

**MORRIS BROWN COLLEGE
2023-2024 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.

Administrative Offices

President's Office	2001
Office of the Provost and Senior Vice President for Academic Affairs	2002
Office of the Assistant Vice President for Institutional Advancement	2020
Office of Alumni Affairs	2020

Student Resources

Office of Admissions and Recruitment	2010
Office of Student Services	2011
Health Services	2011
Housing Information	2011
The Atlanta Metropolitan State College Library	404-756-4010
Office of the Registrar	2012
Fiscal Affairs	2016
Financial Aid	2024
Student Accounts & Collections	2050
Student Government Association	2011
Campus Ministry	2011

Academic Departments

Department of General Studies	2028
Department of Music	2051
Psychology	2056
Business	2029

Campus Resources

Facilities/Plant Operations	2014
Public Safety/Security	404-713-9684

Employment

Human Resources	2014
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ABOUT THE MORRIS BROWN COLLEGE CATALOG

Every reasonable effort has been made to present information herein that, at the time of printing, accurately described Morris Brown 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.

Morris Brown 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 Morris Brown 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 2023 -2024

Fall 2023 Full Semester Schedule	
Faculty and Staff Workshop (Fall 2023)	TBD
Tuition Payment Due	Monday, July 31, 2023
New Student Orientation	Tuesday - Friday, August 8-11, 2023
First Day of Classes	Monday, August 14, 2023
Late Registration	Monday - Friday, August 14-18, 2023
Final Day to Drop a Course without Academic Record	Friday, August 18, 2023
Begin Withdrawal Period with a Grade of W	Monday, August 21, 2023
Labor Day Holiday	Monday, September 4, 2023
Fall Opening Convocation	Tuesday, September 12, 2023
Midterm Examinations	Monday – Friday, October 2 - 6, 2023
Homecoming Week	Monday – Sunday – October 9 – 15, 2023
Last Day to Withdraw from Course(s) with a Grade of W	Monday, October 16, 2023
Seniors Submit Graduation Applications for May 2024 Deadline	Friday, November 3, 2023
Spring 2024 Registration Opens	Monday, November 6, 2023
Thanksgiving Holiday (Campus Closed)	Monday – Friday, November 20 – 24, 2023
Classes Resume	Monday, November 27, 2023
Last Day of Classes	Wednesday, November 29, 2023
Reading Period	Thursday – Friday, November 30 - December 1, 2023
Final Examinations	Monday – Friday, December 4-8, 2023
Final Grades Due by 5:00 p.m.	Wednesday, December 13, 2023

Fall 2023 – 8-Week Session I Calendar	
Tuition Payment Due	Monday, July 31, 2023
New Student Orientation	Tuesday - Friday, August 8-11, 2023
First Day of Classes	Monday, August 14, 2023
Late Registration	Monday - Friday, August 14-18, 2023
Final Day to Drop a Course without Academic Record	Friday, August 18, 2023
Begin Withdrawal Period with a Grade of W	Monday, August 21, 2023
Labor Day Holiday	Monday, September 4, 2023
Mid-Term Examinations	Tuesday – Friday, September 5-8, 2023
Last Day to Withdraw from Course(s) with a Grade of W	Monday, September 11, 2023
Fall Opening Convocation	Tuesday, September 12, 2023
Last Day of Classes	Friday, September 29, 2023
Reading Period	Monday – Tuesday, October 2-3, 2023
Final Examinations	Wednesday – Friday, October 4-6, 2023
Final Grades Due by 5:00 p.m.	Wednesday, October 11, 2023

