC 302	Social Research Methods	3
8.	SOC 350	Social Gerontology	3

24 hrs.

Required Supportive Courses

			<u>Credit Hours</u>
1.	CRJ 201	Introduction to Criminology	3
2.	OML 302	Managing Cultural Differences	3
3.	BUS 311	Introduction to Law	3
4.	BUS 318	Business Computer Applications	3
5.		Elective	3
6.		Elective	3

18 hrs.

Psychology Major Course Sequence

First Year

First Semester

BGED 100 New Student Success	1
BPED 120 Health and Wellness	1
BENG 101 Composition I	3
BMAT 101 College Algebra I	3
BSPA Foreign Language I	3
Science Elective	3
Total	14 hrs.

Second Semester

General Elective	1
BCIS 101 Computer Applications	3
BENG 102 Composition II	3
BMAT 102 College Algebra II	3
BXXX Foreign Language or Other Approved Communications	3
Science Elective	3
Total	16 hrs.

Second Year

First Semester

BHUM 201 Humanities I – Music	3
BPSY 200 General Psychology	3
BCRJ 201 Intro to Criminology	3
BSOC 290 Technical Writing	3
Total	15 hrs.

Second Semester

BHUM 202 Humanities II – Art	3
BHIS 229 African American History	3
BPSY 201 Intro to Sci of Psychology	3
BPSY 283 Psychological Statistics	3
BPSY 203 Educational Psychology	3
Total	15 hrs.

Third Year

First Semester

BPSY 305 Abnormal Psychology	3
BPSY 315 Social Psychology	3
BSOC 302 Social Research Methods	3
BSOC 350 Social Gerontology	3
BOML 302 Managing Cultural Differences	3
Total	15 hrs.

Second Semester

BPSY 321 Developmental Psychology	3
BPSY 331 History of Psychology	3
BBUS 311 Introduction to Law	3
BBUS 318 Business Computer Applications Elective	3
Total	15 hrs.

Fourth Year

First Semester

BPSY 425 Theories of Personality	3
BPSY 413 Marriage/Family Counseling	3
BPSY 410 Theories of Learning	3
BPSY 443 Internship	3
Elective	3
Total:	15 hrs.

Second Semester

BPSY 435 Psychology Research Design	3
BPSY 430 Psychological Testing	3
BPSY 499 Senior Seminar in Psychology	3
BPSY 444 Health Psychology	3
General Elective	3
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.

PSY 331 History of Psychology (3)

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.

PSY 410 Theories of Learning (3)

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.

- PSY 425 Theories of Personality (3)**
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.
- PSY 430 Psychological Testing (3)**
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.
- PSY 435 Psychology Research Design (3)**
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.
- PSY 443 Internship I (3)**
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.
- PSY 444 Health Psychology (3)**
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. **Prerequisite: PSY 200 and PSY 201**
- 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.

16.0

BUSINESS DEPARTMENT

Degree: Bachelor of Science in 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. Students must complete all General Education and pre- OML Courses to meet the full approval status. 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 Job Placement

According to the Bureau of Labor Statistics (2018), the employment for social and community service managers is projected to grow 10% over the next 8 years, which is faster than the national average. Companies look for candidates who can communicate well, motivate team members, improve operational efficiency, and build leadership among employees. Software developers, healthcare organizations, manufacturers, and even the government all need the skills of organizational leaders. The public and private sectors, nonprofits, and academia are all hiring qualified candidates with a bachelor’s degrees in organizational leadership. A brief list of industries that are hiring these graduates include but are not limited to:

Business Consulting, Entrepreneurship, Finance and insurance, Governmental and Nonprofit Management, Technology and IT, Sales, Manufacturing and distribution, Human resources, Marketing firms, Healthcare services providers and Retailer Managers.

Objectives

The overall objectives of the Organizational Management and Leadership Program (*OML*) will equip students with the skills necessary to manage projects, people and plans. Through competency-base coursework, students will become more able to recognize their own strengths and weaknesses in order to lead effectively. Students will study human behavior relative to employee relations in order to improve organizational productivity and increase morale. The OML program specially focuses on:

- Leadership theory and applications
- Organizational change
- Knowledge economy leadership
- Organizational behavior
- Multiculturalism and diversity
- Decision-making and problem-solving techniques

Expected Outcomes

The intended outcomes of the OML Program are to develop the potential of students as organizational and leadership professionals, enabling them to play a more effective role in the nonprofit, for profit, and government workplace. Specifically, students will have the analytical tools to evaluate a constantly changing business environment, and the promote creativity to solve market problems, and professional efficiency in business environments. Last, students will understand the ongoing process of developing the leadership capacities necessary for strategic decision-making when faced with local and international competition.

Entrance Requirements to OML Program

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 obtain and submit two (2) 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.

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 who 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 may be in an ONLINE, HYBRID or in an on-ground 4-hour session once per week, per course. No student can miss more two sessions/classes 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.

Instructional Methods

Below is a listing of some of the activities students can anticipate in the MB Business Department (*this information is in every syllabi/course guide*):

- Writing assignments: students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.
- Verbal presentations: students will present research *portfolios* individually. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.
- Simulation activities, open classroom discussion: Trends and issues will be analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.
- Case Studies/ Brainstorming: Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.
- Lectures: This format will include question and answer sessions to provide interactivity between students and instructor.
- Speakers: Representatives from various related fields may be invited to speak.
- Videos: Related topics will provide impetus for discussion
- Role Playing
- Memory based learning, field trips and observations
- Research based learning
- Collaborative and project-based learning
- Internships

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. Transfer credits must be 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

General Education Courses	40 hours
Pre-Organizational Management and Leadership Courses	15 hours
Common Professional Core Courses	48 hours
General Electives	17 hours
TOTAL	120 hours

Internships, Field Work and Practicums

Internships, field work and practicums use the following guidelines during a 15-week semester:

1. 3-credit hour internship, field work course, or practicum = approximately 10 contact hours/week or 150 – 200 hours/semester
2. 6-credit hour internship, field work course, or practicum = approximately 20 contact hours/week or 300 – 400 hours/semester
3. 12-credit hour internship, field work course, or practicum = approximately 40 contact hours/week or 600 – 750 hours/semester

Pre-Organizational Management & Leadership Courses = 15 hours

BOML 210	Prior Learning Assessment	3
BOML 211	Quantitative Analysis I	3
BOML 213	Principles of Accounting I	3
BOML 216	Business Computer Applications	3
BOML 241	Economic Survey (micro-macro)	3

Common Professional Core Courses = 45 hours

BOML 300	Adult Development and Life Assessment	3
BOML 301	Group and Organizational Behavior	3
BOML 302	Managing Cultural Differences	3
BOML 304	Organizational Concepts	3
BOML 306	Principles of Management and Leadership	3
BOML 307	Organizational Communication	3
BOML 309	Global Leadership	3
BOML 334	Practice of Statistics	3
BOML 350	Methods of Research Analysis	3
BOML 351	Human Resource Administration	3
BOML 352	Managerial Accounting and Finance	3
BOML 354	Organizational Ethics	3
BOML 403	Living in a Global Community	3
BOML 401	Internship Management	3
BOML 405	Internship in Leadership	3
BOML 411	Strategic Planning	3
BOML 421	Senior Research Project	3

**OML Major Course Sequence
Traditional Student**

FIRST YEAR

First Semester

GED 100 New Student Orientation	1
ENG 101 English I	3
MAT 101 College Algebra I	3
SPA 101 Spanish I/Approved	3
Communications Course	
Science Elective	3
Social/Behavioral Science	3

Second Semester

CIS 101 Computer Applications	3
ENG 102 English II	3
MAT102 College Algebra II	3
SPA 102 Spanish II/Approved	3
Communications Course	
Science Elective	3
Social/Behavioral Science	3

Total 16 hrs.

Total 18 hrs.

SECOND YEAR

First Semester

HUM 201 Humanities I Music	3
OML 211 Quantitative Analysis I	3
OML 213 Principles of Accounting I	3
OML 214 Prior Learning Assessment	3
OML 216 Bus Computer Applications	3

Second Semester

HUM 202 Humanities II Art	3
OML 241 Economic Survey (micro-macro)	3
OML 300 Adult Dev and Life Assessment	3
OML 301 Group and Organizational Behavior	3
OML 302 Managing Cultural Differences	3

Total 15 hrs.

Total 15 hrs.

THIRD YEAR

First Semester

OML 304 Organizational Concepts	3
OML 306 Principles of Management and Leadership	3
OML 307 Organizational Communication	3
OML259 Global Leadership	3

Second Semester

OML 350 Methods of Research Analysis	3
OML 351 Human Resource Administration	3
OML 352 Managerial Acct and Finance	3
OML 354 Organizational Ethics	3

ELECTIVE 3

ELECTIVE 3

Total 15 hrs.

Total 15 hrs.