Fall 2023 - 8-Week Session II Calendar	
Tuition Payment Due	Monday, September 25, 2023
New Student Orientation	Wednesday, October 4, 2023
First Day of Classes	Monday, October 9, 2023
Late Registration	Monday - Friday, October 9-13, 2023
Final Day to Drop a Course without Academic Record	Friday, October 13, 2023
Begin Withdrawal Period with a Grade of W	Monday, October 16, 2023
Mid-Term Examinations	Monday – Friday, October 30 – November 3, 2023
Last Day to Withdraw from Course(s) with a Grade of W	Monday, November 6, 2023
Thanksgiving Holiday (Campus Closed)	Monday – Friday, November 20 – 24, 2023
Classes Resume (Virtual or Not Virtual)	Monday, November 27, 2023
Last Day of Classes	Wednesday, November 29, 2023
Reading Period	Thursday – Friday, November 30 – December 1, 2023
Final Examinations	Monday – Friday, December 4-8, 2023
Final Grades Due by 5:00 p.m.	Wednesday, December 13, 2023

Spring 2024 Full Semester Schedule	
Faculty and Staff Workshop	TBD
Tuition Payment Due	Wednesday, December 20, 2023
New Student Orientation	Wednesday, January 3, 2024
First Official Day of Classes	Monday, January 8, 2024
Late Registration	Monday – Friday, January 8-12, 2024
Final Day to Drop a Course(s) <i>without</i> Academic Record	Friday, January 12, 2024
Martin Luther King, Jr. Holiday	Monday, January 15, 2024
Begin Withdrawal Period with a Grade of “W”	Monday, January 15, 2024
Black History Convocation	Tuesday, February 6, 2024
Last Day to Pay Senior Fees for May 2024 Graduates	Friday, February 16, 2024
Midterm Examinations	Monday – Friday, February 26 - March 1, 2024
Spring Break	Monday – Friday, March 4-8, 2024
Classes Resume at 8:00 am	Monday, March 11, 2024
Second 8–Weeks Session Begins	Monday, March 11, 2024
Last Day to Withdraw from Course(s) with a Grade of W for the Spring 2024 Full Semester session	Tuesday, March 12, 2024
Founder’s Day Convocation	Friday, March 15, 2024
Good Friday – No Classes	Friday, March 29, 2024
Registration for all students begins for Summer and Fall 2024 Semesters	Monday, April 8, 2024
Last Day of Classes	Wednesday, April 24, 2024
Reading Period	Thursday - Friday, April 25–26, 2024
Final Examinations	Monday – Friday, April 29 - May 3, 2024
Final Grades Due By 12:00 pm for Graduation Candidates	Tuesday, May 7, 2024
Final Grades Due for all other students (11:59pm)	Monday, May 13, 2024
Commencement Exercises, 2:00 pm	Saturday, May 18, 2024

Spring 2024 – 8-Week Session I Calendar	
Tuition Payment Due	Wednesday, December 20, 2023
New Student Orientation	Wednesday, January 3, 2024
First Official Day of Classes	Monday, January 8, 2024
Late Registration	Monday – Friday, January 8-12, 2024
Final Day to Drop a Course(s) <i>without</i> Academic Record	Friday, January 12, 2024
Martin Luther King, Jr. Holiday	Monday, January 15, 2024
Begin Withdrawal Period with a Grade of “W”	Monday, January 15, 2024
Midterm Examinations	Monday – Friday, January 29 - February 2, 2024
Last Day to Withdraw from Course(s) with a Grade of W for the Spring 2024 1 st 8-Weeks session	Monday, February 5, 2024
Last Day to Pay Senior Fees for May 2024 Graduates	Friday, February 16, 2024
Last Class Day for Spring 2024 1 st 8-Weeks Session	Friday, February 23, 2024
Reading Period	Monday – Tuesday, February 26 - 27, 2024
Final Exams for Spring 2024 1 st 8-Weeks Session	Wednesday - Friday, February 28 - March 1, 2024
Final Grades due for Spring 2024 1st 8-Weeks session (11:59 p.m.)	Tuesday, March 5, 2024