FOURTH YEAR

First Semester

OML400 Internship Management	3
OML403 Living in a Global Community	3
OML411 Strategic Planning	3
ELECTIVE	3
GENERAL ELECTIVE	2

Total **14 hrs.**

Second Semester

OML401 Internship in Leadership	3
OML421 Senior Research Project	3
ELECTIVE	3
GENERAL ELECTIVE	3

Total **12 hrs.**

ELECTIVES

- OML 305 Issues in Management
- OML 311 Introduction to Law
- OML 310 Grant and Proposal Writing
- OML 312 Studies in Innovation and Entrepreneurship
- OML 313 Behavioral Economics and Decision Making
- OML 314 Public Relations in Business and Entrepreneurship
- OML 316 Business, Gov't, and Society: Understanding Nonmarket Strategies
- OML 334 Practice of Statistics
- OML 355 Process of Management
- OML 402 Organizational Leadership
- BUS-ES 101 Intro to eSports IP Enrolled
- BUS-ES 102 Intro to Business Modeling IP Enrolled
- BNML 207 Principles and Practice in Fundraising

**OML Major Course Sequence
Non-Traditional Student**

FIRST YEAR

General Education

First Semester

GED 100 New Student Orientation	1
ENG 101 English I	3
MAT 101 College Algebra I	3
SPA 101 Spanish I	3
Science Elective	3
Social/Behavioral Science	3
HUM 201 Humanities I Music	3

Second Semester

CIS 101 Computer Applications	3
ENG 102 English II	3
MAT102 College Algebra II	3
SPA 102 Spanish II	3
Science Elective	3
Social/Behavioral Science	3
HUM 202 Humanities II Art	3

Total **19 hrs.**

Total **21 hrs.**

SECOND YEAR

First Semester

First 8 Week Session

OML 211 Quantitative Analysis I	3
OML 213 Principles of Accounting I	3
OML 214 Prior Learning Assessment	3

Second Semester

First 8 Week Session

OML 300 Adult Dev and Life Assessment	3
OML 301 Group and Organizational Behavior	3
OML 302 Managing Cultural Differences	3

Second 8 Week Session

OML 216 Bus Computer Applications	3
OML 241 Economic Survey (micro-macro)	3

Second 8 Week Session

OML 304 Organizational Concepts	3
OML 306 Principles of Mgt and Leadership	3

Total **15 hrs.**

Total **15 hrs.**

THIRD YEAR*First Semester***First 8 Week Session**OML 307 Organizational
Communication 3

OML 259 Global Leadership 3

OML 350 Methods of Research
Analysis 3**Second 8 Week Session**

OML 351 Human Resource Admin 3

OML 352 Managerial Acct and Finance 3

Total 15 hrs.*Second Semester***First 8 Week Session**

OML 354 Organizational Ethics 3

OML 403 Living in a Global
Community 3

OML 400 Internship Management 3

Second 8 Week Session

OML 401 Internship in Leadership 3

OML 411 Strategic Planning 3

Total 15 hrs.**FOURTH YEAR***First Semester***First 8 Week Session**

OML421 Senior Research Project 3

ELECTIVE 3

ELECTIVE 3

Second 8 Week Session

ELECTIVE 3

GENERAL ELECTIVE 2

Total 14 hrs.*Second Semester***First 8 Week Session**

ELECTIVE 3

GENERAL ELECTIVE 3

Second 8 Week Session**Total 6 hrs.****ELECTIVES**

OML 305 Issues in Management

OML 311 Introduction to Law

OML 310 Grant and Proposal Writing

OML 312 Studies in Innovation and Entrepreneurship

OML 313 Behavioral Economics and Decision Making

OML 314 Public Relations in Business and Entrepreneurship

OML 316 Business, Gov't, and Society: Understanding Nonmarket Strategies

OML 334 Practice of Statistics

OML 355 Process of Management

OML 402 Organizational Leadership

BUS-ES 101 Intro to eSports IP Enrolled

BUS-ES 102 Intro to Business Modeling IP Enrolled

BNML 207 Principles and Practice in Fundraising

Organizational Management & Leadership Course Descriptions

BOML 203 Prior Learning Assessment

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.

BOML 211 Quantitative Analysis (3)

This course is centered on the mathematical background necessary for an understanding of the quantitative aspects of organizational planning, problem-solving, analysis, and decision-making. The course is taught from an applied viewpoint with cases and materials that demonstrate business and organizational applications for each mathematical technique and method. The course will develop in students an understanding of quantitative applications involving linear equations, mathematics of finance and investments, differential calculus, introduction to and use of probability concepts, forecasting, transportation and assignment, network models, inventory models simulation, linear programming. **Prerequisites: MAT 102 and MAT 204**

BOML 213 Principles of Accounting I (3)

This course provides a solid conceptual and practical understanding of the basic principles of accounting. The course enables students to develop an understanding of financial accounting procedures and allow for the application of concepts related to balance sheet accounting, income determination, and financial reporting.

BOML 216 Business Computer Applications (3)

This course provides an approach to advanced word processing concepts using state-of-the-art software programs. Included will be various software applications such as: database management, spreadsheets, accounting software, graphics elements, charts with data, research business reports with footnotes and endnotes, and a variety of other software applications. **Prerequisites: BCIS 101**

BOML 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.

BOML 359 Global Leadership (Elective) (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

BOML 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.

BOML 300 Adult Development and Life Assessment (3)

This course will help you to consider the activities that currently take up most of your time, and how you plan and log them. You will also be encouraged to consider the work-life balance to which you aspire, and what steps you could take to make this wish a reality. Adult Development and Life Assessment: Time Management introduces the student to adult development theory and links these concepts to life through a process of individual reflection.

BOML 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.

BOML 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.

BOML 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).

BOML 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.

BOML 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.

BOML 310 Grant and Proposal Writing (Elective) (3)

This course will focus on grant and proposal writing covering the research and prospect identification process, foundation grants, government grants and the relational process of grant approvals. Students will be taught how to write a standard project proposal to a foundation or government entity and how/when to follow up with funders after submitting a proposal. Last, student will discover what funders are looking for in nonprofits seeking grants and how to find potential funders in this introductory course.

BOML 311 Introduction to Business Law (Elective) (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. Like any introductory course, Street Law is a survey. We will touch on broad and specific legal topics to give students a better understanding of law and how it affects you in real life. We will use case studies, individual research, group discussion / debate, guest speakers and mock trials throughout the course in order to reach our goal.

BOML 312 Studies in Innovation and Entrepreneurship (Elective) (3)

In this course student will learn the principles and methods of idea generation and development, such as design thinking, systems thinking, or creativity; develop knowledge and skills to foster and manage an organization or group culture of innovation and entrepreneurship/intrapreneurship. This course will help students gain an understanding of business frameworks and models and connect innovation and entrepreneurial initiatives to organization objectives and goals and gain fluency in how to communicate, finance, or market a new idea, product, or initiative.

BOML 313 /GML 313 Behavioral Economics and Decision Making (Elective) (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.

BOML 314 Public Relations in Business and Entrepreneurship (3)

Students will learn to identify a business opportunity, evaluate ideas and assess local economies. Students will learn to explore the risks and rewards of entrepreneurship and leverage experiments to validate concepts and refine your business strategy. This course will teach the key financial decisions entrepreneurs must make in the early stages of a startup and understand the process of raising capital and how to speak to investors.

BOML 315 Society and the Workplace: Power, Diversity, and Management Communication (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 BOML302*)

BOML 316 Business, Government, and Society: Understanding Nonmarket Strategies (3)

Business operates in both a market and a nonmarket environment, the latter being the space where the formal and informal rules governing market competition are set and enforced. Successful corporate strategy aligns the firm's capabilities with the demands of both its market and nonmarket environment. This course systematically examines the political, regulatory, societal, cultural, and natural factors that shape business' nonmarket environment. Students learn how to analyze and proactively manage the nonmarket environment through integrated market and nonmarket strategies.

BOML 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.

BOML 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: BMAT 101 and BMAT 102

BOML 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: Department Chair Approval**

BOML 352 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: Principles of Management and Accounting

BOML 354 Organizational Ethics (3)

Several major theories are reviewed in this course. Students are exposed 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.

BOML 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

BOML 400 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 + Department Chair Approval

BOML 401 Internship in Leadership (3)

This course requires work experience with an organization, government agency, or a business or educational facility, state or private.

Prerequisite: BOML 400

BOML 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**

BOML 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: Department Chair Approval

BOML 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. **NOTE: Student must be classified as a Senior (90 earned credits or more) to enroll.**

BOML 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. 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.

NOTE: Student must be classified as a Senior (90 earned credits or more) to enroll.

GLOBAL MANAGEMENT AND APPLIED LEADERSHIP

Degree: Bachelor of Science in 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 Metro 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.

The 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 the students 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. Upon completion of the **GML Program**, the student (s) should be able to:
 - Demonstrate effective leadership and cross-cultural management styles with an emphasis on 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 strong leadership skills in managing change within the organization; demonstrate leadership and management competency;

2. To provide students with competencies in organizational analysis and equip them to use rigor to enable the students to formulate and analyze intergovernmental policies that effectively impact the business, social and legal environments;
 - To acquaint the student with the process of organizational and leadership growth and development;
 - To equip students to respond, intentionally and effectively, to a range of global political and economic challenges.
 - To build competencies and literacy to influence people from different backgrounds
 - To equip students to tolerate high levels of ambiguity and show cultural adaptability and flexibility while developing programs for profitability.

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

Entrance Requirement for the 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 through the following process and documentation submission:*

1. Interviewed by the GML faculty;
2. Agree to the GML curriculum plan;
3. 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. Demonstrated a minimum of two years in the workforce; and
5. Obtain and submit three letters of recommendation that include a reference from a professional administrator, academic administrator, and or a 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, the student must have submitted their official transcript to the College. If the 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 the 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 allow 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 successfully, 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

General Education Courses	Minimum	40 Hours
Professional Core Courses		18 Hours
Global Management & Applied Leadership Program Courses		45 Hours
Electives from (<i>GML 415, 425, 426, 450, 355, 402, 410, 354, 455</i>)		15 Hours
Internship in Management /Senior Resource Project (<i>GML427</i>)		3 Hours
	Total	120 hours

Professional Core Courses

GML 211	Methods of Research Analysis	3
GML 212	Business Law	3
GML 311	Principles of Management Accounting	3
GML 214	Leadership Assessment	3
GML 215	Managing Organizational Change	3
GML 216	Project Management	3

Program Courses

GML 300	Social Environment of Business	3
GML 312	Global Leadership & Personal Development	3
GML 313	Behavioral Economics and Decision Making	3
GML 314	Supply Chain Management	3
GML 315	Intro to Human Resource Management	3
GML 317	American Politics	3
GML 318	Comparative Political Economy	3
GML 319	Policy Analysis and the Role of the Public	3
GML 320	Talent Management and Performance Effectiveness	3
GML 321	Recruitment, Selection & Career Development	3
GML 323	Sustainable Development Through Globalization	3
GML 324	Managing the Global & Regional Business Environment I	3
GML 354	Organizational Ethics	3
GML 402	Managing Cultural Differences	3
GML 415	Supply Management and Global Sourcing Strategies	3
GML 316	International Human Resource Management	3
GML 422	International Business & Entrepreneurship	3
GML 425	Managing the Global & Regional Business Environment II	3
GML 426	Leadership Communication and Conflict Resolution	3
GML 327	Internship in Management /Senior Resource Project	3
GML 350	Global Business and Macroeconomics	3
GML 355	Leadership Strategies in a Competitive World	3
GML 428	Strategic Planning	3

Global Management and Applied Leadership Course Descriptions

GML 210 Prior Leadership Assessment (3)

The 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. Current readings, research, simulations, and exercises are used.

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.

GML 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 311 Principles of Management Accounting (3)

The course is designed to examine the fundamentals and principles of management & accounting to develop an understanding of management informal organizations. Special attention is paid to planning and decision-making. International management is also covered. (This is a *writing-intensive* course).

GML 214 Leadership Assessment (3)

The 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. The course also examines international perspectives. Current readings, research, simulations, and exercises are used.

GML 215 Managing Organizational Change (3)

The 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 projects driven. This course uses a basic project management framework in which the project lifecycle 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 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 310 Religions of the World (3)

This course is designed to introduce 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.

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 based upon how we interact with others. The personal development part of this course cultivates introspective and skill-building competencies that include conceptual grounding that is based on 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 course 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 and the ability to handle 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. The course will include topics, such as 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 based on selected readings of 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. (Pre 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 emphasizes the efforts of the Framers of the American Constitution and how they perceived the political problems that continues to shape the American national politics.

GML 318 Comparative Political Economy (3)

This course provides an applied understanding of international business and trade, with an emphasis on competitive opportunities that are affected by politics. 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 are 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 policymaking 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 the 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 a 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, and culture; 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 or organizational 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)

Global Business and Macroeconomics will help students 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 examined in this course. Students are exposed 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 examined.

GML 415 Supply Management & Global Sourcing Strategies (3)

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 course highlights the historical eras of large multinational corporations. 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 an international context. The second is to provide an educational vehicle for developing a draft international business plan for future use and to seek venture capital and other financial support. The objectives include familiarization with all the essential 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 an 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 in assessing the global business environment.

GML 426 Leadership Communication and Conflict Resolution (3)

The objective of this course is to help students broaden their global mindset and negotiation skills. Special attention is provided 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.

GML428 Strategic Planning (3)

This course introduces students to various management models and techniques, with techniques to apply 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 critically and innovatively think through the decision-making process.

B.S. Global Management and Applied Leadership Program with eSports Concentration

The overall objective of the general Global Management and Applied Leadership (**GML Program**) is to develop the potential of students as organizational and leadership professionals, enabling the students to play a more effective role in the American Management and Leadership Global Market Economy.

Higher Ed is shaping the business of eSports. The **eSports Performance Concentration** will attract engage, motivate, and add students of all ages (*including high school seniors wanting advance credits*) to our already exciting Business Certifications and Degree Programs.

The Morris Brown College **eSports Performance Certification** under the Business Department is the perfect addition for students interested in event management, communications, gameplay, coaching, exercise science, or in being part of a field that promises to grow more prominent and engaging with every passing year.

Objectives

1. To provide students with a thorough understanding of the global organizational management theories and the market economy in a global workplace setting.
2. To build competencies and literacy to influence people from different backgrounds
3. To provide students with competencies in organizational analysis and equip them to use rigor to enable the students to formulate and analyze intergovernmental policies that effectively impact the business, social and legal environments;
4. To help develop the critical thinking skills necessary 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.

Expected Outcomes

- Students will be prepared for possible employment in private business, government services and to pursue advanced degrees.
- Students will be able to demonstrate effective written and oral presentation skills;
- Students will exhibit strong ethics, integrity, and values in decision-making
- Students will understand how organizations balance in the pursuit of profitability while considering the impact of demographics, religion, policy (both American and foreign), and environment
- Students will be able to tolerate high levels of ambiguity and show cultural adaptability and flexibility while developing programs for profitability.

In addition, earning the GML with a concentration in eSports:

- Students will learn how to synergize the innovated relationships in the eSports communities and understand how their different roles affect each other.
- Students will explore how eSports is connected to the global marketplace and how to profit from behind the scenes and in this multi- million-dollar industry

- Understand the roles and influences that game developer use in global marketing
- Students will learn to integrate the knowledge obtained throughout the program to plan, manage, and execute real-world eSports projects

Exit Criteria from GML Program

Students must complete at least 120 credit hours of approved course work.

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 successfully, and then receive the signature of clearance from the Department Chairperson as meeting the requirements of the program.

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.

- Global Mobility Manager - Nike, Sports teams, etc.
- Diversity and Inclusion Manager
- Marketing Representative
- Public Relations.
- Entrepreneurial Startups
- Organizational Development Manager
- Organizational Change Consultant.
- Human Resource Manger
- Management Analysts
- Project Coordinators
- Professional players Community/social media manager
- Performance coaches
- Shout-caster /hosts
- Analyst/coach
- Team manager/owner
- Tournament admin/referee
- Sport and exercise science trainers
- Content creator/journalist
- Marketing/PR executive
- Community/social media manager

Career and Salary Possibilities with eSports Concentration

The global career path of gaming/eSports needs a workforce. Persons interested in the industry can be well-compensated. According to Glassdoor.com, a senior ecommerce operations manager for Blizzard Entertainment can earn up to \$164,000, while a freelance eSports and video game writer can earn up to \$68,000.

Admission to the Program

Upon admission to the College, each student must apply through the Department Chairperson for admission to the *Global Management and Applied Leadership Program through the following process and documentation submission:*

Interviewed by the GML faculty;

1. Agree to the GML curriculum plan;
2. 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
3. Obtain and submit three letters of recommendation that include a reference from a professional administrator, academic administrator, and or a religious administrator.

Instructional Methods

Instructional Methods are ONLINE, HYBRID, AND ON GROUND: Our *online* classes are facilitated through the Populi Platform. Morris Brown College Business Department offers a *Hybrid model*, which is a mix of on-ground and online learning (*Google hangouts is also used with this model*), and a traditional *on-ground* experience for the students in the OML, GML and Certification Programs.

Below is a listing of some of the activity's students can anticipate in the Business Department (*this information is in every syllabi/course guide*):

Writing assignments: students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.

- Verbal presentations: students will present research *portfolios* Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.
- Simulation activities, open classroom discussion: Trends and issues will be analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.
- Case Studies/ Brainstorming: Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.
- Lectures: This format will include question and answer sessions to provide interactivity between students and instructor.

- Speakers: Representatives from various related fields may be invited to speak.
- Videos: Related topics will provide impetus for discussion
- Role Playing
- Memory based learning, field trips and observations
- Research based learning
- Collaborative and project-based learning
- Internships

*Morris Brown College administrative and operational offices are in the Dr. Gloria L. Anderson Multi-Purpose Center. The required and general education courses will be delivered on-Ground in the existing campus classrooms.

**The Program and Required eSports Courses will be delivered either in a hybrid or online format with workshops, seminars and hands-on training facilitated in the classroom space at the new Excite Sports Arena directly across the street from the Campus.*

Course Requirements

General Education Courses	Minimum 40 Hours
Professional Core Courses	18 Hours
Global Management& Applied Leadership Program Courses	39 Hours
eSports Concentration Courses/Certification	24 Hours
	Total 120 Hours

PROFESSIONAL CORE COURSES

GML 350	Methods of Research Analysis	3
GML 311	Business Law	3
GML 352	Principles of Management Accounting	3
GML 210	Prior Leadership Accounting	3
GML 215	Managing Organizational Change	3
GML 216	Project Management	3

REQUIRED GML PROGRAM COURSES WITH eSPORTS CONCENTRATION

GML 300	Social Environment of Business	3
GML 312	Global Leadership & Personal Development	3
GML 313	Leadership Decision-Making (Behavioral Economics)	3
GML 315	Human Resource Management Principles	3
GML 318	Comparative Political Economy	3
GML 319	Policy Analysis and the Role of the Public	3
GML 320	Talent Management for Effective Leadership	3
GML 324	Leading and Managing the Global Business Environment I	3
GML 354	Organizational Ethics	3
GML 402	Managing Cultural Differences	3
GML 403	Living in a Global Community	3
GML 422	International Business and Entrepreneurship	3
GML 426	Communicating & Negotiating in a Dynamic World	3
GML 428	Strategic Planning	3

REQUIRED ESPORTS CONCENTRATION COURSES

BESP 101	Introduction to eSports	3
BESP 102	Introduction to Business Modeling	3
BESP 201	Introduction to Social Media Management	3
BESP 202	eSports Performance & Contemporary Issues	3
BESP 301	Introduction to Desk Hosting	3
BESP 302	Introduction to Team Management	3
BESP 401	Introduction to Television Production	3
BESP 492	eSports Career Planning (Capstone)	3

GML with eSports Concentration Course Sequence

TRADITIONAL STUDENT

First Year

First Semester (1st& 2nd Quarter)

GED 100 New Student Orientation	1
ENG 101 English I	3
MAT 101 College Algebra I	3
Communications Approved Course	3
BESP 101 Intro to eSports	3
Social/Behavioral Science	3

Second Semester (1st& 2nd Quarter)

CIS 101 Computer Applications	3
ENG 102 English II	3
MAT102 College Algebra II	3
Communication Approved Course	3
BESP 102 Intro to Business Modeling	3
Social/Behavioral Science	3

Total **16 hrs.**

Total **18 hrs.**

SECOND YEAR

First Semester (1st& 2nd Quarter)

HUM 201 Humanities I Music	3
BESP 201 Intro to Social Media Management	3
GML352 Principles of Management Acct	3
GML210 Prior Leadership Assessment	3
GML215 Managing Organizational Change	3

Second Semester (1st& 2nd Quarter)

HUM 202 Humanities II Art	3
GML 311 Business Law	3
BESP 202 eSports Performance & Contemporary Issues	3
OML 350 Methods of Research Analysis	3
GML 216 Project Management	3

Total **15 hrs.**

Total **15 hrs.**

THIRD YEAR*First Semester (1st& 2nd Quarter)*

BESP 301 Intro to Desk Hosting	3
BESP 302 Intro to Team Management	3
GML300 Social Environment of Business	3
GML312 Global Leadership & Personal Development	3
GML315 Human Resource Management Principles	3

Total **15 hrs.**

Second Semester (1st& 2nd Quarter)

BESP 401 Introduction to Television Production	3
BESP 402 eSports Career Planning (Capstone)	3
GML313 Leadership Decision-Making (Behavioral Economics)	3
GML318 Comparative Political Economy	3
GML319 Policy Analysis and the Role of the Public	3

Total **15 hrs.**

FOURTH YEAR*First Semester*

GML 320 Talent Management for Effective Leadership	3
GML 324 Leading and Managing the Global Business Environment I	3
GML354 Organizational Ethics	3
GML 403 Living in a Global Community	3

Total **12 hrs.**

Second Semester

GML402 Managing Cultural Differences	3
GML422 International Business and Entrepreneurship	3
GML426 Communicating & Negotiating in a Dynamic World	3
GML428 Strategic Planning	3

Total **12 hrs.**

PROFESSIONAL CORE COURSE AND REQUIRED COURSE DESCRIPTIONS

GML/OML 210 Prior Leadership Assessment (3)

The 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. Current readings, research, simulations, and exercises are used.