Spring 2024 – 8-Week Session II Calendar	
Tuition Payment Due	Monday, February 26, 2024
New Student Orientation	Wednesday, March 6, 2024
First Day of Classes	Monday, March 11, 2024
Late Registration	Monday – Friday, March 11-15, 2024
Final Day to Drop a Course(s) <i>without</i> Academic Record	Friday, March 15, 2024
Founders’ Day Convocation	Friday, March 15, 2024
Begin Withdrawal Period with a Grade of “W”	Monday, March 18, 2024
Midterm Examinations	Monday – Friday, April 1-5, 2024
Last Day to Withdraw from Course(s) with a Grade of W for the Spring 2024 2 nd 8-Weeks session	Monday, April 8, 2024
Last Day of Classes	Wednesday, April 24, 2024
Reading Period	Thursday - Friday, April 25 – 26, 2024
Final Exams for Spring 2024 1st 8-Weeks Session	Monday – Friday, April 29 - May 3, 2024
Final Grades Due By 12:00 pm for Graduation Candidates	Tuesday, May 7, 2024
Final Grades Due for all other students (11:59pm)	Monday, May 13, 2024

Summer 2024 – 4-Week Session I Calendar	
New Student Orientation	Wednesday, May 21, 2024
Faculty and Staff Workshop (Summer 2024)	Thursday – Friday, May 22 – 23, 2024
Memorial Day Holiday	Monday, May 27, 2024
First Day of Classes	Tuesday, May 28, 2024
Late Registration	Tuesday-Wednesday, May 28 – 29, 2024
Final Day to Drop/Withdraw a Course without Academic Record	Wednesday, May 29, 2024
Begin Withdrawal Period with a Grade of W	Thursday, May 30, 2024
Midterm Examinations	Monday – Wednesday, June 3-5, 2024
Last Day to Withdraw from Course(s) with a Grade of W	Friday, June 7, 2024
Juneteenth Holiday	Wednesday, June 19, 2024
Last Day of Classes	Thursday, June 20, 2024
Reading Period	Friday – Monday, June 21-24, 2024
Final Examinations	Tuesday – Friday, June 25–28, 2024
Final Grades Due by 5:00 p.m.	Friday, July 5, 2024

Summer 2024 - 4-Week Session II Calendar	
New Student Orientation	Wednesday, May 26, 2024
First Day of Classes	Monday, July 1, 2024
Late Registration	Monday - Tuesday, July 1–2, 2024
Final Day to Drop/Withdraw a Course without Academic Record	Tuesday, July 2, 2024
Begin Withdrawal Period with a Grade of W	Wednesday, July 3, 2024
Independence Day Holiday	Thursday, July 4, 2024
Midterm Examinations	Monday – Wednesday, July 8 – 10, 2024
Last Day to Withdraw from Course(s) with a Grade of W	Friday, July 12, 2024
Last Day of Classes	Thursday, July 25, 2024
Reading Period	Friday – Monday, July 26 – July 29, 2024
Final Examinations	Tuesday – Friday, July 30 – August 2, 2024
Final Grades Due by 5:00 p.m.	Wednesday, August 7, 2024

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. Morris Brown College's history is contained in *Morris Brown College: The First Hundred Years* by George A. Sewell and Cornelius V. Troup.

Morris Brown 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. Morris Brown 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). **For more information:** <https://www.ed.gov/>

[Credits earned at Morris Brown College are not guaranteed to transfer to other higher education institutions. Every institution is autonomous regarding which credits are transferable.](#)

Morris Brown College is authorized 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.

Morris Brown College has been approved to participate in the National Council for State Authorization Reciprocity Agreements.

Purpose

Because the most universal criterion by which Morris Brown College and any other institution may be measured is the achievement of its alumni, Morris Brown 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 (Responsible Division: Student Services -Chief Administrator)

1.1. By 2023, the College will achieve 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 2024, 80% of graduating seniors will agree that their college experiences 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 2024, the average retention rate will be 70%, as measured by enrollment data.

1.4. By 2024, the average four-year retention rate will be 70%, 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 (Responsible Division: General Education -Chief Administrator)

2.1. By 2024, 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 communications skills student learning outcomes.

2.2. By 2024, 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. By 2024, 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. By 2024, 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. By 2024, students (80%) will be able to formulate, synthesize, critically analyze and 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.