GML/OML 311 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 215 Managing Organizational Change (3)

The 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/OML 352 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.

GML 216 Project Management (3)

As modern organizations have become more complex, they have also become more projects driven. This course uses a basic project management framework in which the project lifecycle 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/OML 350 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.

GML300 Social Environment of Business (3)

The 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/OML 311 Introduction to Business Law (Elective) (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. Like any introductory course, Street Law is a survey. We will touch on broad and specific legal topics to give students a better understanding of law and how it affects you in real life. We will use case studies, individual research, group discussion / debate, guest speakers and mock trials throughout the course in order to reach our goal.

GML 312 Global Leadership & Personal Development (3)

The 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 on 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.

GML313 Leadership Decision-Making (Behavioral Economics) (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 leadership make better decisions, create greater value for customers, and improve business outcomes for any company.

GML315 Human Resource Management Principles (3)

The course teaches a comprehensive overview of personnel administration and the ability to handle 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. The course will include topics, such as 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.

GML318 Comparative Political Economy (3)

The course provides an applied understanding of international business and trade, with an emphasis on competitive opportunities that are affected by politics. 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 are 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 policymaking has evolved. Develop techniques for managing and interacting with the public.

GML 320 Talent Management for Effective Leadership (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 the individual, group, and organizational operation and strategy. Students will learn new instruments that leaders use to manage performance and address performance effectiveness in organizations. This course explores and critiques today's popular theories and practices.

GML 324 Leading and Managing the Global 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.

GML354 Organizational Ethics (3)

Several major ethical theories are examined in this course. Students are exposed 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.

GML402 Managing Cultural Differences (3)

The 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).

BOML 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.

GML 422 International Business and Entrepreneurship (3)

The course highlights the historical eras of large multinational corporations. 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 an international context. The second is to provide an educational vehicle for developing a draft international business plan for future use and to seek venture capital and other financial support. The objectives include familiarization with all the essential 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 an international context.

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 provided 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)

GML428 Strategic Planning (3)

The course introduces students to various management models and techniques and allows them to apply 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 critically and innovatively think through the decision-making process.

ESPORTS PERFORMANCE CONCENTRATION/CERTIFICATION COURSES

Course Requirements (24 hours) -All courses will be hybrid or on-line

BESP 101 Introduction to eSports

(3)

This course introduces students to the business model framework in application of the ESports industry – the essential foundation of how to create value via solving problems and fulfilling consumers’ wants and needs. The course will include lively discussions, projects and case studies, and will highlight topics such as:

- What is eSports?
- How does the Industry work?
- What are the opportunities within the eSports industry?
- What are eSports’ challenges? What is next for eSports?
- How are leagues and teams set up and managed?
- What does eSports hold for marketing and branding and sponsorships?
- What kind of tools are available for broadcasting, streaming, and league management?

BESP 102 Introduction to Business Modeling

(3)

Introduction to Business Models. This course introduces students to the business model framework - the essential foundation of how businesses create value via solving problems and fulfilling consumers' wants and needs. This course assumes rapid cycles of industry shock and disruption, and, as such, students learn these business model concepts using real world examples via case studies of companies that have excelled and failed based entirely on the adaptability of their business model. This introductory course grounds the student in the fundamental concepts of business - specifically how businesses create value. *(Can be an elective in the OML, GML, or BUS-HM Programs).*

BESP 201 Introduction to Social Media Management

(3)

Students will learn the fundamentals of Social Media Management. Topics include: expectations, common tools, content calendars, meeting deadlines, team communication, analytics and much more. An introduction to the finance and planning of social business, as well as comparisons to traditional and other alternative business models, will be presented. *(Can be an elective in the OML, GML, or BUS-HM Programs).*

BESP 202 eSports Performance & Contemporary Issues

(3)

Students will learn the fundamentals of color casting. Topics include preparation, working with play-by-play caster, controlling rambling, tone, energy control, background hype, topic priority and much more.

BESP 301 Intro to Desk Hosting

(3)

Students will learn the fundamentals of hosting offline and online events. Topics include: tone, camera presence, presentation, anchoring, panel balance, working with directors, preparation and much more.

BESP 302 Introduction to Team Management (3)

Students will learn the fundamentals of Team Management. Topics include: player relations, problem mediation, team house management, travel resources, organization, efficiency and much more. This course is ideal for novices, amateurs or those with little experience looking to improve. *(Can be used for BUS-HM elective)*

BESP 401 Intro to Television Production (3)

This activity-based course offers the students an opportunity to learn a broad range of skills necessary to address the 22nd century technology advances with moving images and sounds. Introductory technologies and exercises in production and design, writing and editing will be covered to collaboratively to develop critical skills as viewers. **Introduction to Television Production** and its processes will equip students with the tools to cultural analyze TV and the evolution of movie production across many genres.

BESP 402 eSports Career Planning (Capstone) (3)

This course will be covering hot topics in the eSports industry. With eSports exploding in popularity over the last ten years, there are a lot of issues to discuss. We will also be talking about collegiate eSports and career planning in order to understand all the different avenues and to examine the choices available for you as you have your way through the eSports world. We will examine collegiate eSports, as that is generally the first step, but we will be covering general career planning too.

Certification in eSports Performance

The Morris Brown College **eSports Performance Certification** under the Business Department is perfect addition for students interested in event management, communications, gameplay, coaching, exercise science, or in being part of a field that promises to grow more prominent and engaging with every passing year.

Higher Education is shaping the business of eSports. The **eSports Performance Concentration** will attract, engage, motivate, and add students of all ages (*including high school seniors wanting advance credits*) to our already exciting Business Certifications and Degree Programs.

According to the World Economic Forum, the global audience for eSports reached 380 million in 2018. eSports is already a billion-dollar industry, and in the next 10 years, it will be in the \$40 billion to \$50 billion range. By 2021, global games market intelligence company Newzoo anticipates that “All major U.S. media conglomerates will have digital eSports media rights,” and that eSports will grow into a market bigger than that of traditional professional sports.

<https://www.su.edu/esports/>

That’s some serious growth! Only seven colleges and universities had varsity eSports programs in July of 2016. By 2018 there were 63 institutions. CBS News, 10/1/19

What types of eSports jobs are there? <https://www.linkedin.com/jobs/esports-jobs/>

- Professional players
- Performance coaches
- Shout-caster /hosts
- Analyst/coach
- Team manager/owner
- Tournament admin/referee
- Sport and exercise science trainers
- Content creator/journalist
- Marketing/PR executive
- Community/social media manager

Earning The Certificate:

- Complete **24 hours certificate (8) courses**.
- Classes are 8 weeks each
- Earn at least a **B grade** in each course.
- Complete the certificate within 15 months.

What You Will Learn:

- Students will learn how to synergize the innovated relationships in the eSports communities and understand how their different roles affect each other.

- Students will explore how eSports is connected to the global marketplace and how to profit from behind the scenes and in this multi-million-dollar industry
- Understand the roles and influences that game developer use in global marketing
- Students will learn to integrate the knowledge obtained throughout the program to plan, manage, and execute real-world eSports projects

Career And Salary Possibilities:

The global career path of gaming/eSports needs a workforce. Persons interested in the industry can be well-compensated. According to Glassdoor.com, a senior ecommerce operations manager for Blizzard Entertainment can earn up to \$164,000, while a freelance eSports and video game writer can earn up to \$68,000

HOSPITALITY MANAGEMENT PROGRAM

Degree: Bachelor of Science in Hospitality Management

The Morris Brown Hospitality Program was established in 1965 as *Food Production Management Degree*, which focused primarily on the procurement, production, and service of food. When the curriculum was expanded in 1973 to include the management of foodservice operations, the program was renamed *Restaurant and Institutional Management*. In 1983 and 1986, the program was again expanded, this time to include the management of hotels, tourism, and meetings, and conventions, respectively to reflect the changing and various needs of the hospitality industry. The department's name was changed to *Hotel, Restaurant, and Tourism Administration*. In 1989 the name was shortened to *Hospitality Administration (HAD)*.

In the Fall of 2019, the Hospitality Program was reestablished under the Morris Brown Business Department with an emphasis placed on Organizational Management and Leadership. The Bachelor of Science degree in Hospitality Management has been

updated with the 21st century tools and paradigms necessary to be efficient in the operation and administration of hotels, restaurants, lodges, country clubs, and other tourist-friendly destinations. A career in hospitality management means that you are involved in every aspect of your property's or business many moving parts. Productivity requires a grasp on finance, marketing, and managing employees to succeed. The B.S. degree in Hospitality Management will prepare students for leadership roles and successful careers in the rapidly expanding field of hospitality management and introduce students to the basic philosophies of the hospitality as one of the world's major economic drivers.

Designed For

- Hospitality professionals working in every function of their organization
- Professionals looking to move into a hospitality management position
- Any hospitality professionals who are responsible for the financial performance of their organization
- For persons looking to open a hotel or restaurant, plan events for a living or manage a travel agency.

After graduation students are expected to have entry level managerial positions based on the knowledge, skills, and applied experience they accumulate in the degree program. Business functions, such as revenue management, sales and marketing, and human resource management in various segments within the hospitality and tourism industry, including hotels, restaurants, theme parks, airlines, event management, wedding planning, casinos, country clubs, cruises, travel agencies, destination marketing, and real estate can all be considered.

Program Objectives

- Demonstrate personal and professional standards for ethical decision-making and social behavior
- Demonstrate self-efficacy, leadership, resourcefulness, creativity, and the ability to recognize new opportunities.
- Demonstrate the ability to integrate concepts and theories across functional business domains (e.g., Finance, Marketing, Human Resources, Operations, etc.)
- Apply the basic principles of analytical thinking and problem solving when examining hospitality management issues
- Demonstrate the knowledge, skills, and attitudes to function effectively in a diverse and global organizational environment
- Demonstrate the ability to read, listen, and clearly express themselves using written, oral, visual, and quantitative methods to communicate effectively with superiors, coworkers, customers, and members of the community

Specific Outcomes

Students who successfully complete the Hospitality Management Certification will be able to:

- Describe the career opportunities and future industry growth forecasts as they relate to the different segments of the Hospitality Industry.
- Implement strategies to effectively manage and improve performance in the hospitality industry, based on operational theory and procedures.
- Analyze hospitality operation processes and attributes and the legal implication of proper or improper management.

Instructional Methods

Instructional Methods are ONLINE, HYBRID, AND ON GROUND: Our *online* classes are facilitated through the Populi Platform. The Business Department offers a *Hybrid model*, which is a mix of on ground and online learning (*Google hangouts is also*

used with this model), and a traditional *on-ground* experience for the students in the in-Hospitality Management Program.

Below is a listing of some of the activity's students can anticipate in the Business Department (*this information is in every syllabus/course guide*):

- Writing assignments: students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.
- Verbal presentations: students will present research *portfolios* individually. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.
- Simulation activities, open classroom discussion: Trends and issues will be analyzed for their ethical as well as social or legal significance. Students might role-play common

situations for classmates to analyze. Current news articles may be used to generate discussion.

- Case Studies/ Brainstorming: Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.
- Lectures: This format will include question and answer sessions to provide interactivity between students and instructor.
- Speakers: Representatives from various related fields may be invited to speak.
- Videos: Related topics will provide impetus for discussion
- Role Playing
- Memory based learning, field trips and observations
- Research based learning
- Collaborative and project-based learning
- Internships
- Capstone and Internships

Students will be able to apply the knowledge they gain by participating in capstone projects, such as creating new business ideas, developing business plans, and case study writing, in advanced courses as well as by engaging in their own or faculty-led research projects. Students will learn to evaluate the opportunities and threats in concurrent or anticipated trends in the external environment and create the best ideas or solutions in a given situation.

Internships and faculty-led projects in the hospitality and tourism fields include customer interaction with service employees, the role of technology in the service encounter, consumer behavior in sustainable food consumption, social innovation, and tourism marketing led by destination marketing organizations may also be available to Seniors fulfilling all the prerequisites

Admission to the Program

Upon admission to the College, each student must apply through the Department Chairperson for admission to the B.S. in Hospitality Management Program through the following process and documentation submission:

1. Interviewed by the faculty;
2. Agree to the curriculum plan;
3. Obtain and submit three letters of recommendation that include a reference from a professional administrator, academic administrator, and or a religious administrator.

Retention Criteria for HM Program

To be retained in the B.S. in Hospitality Management *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 the 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 can miss more than one session/class per course. It is at the professor's discretion, on appeal by the student, to allow the student an opportunity to make up for any missed assignment (*authorized excuses include death in the family, illness, or life event and must be supported by documentation as stated in the College's Institutional Policy. Make up assignments may be in the form of online class assignments, tutorials, additional research, field excursions or a private session delivered by the instructor all equivalent to the 4-hour class*).
5. It is highly recommended that the student withdraws from a core course when the grade point average falls below "C" before midterm. Two unexcused absences may result in a student losing a letter grade.

Competencies

Hospitality Management students will demonstrate acquired competencies of the program as follows:

1. Students, in the first semester of their senior year, will submit and defend a strategic career plan.
2. 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 HM 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 successfully, 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

General Education Courses	min	40 hours
Professional Core Courses		18 hours
Hospitality Management Program Courses		48 hours
Program Electives		12 hours
Internship in Management /Senior Resource Internship or Capstone		3 hours
	Total	121 hours

Professional Core Courses

BOML	213	Principles of Accounting	3
BUS-HM	206	Employment Law	3
BOML	211	Quantitative Analysis	3
BOML	216	Business Computer Applications	3
BOML	301	Adult Development and Life Assessment-	3
BOML	241	Economic Survey (Micro-Macro)	3

Program Courses

BUS-HM		Guest Lecture Series 125, 225, 325, 425 (.5 credit hrs. each)	2
BUS-HM	204	Introduction to Hospitality Operations	3
BUS-HM	208	H & M Sanitation and Safety	3
BUS-HM	212	Food Selection and Preparation	3
BUS-HM	212L	Food Selection and Preparation Lab	1
BUS-HM	215	Labor Relations	3
BOML	307	Organizational Communication	3
BUS-HM	316	Managerial Principles/Practices in the Hospitality Industry	3
BUS-HM	230	Leading a Team *(E)	3
BUS-HM	338	Hospitality Desk and Room Division Management	3
BUS-HM	343	Hospitality Sales Management	3
BOML	304	Organizational Concepts *(E)	3
BUS-HM	305	Quality Food and Restaurant Sanitation	3
BUS-HM	306	H & M Cost Control	3
BUS-HM	308	Global Hospitality Management *(E)	3
BOML	315	Managing Organizational Change *(E)	3
BUS-HM	310	Managing the Customer Experience	3
BUS-HM	315	Hospitality Services Marketing & Demand Management *(E)	3
BUS-HM	318	International Business Management *(E)	3

BUS-HM 330	Legal Aspects of the Hospitality Industry	3
BUS-HM 401	Event Management	3
BUS-HM 441	Small Business Management*(E)	3
BUS-HM 419	Foundations of Hospitality Travel & Tourism Management	3
BUS-HM 421	Conventions & Meetings Management	3
BUS-HM 423	Facility Management.	3
BUS-HM 445	Marketing Strategy and Policy	3
BUS-HM 449	Human Resource Management	3
BUS-HM 471	Resources Allocation Management *(E)	3
BUS-HM 450	Hospitality Management Innovation Capstone	3
BUS-HM 451	Internship	6

***(E) Denotes Electives**

BUS-HM TRADITIONAL COURSE SEQUENCE

First Year

First Semester

GED	100	New Student Seminar	1
ENG	101	Eng. Composition	3
SPA	101	Foreign Language	3
HUM	201	Humanities Music	3
CIS	101	Computer Application	3
HM	204	Hospitality Operations	3

TOTAL 16 hrs.

Second Semester

PED	120	Health and Wellness	1
ENG	102	Eng. Composition 2	3
SPA	102	Foreign Language 2	3
LIT	221	World Literature	3
SOC	101	Intro. Social Science	3
HM	208	Sanitation & Safety	3

16 hrs.

Second Year

First Semester

BOML	352	Prin. Of Accounting	3
BOML	216	Bus. Computer Appl.	3
HM	230	Leading A Team	3
BUS	206	Employment Law	3
SOC	211	American Gov.	3
HM	343	Sales Management	3

TOTAL 18 hrs.

Second Semester

MAT	102	Algebra II	3
BIO		Biology	3
HM	338	Front Desk	3
SOC	101	Social Science	3
HIS	229	African American His	3
HM	306	Cost Control	3

18 hrs.

Third Year

First Semester

CHE		Chemical Science	3
BPSY	200	General Psychology	3
BOML	241	Economics Survey	3
MOML	315	Mgt Organization	3
HM	330	Legal Aspects of HM	3
HM	423	Facility Management	3

TOTAL 18 hrs.

Second Semester

SOC	201	Business & Society	3
ENG	107	Fund. Of Speech	3
HM	308	Global Hosp. Mgt	3
HM	310	Managing Customers	3
HM	401	Event Management	3
HM	441	Small Business Mgt	3

18 hrs.

Fourth Year

First Semester

HM	419	Travel & Tourism	3
	6		
HM	450	Human Resource Mgt	3
HM	421	Conventions & Mtg	3
HM	471	Resource Allocation	3

TOTAL 12 hrs.

Second Semester

HM	451	Internship	
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6 hrs.

Hospitality Management Course Descriptions

BUS-HM 125, 225, 325, 425 Guest Lecture Series (.5 Credit hours each)

Mandatory departmental series requirement. This lecture series is designed to provide students with first-hand information on current trends, procedures, and practices in the hospitality industry through a series of guest lectures and workshops conducted by industry leaders.

BUS-HM 204 Introduction to Hospitality Operations (3)

This course is designed to build a bridge from the industry to the classroom, as it deals with the hospitality business. It profiles six industry innovators who have made a difference in the fundamental structure of the hospitality business. The ultimate purpose is to prepare students for careers in hospitality and describe opportunities in the hospitality administration

BUS-HM 206 Employment Law (3)

This course acquaints students with the different legal rules governing the employer/employee relationship. Topics include employment discrimination, sexual harassment, employment contracts, labor relations, Fair Labor Standards Act, The Americans with Disabilities Act (ADA), OSHA and vicarious liability. There is heavy emphasis on discussion and written work.

BUS-HM 208 H & M Sanitation and Safety (3)

This course is a study of the various tools, chemical/cleaning compounds, and procedure principles of operating a safe and sanitary food service operation. Students are required to take the “Serve Safe” Certification Examination of the Educational Foundation of the National Restaurant Association.

BOML 211 Quantitative Analysis (3)

These courses center on the mathematical background necessary for an understanding of the quantitative aspects of organizational planning, problem-solving, analysis, and decision-making. The courses are taught from an applied viewpoint with cases and materials that demonstrate business and organizational applications for each mathematical technique and method. The courses will develop in students an understanding of quantitative applications involving linear equations, mathematics of finance and investments, differential calculus, introduction to and use of probability concepts, forecasting, transportation and assignment, network models, inventory models simulation, linear programming.

BUS-HM 212 Food Selection and Preparation (3)

This course is a study of the application of principles of quality food production utilize and institutional equipment procedures. The cost includes quality flow planning procurement and service.

BUS-HM 212L Food Selection and Preparation LAB (1)

Course/lab guides students through the fundamentals and basic principles of food preparation, from the recipe to the table, from the raw ingredients to the final product.