2.6. By 2024, the average four-year retention rate will be 70%, as measured by enrollment data.

Goal 3. To prepare students for graduate and professional study consistent with their desires and abilities (Responsible Divisions: Academic Affairs/Student Services -Chief Administrators)

3.1. By 2024, Psychology graduates (25%) will enroll in graduate study within two years after graduation, as measured by the documents on file.

3.2. By 2024, Music graduates (25%) will enroll in graduate study within two years after graduation, as measured by the documents on file.

3.3. By 2024, Business program graduates (25%) will enroll in graduate school within two years after graduation, as measured by the documents on file.

3.4. By 2024, General Studies program graduates (25%) will enroll in graduate school within two 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 (Responsible Divisions: Student Services/Academic Affairs -Chief Administrators)

4.1. By 2024, 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. By 2024, Business 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.

4.3. By 2024, Music 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.

4.4. By 2024, General Studies 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.

Goal 5. To enhance students’ cultural, psycho-social, moral, intellectual, and physical development, and to develop leadership skills (Responsible Division: Student Services-Chief Administrator)

- 5.1. By 2024, 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 2024, 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 2024, 90% of the students attending seminar, workshops, and programs sponsored by the Student Affairs/Counseling Office will rate the events as “helpful” or “very helpful,” as measured by program evaluation data.
- 5.4. By 2024, 90% of the students participating in institutionally sponsored student activities will indicate satisfaction with these activities, as measured by survey data.
- 5.5. By 2024, 80% of the graduating seniors will agree that their college experiences have contributed to their intellectual development, as measured by the Graduating Seniors Survey.
- 5.6. By 2024, 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.

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 (Responsible Division: Academic Affairs-Chief Administrator)

- 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.
- 6.3. By the Spring semester of 2023, faculty and staff will demonstrate assistance to local, national, and international communities with problem solving and other services that enrich the lives of their citizens.
- 6.4. By the Spring semester of 2024, 30% of the faculty and staff will assist citizens of surrounding communities with problem solving and other services that will enrich their lives,

as measured by the documents on file.

6.5. By the Spring semester of 2024, 30% of the students will assist citizens of surrounding communities with problem solving and other services that will enrich their lives, 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 (Responsible Division: Academic Affairs-Chief Administrator)

7.1. By the Spring semester of 2024, 30% of the faculty and staff will assist the citizens of the surrounding 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 surrounding 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 (Board of Trustees- Responsible Division: Board of Trustees -Chief Administrator)

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

8.2. By the end of FY 2021, the Board of Trustees will review and revise, as necessary, the governing policies of the College, as measured by the documents on file.

8.3. 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.

8.4. By the end of FY 2021, the Board of Trustees will establish and maintain a system for evaluating the Chief Executive Officer (President), as measured by documents on file.

8.5. Before the end of each fiscal year, the Board will approve an annual operating budget, as measured by documents on file.

Goal 9. To maintain an efficient and effective organization for administrative processes (Responsible Division: President's Office-Chief Administrator)

9.1. By 2021, 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 attain 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 survey.

9.4. By the Spring of 2021, the College will receive accreditation candidacy status from the Transnational Association of Christian Colleges and Schools (TRACS), as measured by documents on file.

9.5. By the Fall of 2022, the College will receive full accreditation status from the Transnational Association of Christian Colleges and Schools (TRACS), as measured by documents on file.

9.6. 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.

9.7. By 2024, the Office of Institutional Effectiveness will publish an annual College Fact Book/Statistical Profile each year, as measured by documents on file.

**Goal 10. To manage institutional financial resources efficiently and effectively
(Responsible Division: Fiscal Affairs- Chief Administrator)**

10.1. By the end of Fiscal Year 2022, The Office of Fiscal Affairs will continue to enhance professional development opportunities focused on fundraising, accounting for higher education and Title IV programs, as measured by documents on file.