BOML 213 Principles of Accounting (3)

These courses give a solid conceptual and practical understanding of the basic principles of accounting. The courses will develop in students an understanding of financial accounting procedures

and allow for the application of concepts related to balance sheet accounting, income determination, and financial reporting.

BUS-HM 215 Labor Relations (3)

This course explores labor relations within organizations and the processes used to clarify and manage relationships with employees, specifically in unionized environments. Emphasis is on assessing how union, governmental and workforce policies, practices, history and functions relating to labor management in the public and private sectors affect business and human resource management.

BOML 216 Business Computer Applications (3)

This course provides an approach to advanced word processing concepts using state-of-the-art software programs. Included will be various software applications such as: database management, spreadsheets, accounting software, graphics elements, charts with data, research business reports with footnotes and endnotes, and a variety of other software applications.

BUS-HM 230 Leading a Team (3)

Students learn how to build a team, improve teamwork and collaborations, and sustain team performance through continuous learning and improvement. Best practices for composing a team and aligning individual and team goals will be addressed. Establishing roles, building structures, and managing decision making to impact team performance will be addressed. Team processes, such as conflict resolution and building trust, will be analyzed and applied.

BOML 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.

BOML 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.

BUS-HM 305 Quality Food and Restaurant Sanitation (3)

This course examines the basic principles of hygiene and the application of these principles to food service operations. Safety elements in full-service planning, description of maintenance, operation of appropriate full-service equipment, and OSHA regulations are included. Emphasis is placed on supervisor responsibilities and maintaining high sanitation and safety standards. Discourse examines the basic principles of hygiene and the application of these principles to food service operations. Safety elements in full-service planning, description of maintenance, operation of appropriate full-service equipment, and OSHA regulations are included. Emphasis is placed on the supervisor's responsibilities and maintaining high sanitation and safety standards.

Note: Students have the option to apply for The Quality Food and Restaurant Certification with the National Restaurant Association after taking this prep course.

BUS-HM 306 H & M Cost Control (3)

In the hospitality industry, the term “cost control” is extremely significant, as it refers to the need to control all items of income and expense concerned with the function of the unit. This course will involve the student with the daily activities of a facility and an in-depth understanding of the control that managers must exercise over revenue and expenses incurred at food and lodging facilities. This course will also stress the fundamental principles of purchasing techniques with emphasis on product information useful in making purchases for hospitality operations.

BOML 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.

BUS-HM 308 Global Hospitality Management (E) (3)

Globally, 1 in 11 jobs are in the hospitality industry, with predictions for continued job growth. Hospitality careers are often stereotyped as low-wage and entry-level with little opportunity for advancement, but with constant innovation, opportunities for talented individuals are vast, and growing. Students will explore the many wide-ranging career opportunities in hospitality and hotel management, gain career advice and stories from international industry experts, learn to use an analysis tool to evaluate international competitors and make strategic decisions, explore international distribution channels and pricing strategies, and learn how to select smart, talented employees.

BUS-HM 310 Managing the Customer Experience (3)

Students develop an understanding of the principles associated with managing the customer experience, quality, and employee engagement. The skills needed to drive customer engagement and loyalty, and to develop a culture that focuses on and enhances customer experience are key components of the course content. Students will apply the analytic and leadership skills associated with managing the customer experience, product and service quality, employee engagement, as well as formulate personal approaches to their application in the work environment.

BUS-HM 315 Hospitality Services Marketing and Demand Management (3)

Students will learn to evaluate, implement, and lead effective marketing programs in service companies and organizations. Specifically, the course will center on providing students with the knowledge of how marketing plays a key role in the success or failure of these organizations. This course will allow students to learn how to analyze marketing and leadership problems of service driven companies and how they may or may not differ from product driven companies. In addition to developing plans to implement marketing programs in service companies that provide a supreme customer experience and extreme customer loyalty, negotiate, plan and implement integrated marketing programs.

BUS-HM 316 Managerial Principles/Practices in the Hospitality Industry (3)
This course covers the basic principles of organization and management in the hospitality industry. Combines discussions of management theory and processes as they pertain to the hospitality industry.

BUS-HM 318 International Business Management (3)
In course covers the basic international business area, including the major theories of international trade, its operational procedures, its financial variables, balance of payments, exchange rates, and capital markets, as well as the cultural, legal, political, and economic institutions that international business firms must deal with daily. It also concentrates on the operational aspects of international management, accounting, and marketing variables such as planning, controlling, advertising, and accounting. It attempts to integrate the environmental with the firm-specific variables into a meaningful conceptual framework.

BUS-HM 330 Legal Aspects of the Hospitality Industry (3)
This course is an introduction to the fundamentals laws, rules, and regulations applicable to the hospitality and tourism industry. The case study approach is used to develop an awareness and understanding of the legal problems confronting managers in their policy-making role.

BUS-HM 338 Hospitality Front desk and Room Division Management (3)
This course is designed to acquaint the student with the total room division of a lodging facility, where the operation of a front office area is required. All of the Rooms Division areas are explored.

BUS-HM 340 New Media Marketing for Hospitality Services (3)
Digital and social media strategies are essential to understanding hospitality industry customers, as well as for building brand awareness, promoting hospitality goods and services, and building ongoing relationships with customers. New media marketing strategies are analyzed and applied to hospitality management organizations and business objectives.

BUS-HM 343 Hospitality Sales Management (3)
This course integrates advertising and promotional skills with managerial sales efforts within the firm, focusing on the stimulation of channel resellers and end users and analyzing other communication tools as variables in the overall promotional mix.

BUS- HM 401 Event Management (3)
This course examines the impacts of special events, conceptualizes the event, and the economic impact of special events. The strategic cycle, planning functions, marketing of events, sponsorship, life cycle, control, budget and the logistics of event planning are presented in case study formats.

BUS-HM 419 Foundations of Hospitality Travel & Tourism Management (3)
This course is an in-depth study of travel and tourism as an entire world export industry. It includes an analysis of the regional framework between human society and the physical environment. It highlights a study of international organizations of tourism and the facilitation procedures required for its implementation. Further, it explores tourism as a factor in international economic development and its cultural and sociological factors.

BUS-HM 421 Conventions & Meetings Management (3)

This course explores the areas of sales, marketing, and meeting planning in the industry. The details of the planning process are described for corporate business groups, conventions, trade shows, expositions, and small events

BUS-HM 423 Facility Management (3)

This course is an introduction to the management of various types of facilities, whether residential, commercial, or industrial, including office buildings, hotels, convention centers, sports arenas, shopping malls, and college campuses and to the range of responsibilities fulfilled by facility managers. The course provides an overview of the knowledge required of facility managers, which ranges from an understanding of the basics of a building's heating, air conditioning, electrical, plumbing and communications systems to knowledge of accounting, finance, and human resources management.

BUS-HM 441 Small Business Management (3)

This course takes a holistic view of the problems of management of a small business. The aim of the course is to deal with the three major areas of management of a small business: start-up, operations, and growth and development. It covers business planning in relation to external financing, appropriate organizational structure, and the process for effective operations.

BUS-HM 445 Marketing Strategy and Policy (3)

This course is designed to extend the student knowledge of the principles of market and management. Provides a concise review of the basic marketing functions and alternative policies for strategy formulation and implementation in the market. It blends practicality and realism - Course defines the marketing environment, covers how to analyze a marketing situation, and use marketing tools for identifying and organizing strategic marketing problem situations. It draws on major principles of market, policy and strategy to win and retain customers for the company.

BUS-HM 449 Human Resource Management (3)

This course centers on the primary functions of employer-employee relationships in the workplace, with emphasis on developing the decision-making skills needed in the selection, management, and retention of personnel, with the added focus of analyzing the fringe benefits and retirement plans for employees and the self-employed.

BUS-HM 450 Hospitality Management Innovation Capstone (3)

Students will engage in independent research to propose a new product, service, or system innovation or improvement within a hospitality management setting. Students will conduct background research on the organizational context and problem setting and provide analysis of the financial, marketing, and other organization components necessary to implement a new product, service, or system innovation.

BUS-HM 451 Internship (6)

Students are exposed to the industry at the end of the junior year. This internship will be verifiable, structured, and supervised hospitality industry work experiences. The internship must be taken the summer prior to their senior year. The student will register for and receive credit during the current quarter/semester, and credits will be awarded according to the following: 20 hours x 14 weeks =280 hours; credit for the course will be six (3) hours. Students must follow the approved department

internship manual and meet with their internship advisor for scheduling. **Prerequisites: Senior classification status (90 earned credits or more), approval of the application by internship coordinator and Departmental Chairperson**

BUS-HM 471 Resources Allocation Management

(3)

This course focuses on a holistic approach to project management. The content deals with planning, scheduling, organizing, and controlling projects—for example, product development, construction, information systems, new businesses, and special events. The course includes major topics of Strategy, Priorities, Organization, Project Tools, and Leadership. Primary class emphasis is on the project management process and tools. Project management is becoming more important in today's world. Mastery of key tools and concepts could give you a significant competitive advantage in the marketplace

BUSINESS ENTREPRENEURSHIP CERTIFICATE

Through this professional graduate certificate, you'll discover new ways of discerning opportunities, learn 21st Century strategies for opening and operating successful businesses, and approach challenges innovation and an entrepreneurial focus

Earning the Certificate:

- Complete 24 hours certificate courses.
- Classes are 8 weeks each
- Earn at least a "B" grade in each course.
- Complete the courses within 6 months.

What You Will Learn/Program Objectives:

The professional certificate in Business Entrepreneurship requires seven courses that focus on:

- Creativity and innovation
- Business models and frameworks
- Entrepreneurship: tools and skills
- Application of knowledge and skills

Learning Outcomes

- To understand principles and methods of idea generation and development,
- To develop skills in design and systems thinking
- To develop knowledge and skills to manage organizations,
- To understand the group cultures of innovation and entrepreneurship/intrapreneurship.
- To gain an understanding of business frameworks and models
- To learn how to connect innovation and entrepreneurial initiatives to organization objectives and goals.
- To gain fluency in how to communicate, finance, or market a new idea, product, or initiative.

Courses

1. BECE 201 – Introduction to Social Media Management (3)
2. BECE 301 – Behavioral Economics and Decision Making (3)
3. BECE 302 – Society and the Workplace: Power, Diversity and Management Communication (3)
4. BECE 303 – Grant and Proposal Writing (3)
5. BECE 304 – Studies in Innovation and Entrepreneurship (3)
6. BECE 305 – Public Relations in Business and Entrepreneurship (3)
7. BECE 306 – Business, Government and Society: Understanding Nonmarket Strategies (3)
8. BECE 401 – Leading and Managing the Global & Regional Business Environment II (3)

Business Entrepreneurship Certificate Course Descriptions

BECE 201 Introduction to Social Media Management

(3)

Students will learn the fundamentals of Social Media Management. Topics include expectations, common tools, content calendars, meeting deadlines, team communication, analytics and much more. An introduction to the finance and planning of social business, as well as comparisons to traditional and other alternative business models, will be presented.

BECE 301 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.

BECE 302 Society and the Workplace: Power, Diversity, and Management Communication

(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.

BECE 303 Grant and Proposal Writing

(3)

This course will focus on grant and proposal writing covering the research and prospect identification process, foundation grants, government grants and the relational process of grant approvals. Students will be taught how to write a standard project proposal to a foundation or government entity and how/when to follow up with funders after submitting a proposal. Last, student will discover what funders are looking for in nonprofits seeking grants and how to find potential funders in this introductory course.

BECE 304 Studies in Innovation and Entrepreneurship

(3)

In this course student will learn the principles and methods of idea generation and development, such as design thinking, systems thinking, or creativity; develop knowledge and skills to foster and manage an organization or group culture of innovation and entrepreneurship/intrapreneurship. This course will help students gain an understanding of business frameworks and models and connect innovation and entrepreneurial initiatives to organization objectives and goals and gain fluency in how to communicate, finance, or market a new idea, product, or initiative.

BECE 305 Public Relations in Business and Entrepreneurship

(3)

Students will learn to identify a business opportunity, evaluate ideas, and assess local economies. Students will learn to explore the risks and rewards of entrepreneurship and leverage experiments to validate concepts and refine your business strategy. This course will teach the key financial decisions entrepreneurs must make in the early stages of a startup and understand the process of raising capital and how to speak to investors.

BECE 306 Business, Government, and Society: Understanding Nonmarket Strategies (3)

Business operates in both a market and a nonmarket environment, the latter being the space where the formal and informal rules governing market competition are set and enforced. Successful corporate strategy aligns the firm's capabilities with the demands of both its market and nonmarket environment. This course systematically examines the political, regulatory, societal, cultural, and natural factors that shape business' nonmarket environment. Students learn how to analyze and proactively manage the nonmarket environment through integrated market and nonmarket strategies.

BECE 401 Leading and 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 in assessing the global business environment.

ESPORTS PERFORMANCE CERTIFICATE

Course Requirements (24 hours) All courses will be hybrid or on-line

The Morris Brown College **eSports Performance Certification** under the Business Department is perfect addition for students interested in event management, communications, gameplay, coaching, exercise science, or in being part of a field that promises to grow more prominent and engaging with every passing year. Higher Education is shaping the business of eSports. The **eSports Performance Certificate** will attract engage, motivate, and add students of all ages (*including high school seniors wanting advance credits*) to our already exciting Business Certifications and Degree Programs.

The ESports Performance Certification can be completed online in a year.

What types of eSports jobs are there? <https://www.linkedin.com/jobs/esports-jobs/>

- Professional players
- Performance coaches
- Shout-caster /hosts
- Analyst/coach
- Team manager/owner
- Tournament admin/referee
- Sport and exercise science trainers
- Content creator/journalist
- Marketing/PR executive
- Community/social media manager

EARNING THE CERTIFICATE:

- Complete **24 hours certificate (8) courses.**
- Classes are 8 weeks each
- Earn at least a **B grade** in each course.
- Complete the certificate within 15 months

WHAT YOU WILL LEARN

- Students will learn how to synergize the innovated relationships in the eSports communities and understand how their different roles affect each other.
- Students will explore how eSports is connected to the global marketplace and how to profit from behind the scenes and in this multi-million-dollar industry
- Understand the roles and influences that game developer use in global marketing
- Students will learn to integrate the knowledge obtained throughout the program to plan, manage, and execute real-world eSports projects

CAREER AND SALARY POSSIBILITIES

The global career path of gaming/eSports needs a workforce. Persons interested in the industry can be well-compensated. According to Glassdoor.com, a senior ecommerce operations manager for Blizzard Entertainment can earn up to \$164,000, while a freelance eSports and video game writer can earn up to \$68,000.

Courses

1. BE SP 101 Introduction to eSports (3)
2. BE SP 102 Introduction to Business Modeling (3)
3. BE SP 201 Introduction to Social Media Management (3)
4. BE SP 202 eSports Performance and Contemporary Issues (3)
5. BE SP 301 Introduction to Desk Hosting (3)
6. BE SP 302 Introduction to Team Management (3)
7. BE SP 401 Introduction to Television Production (3)
8. BE SP 492 eSports Career Planning Capstone (3)

Course Descriptions

BESP 101 Introduction to ESports (3)

This course introduces students to the business model framework in application of the eSports industry – the essential foundation of how to create value via solving problems and fulfilling consumer’s wants and needs. The course will include lively discussions, projects and case studies, and will highlight topics such as:

- What is eSports?
- How does the Industry work?
- What are the opportunities within the eSports industry?
- What are eSports’ challenges? What is next for eSports?
- How are leagues and teams set up and managed?
- What does eSports hold for marketing and branding and sponsorships?
- What kind of tools are available for broadcasting, streaming, and league management?

BESP 102 Introduction to Business Modeling (3)

This course introduces students to the business model framework - the essential foundation of how businesses create value via solving problems and fulfilling consumers' wants and needs. This course assumes rapid cycles of industry shock and disruption, and, as such, students learn these business model concepts using real world examples via case studies of companies that have excelled and failed based entirely on the adaptability of their business model. This introductory course grounds the student in the fundamental concepts of business - specifically how businesses create value. *(Can be an elective in the OML, GML, or BUS-HM Programs).*

BESP 201 Introduction to Social Media Management (3)

Students will learn the fundamentals of Social Media Management. Topics include: expectations, common tools, content calendars, meeting deadlines, team communication, analytics and much more. An introduction to the finance and planning of social business, as well as comparisons to traditional and other alternative business models, will be presented. *(Can be an elective in the OML, GML, or BUS-HM Programs).*

BESP 202 Esports Performance & Contemporary Issues (3)

Students will learn the fundamentals of color casting. Topics include preparation, working with play-by-play caster, controlling rambling, tone, energy control, background hype, topic priority and much more.

BESP 301 Introduction to Desk Hosting (3)

Students will learn the fundamentals of hosting offline and online events. Topics include: tone, camera presence, presentation, anchoring, panel balance, working with directors, preparation and much more.

BESP 302 Introduction to Team Management (3)

Students will learn the fundamentals of Team Management. Topics include player relations, problem mediation, team house management, travel resources, organization, efficiency and much more. This course is ideal for novices, amateurs or those with little experience looking to improve. *(Can be used for BUS-HM elective)*

BESP 401 Intro to Television Production**(3)**

This activity-based course offers the students an opportunity to learn a broad range of skills necessary to address the 22nd century technology advances with moving images and sounds. Introductory technologies and exercises in production and design, writing and editing will be covered to collaboratively to develop critical skills as viewers. Introduction to Television Production and its processes will equip students with the tools to cultural analyze TV and the evolution of movie production across many genres.

BESP 492 Esports Career Planning Capstone**(3)**

This course will be covering hot topics in the eSports industry. With eSports exploding in popularity over the last ten years, there are a lot of issues to discuss. We will also be talking about collegiate eSports and career planning in order to understand all the different avenues and to examine the choices available for you as you have your way through the eSports world. We will examine collegiate eSports, as that is generally the first step, but we will be covering general career planning too.

NONPROFIT MANAGEMENT & LEADERSHIP CERTIFICATION

For students who want to need to gain a deeper understanding of the skills and knowledge needed for problem-solving and offer solutions for a nonprofit organizational development.

Earning the Certificate:

- Complete 24 hours certificate courses.
- Classes are 8 weeks each
- Earn at least a “B” grade in each course.
- Complete the courses within 6 months.

What You Will Learn/Program Objectives:

- Understand the roles and responsibilities of a nonprofit board of directors.
- Understand the role of the development team
- Develop practical managerial skills
- Understand basic financial and accounting terms
- Explore ways to maximize fundraising opportunities
- Develop a successful leadership style
- Learn the basics of the budgeting process
- Gain confidence and improve communication skills
- Explore the process of negotiating

Key Learning Outcomes

- To understand the fundamentals of budgets, accounting for governmental and nonprofit organizations,
- To use budgeting, reporting, strategic planning, program analysis, fund accounting, as tools for revenue building.
- To align and strengthen the fundamentals of nonprofit leadership, including developing mission statements,
- To increase managerial, financial, fundraising, and organizational capacity, to increase and revenue generation,
- To increase skills for volunteer management, governance, board of directors, operations, and sustainability
- To equip individuals to leverage fundraising principles and practices using grant writing, prospect research, capital campaigns, and gift planning.

Courses

1. NPML 201 – Leading and Managing Nonprofit Organizations (3)
2. NPML 202 – Corporate Governance (3)
3. NPML 203 – Principles and Practice of Fundraising (3)
4. NPML 204 – Marketing Social Change (3)
5. NPML 205 – Introduction to Social Media Management (3)
6. NPML 301 – Principles of Management Accounting (3)
7. NPML 302 – Grant and Proposal Writing (3)
8. NPML 303 – Leadership Strategy in a Competitive World (3)

Non-Profit Management Leadership Course Descriptions

NPML 201 Leading and Managing Nonprofit Organizations (3)

Creating and managing a non-profit organization is a noble effort, one that takes a lot of work in order for goals to be reached. It is not something that a person can simply wake up one day and do without preparation. When you make the decision to begin a non-profit organization, there are many things that you need to consider. Each step of the creation process involves several details and smaller steps.

NPML 202 Corporate Governance (3)

Corporate governance is an essential system that ensures an organization runs smoothly, professionally, and consistently. This course will give you a strong understanding of how to set up a robust corporate governance both through internal and external governance systems. Students will also learn how laws, regulations, and market forces play important roles in corporate governance, and how governance systems can ensure corporate fairness.

NPML 203 Principles and Practices of Fundraising (3)

Maximize your fundraising success through this timeless course that teaches the tried-and-true practical skills of effective fundraising. Strengthen your fundraising abilities by learning proven fund development tools, and draft a specific fundraising plan to grow your organization. This course serves as the foundation for the rest of the curriculum.

NPML 204 Marketing Social Change (3)

This course is for current and future business leaders, entrepreneurs, and executives, as they navigate an operating environment that increasingly emphasizes the simultaneous creation of business and social value. It provides students with an in-depth understanding of how marketing principles can be applied to create short-term and lasting social change. Students explore dimensions of product brand-based, corporate, and nonprofit purpose-led marketing and learn to analyze and develop successful marketing and organizational strategies that deliver mutual benefits for business and society. Areas of study include cause-related marketing, cause branding, nonprofit branding, social movements, strategic philanthropy, corporate social responsibility, and shared value.

NPML 205 Introduction to Social Media Management (3)

Students will learn the fundamentals of Social Media Management. Topics include expectations, common tools, content calendars, meeting deadlines, team communication, analytics and much more. An introduction to the finance and planning of social business, as well as comparisons to traditional and other alternative business models, will be presented.

NPML 301 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).

NPML 302 Grant and Proposal Writing**(3)**

This course will focus on grant and proposal writing covering the research and prospect identification process, foundation grants, government grants and the relational process of grant approvals. Students will be taught how to write a standard project proposal to a foundation or government entity and how/when to follow up with funders after submitting a proposal. Last, student will discover what funders are looking for in nonprofits seeking grants and how to find potential funders in this introductory course.

NPML 303 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.

17.0

MORRIS BROWN COLLEGE
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 Faculty: Morris Brown College

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 Consultant/Ret. CIO, GM, Whirlpool, etc.

Mr. Hassan Smith
 Business Manager, John Legend, Inc.

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Trustee Emeriti

Dr. Robert Barnett '61
 President, MBC Athletic Foundation

Mrs. Victoria W. Jenkins '54
 Retired Media Specialist

18.0

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Jackson, MS

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General Counsel

Partner, Alston & Bird, LLP

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Aprio, LLP

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CEO and Founder, MTW Enterprises
Publisher of South Fulton Magazine

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Interim Executive Director

Reed Thomas Law Group, LLC,
Managing Partner

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Director, (Ex-Officio)

President, Morris Brown College

Tanya Boyle, Esq.
Director

Corporate and Securities of Counsel,
Greenberg Traurig

Mark Moore, Jr.
Director

The Moore Group Enterprises, CEO

Miya Gray
Director

Vice President of Customer Experience &
Engagement at Pfizer

19.0**ADMINISTRATORS
(2021-2022)****Kevin E. James (2019)** President

B.A., Winthrop University; M.S., Troy State University; Ed.D, Nova
Southeastern University

Anthony B. Johnson (2021) Provost & Senior Vice President for Academic Affairs

Ed.D Early Childhood Education, Special Education /Research & Statistics; M.S Early
Childhood Education Jackson State University; B.S, Counseling Psychology, University of
Southern Mississippi

Kristi Garrett (2020) Executive Director of Online Learning

B.S.B.A. Management Information Systems, Auburn University; M.S. Management, Troy
University; Ph.D. Instructional Leadership with concentration Instructional Technology, The
University of Alabama

Shermanetta Carter (2019) Chief Financial Officer

B.S., Morris Brown College, CPA

Stephanie Gunby (2020) Associate Vice-President of Administration and Director of Financial Aid

B.S., Arkansas State University, M.B.A, Arkansas State University

Todd Blackburn (1990, 2017) Assistant Vice President for Institutional Advancement/
Alumni Affairs

B.A., Morris Brown College; B.S., Organizational Management and Leadership

LaMetrica Andrews (2020) Interim Chair, Psychology Department, Associate Professor
of Psychology

B.S., Kennesaw State University; M.Ed., University of West Georgia, Ph.D., Walden
University

Bernard Short (2019) Interim Music Department Chair, Music, Part Time

B.A., Morehouse College; Master of Music Education, University of Georgia; Ph.D.,
University of Iowa, Iowa City, IA

Paul M. McKenzie (2014) Interim Business Department Chair, OML Evening Program,
Part Time

B.S., University of Baltimore; MBA, University of Maryland University College

Vivian El Amin Johnson (2017) Volunteer/Chaplain

B.S., Morris Brown College; M.A., Clark Atlanta University; Master of Divinity,
Interdenominational Theological Center; Ph.D., Clark Atlanta University

20.0

FACULTY

George Ackerman (2021) Instructor, OML Program, Part Time

B.A., Florida Atlantic University; M.B.A., Nova Southeastern University; M.S., Nova Southeastern University; J.D., Nova Southeastern University; Ph.D., Capella University.

Mary E. Anderson (2020) Assistant Professor, Computer Applications and Business Computer Applications

B.S., Morris Brown College; MPA, Jackson State University, M.S. Clark Atlanta University; Ed.D., Clark Atlanta 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

Kimberly D. Benion (2018) Instructor, OML Evening Program, Part Time

BBA, Davenport University; M.S., University of Phoenix; MBA, University of Phoenix

Kelly Biggs (2021) Instructor, Business, Part Time

B.A., Mary Baldwin College; M.B.A., Emory University

Zachary Boseman (2020) Instructor, ESports Program, Part Time

BBA, University of West Georgia; M.S., University of Georgia

Fabian Cook (2021) Instructor, OML Program, Part Time

B.S., University of Central Florida; M.A., University of Central Michigan; Ph.D. Auburn University

Nasrolah Farokhi (1981) Professor, Political Science, Sociology, Business Administration

B.A., Tehran University; M.B.A., Ball State University; Ph.D., Atlanta University

Roncheros D. Fortune, Esq (2020) Assistant Professor, Psychology Program, Part Time

B.S., Troy University; M.S., Troy University; M.L., Thomas Jones School of Law – Faulkner University; J.D. – Thomas Jones School of Law, Faulkner University

Reginald Gibson (2021) Instructor, Music, Part Time

B.A., Clark Atlanta University; M.Ed University of Georgia; Ed.S Columbus State University, Columbus, GA

Shatrella Washington-Hubbard (2021) Instructor, OML Program, Part Time

B.B.A., Georgia State University; M.H.R., University of South Carolina; Ph.D., The University of Georgia

Toni Johnson (2021) Instructor, English, Part Time

A.A., Kingsborough Community College; B.A., Columbia University; M.S., Hunter College; Ph.D., Clark Atlanta University

Krishna (Spirit) Jones (2021) Instructor, Psychology, Part Time

B.A. Morris Brown College; M.A. GA School of Professional Psychology; M.Phil. Walden University; Ph.D., Walden University

Lynn Y. Jones (2012) Assistant Professor, Psychology, Part Time

B.S., Bennett College; M.A., Clark Atlanta University; Ph.D., Capella University

Derek Lampkin (2019) Instructor, Psychology, Part Time

B.S., Morris Brown College; M.S., Fort Valley State, Fort Valley, GA

Deon Leonard (2021) Instructor, Social Science, Part Time

B.S. Buffalo State College; Master of Theological Studies, Midwestern Baptist Theological Seminary; Ph.D., Liberty University

Yvette Love (2021) Instructor, OML Program, Part Time

B.A., LeMoyne-Owen College; M.B.A., Strayer University

Jody Mayfield (2018) Instructor, Music, Part Time

B.A., Morris Brown College; Music Performance, Clark College (now Clark Atlanta University); Master of Music Technology, Southern University of Utah

Paul M. McKenzie (2014) Instructor, OML Evening Program, Part Time

B.S., University of Baltimore; MBA, University of Maryland

Ralpheal M. Moore (2019) Assistant Professor, OML Evening Program, Part Time

B.A., Talladega College, Talladega, AL.; M.S., Texas A&M University, Texarkana, TX
Ed.D., St. Thomas University, Miami Gardens, FL

Jerry L. Parker (2020) Assistant Professor, Spanish, Part Time

B.A., Southeastern Louisiana University; M.A., University of Louisiana Lafayette; Ed.D., Southern Louisiana University

Deborah L. Sims (2019) Instructor, General Education Program, Part Time

B.A., Morris Brown College; M. Ed., Georgia State University; M.S., Atlanta University

Debra L. Snyder (2020) Instructor, English, Part Time

B.A., Virginia Commonwealth University; M.A., Virginia Commonwealth University; ABD., Indiana University of Pennsylvania

Kamberly Tate (2021) Instructor, Biology, Part Time

B.S., Xavier University of Louisiana; Doctorate of Dental– Surgery, Meharry Medical College School of Dentistry

Christopher Toler (2021) Instructor, OML Program, Part Time

B.S., Arkansas State University; M.B.A., Clayton State University

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

Thomas G. Warner, Jr. (2020) Instructor, Music, Part Time

B.A., Morris Brown College; M.M. Ed., Florida State University; D.Mus., University of North Carolina at Greensboro (Anticipated 2020)

Kevin Washington (2021) Instructor, Psychology, Part Time

B.A. Grambling State University; B.A. Texas A & M University; Ph.D. Texas A & M University

Valencia L. Williams (2020) Assistant Professor, Biology, Part Time

B.S., Clark Atlanta University; Ph.D., University of California Riverside

21.0**STAFF**

Brandy Gray (2016) B.S., Morris Brown College	Registrar Office Specialist
Charles W. Jackson	Facilities and Maintenance
Devonne Mckenzie (2015) B.S., Fort Valley State University	Director of Student Services/Enrollment Specialist
Rodney Miller	Facilities and Maintenance
Jerome Rowland (2003) B.S., Morris Brown College	Director of Facilities/Human Resources Coordinator
William Vickers (1978) B.S., Morris Brown College	Registrar Office Specialist

22.0

2021 GRADUATES

Legend: V = Valedictorian; SGAP = SGA President; MMBC = Miss Morris Brown College;
§ = Magna Cum Laude; ** = Summa Cum Laude; + = Cum Laude

23.0

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