10.2. By the end of Fiscal Year 2022, The Office of Fiscal Affairs will continuously maintain updated policies and standard operating procedures, as measured by documents on file.

10.3. By the end of Fiscal Year 2022, The Office of Fiscal Affairs will maintain and update procedures that ensure the accuracy of students' account balances and collection efforts in Populi (using a 3rd party collection agency when necessary), as measured by the data in Populi.

10.4. By the end of Fiscal Year 2022, The Office of Fiscal Affairs will continue to enhance professional development opportunities focused on fundraising, accounting for higher education and Title IV programs, as measured by documents on file.

- 10.5.** By the end of Fiscal Year 2023, the Office of Fiscal Affairs will implement and maintain an accounting system that allows efficient and accurate management of grants and other federal, state, and private funding, as measured by documents on file.
- 10.6.** By the end of FY 2023, 98% of the transactions requiring disbursement of Title IV funds will be processed by the end of each semester, as measured by disbursement documents on file.
- 10.7.** By the end of FY 2023, The Office of Fiscal Affairs will create and communicate fundraising streams such as property leases, endowments, grants, and contracts to support academic and operational activities.
- 10.8.** Before the end of each fiscal year, the Fiscal Affairs Office will develop and monitor an annual operating budget and manage cost containment, to maintain financial stability.

Goal 11. To maintain an environment conducive to effective teaching and learning (Responsible Division: Human Resources/ Facilities- Chief Administrator)

- 11.1.** By the Spring 2023 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.
- 11.2.** By the Spring 2023 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.
- 11.3.** By the Spring 2023 semester, an average of 80% of the faculty, staff, and students will agree that the Multi-Purpose building and the campus is clean and attractive, as measured by a survey.
- 11.4.** By 2024, 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 (Responsible Party: Institutional Advancement/Alumni Affairs – Chief Administrator)

- 12.1.** 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.

- 12.2.** 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.
- 12.3.** 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.
- 12.4.** By 2023, 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.
- 12.5.** By 2023, the Institutional Advancement Division will increase the number of major donors' prospects to 250, with 10 major donors firmly cultivated, as measured by the documents on file.

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.

Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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, the 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 Morris Brown 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 Veritati ~ “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. Morris Brown 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 Morris Brown College.

Morris Brown 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 Morris Brown College and its alumni constituency. Its function is to develop and maintain a network of support to Morris Brown 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 15 chapters throughout the United States, reunion classes, and 14 other affinity support groups.

The Office of Alumni Affairs networks with the National Alumni Association to support Morris Brown 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.

Members are graduates, former students, friends and interested parties who exhibit interest by financial support of and participation in the National Alumni Association or the College.

<https://www.mbcalum.com>

Membership fees shall be paid as recommended by the Executive Board and approved by the Association. The Financial Secretary should receive fees postmarked by January 31.

Membership Types

- Chapter Member
- General At-Large Member
- Associate At-Large Member
- Partial Life Member- (4 payments over 4 years)
- Regular Life Member
- Purple Life Member
- Purple/Black Life Member

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 accredited by an agency approved by the United States Department of Education.

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, Morris Brown 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 Morris Brown 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. Application fee of \$30.00 is required upon completion of application.

All applicants will be notified, in writing, of Morris Brown 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 visit the Office of Admissions.

Deadlines. Completed applications must be returned to the Office of Admissions by July 15 for Fall Semester admission, December 15 for Spring Semester admission, and by April 15 for Summer 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 Morris Brown 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 2023-2024 Academic Year)
- 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 2023-2024 Academic Year)
- Career Goals and Aspirations Essay (waived for 2023-2024 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 and Continuing Student Applicants

First-Time Freshmen Students and Continuing Students

The admission application must be submitted by the deadline of the desired enrollment term. All supporting documents should be submitted at least TWO weeks prior to the beginning of the semester in which the applicant expects to enter. Applicants must submit the information below:

Completed Morris Brown College Application for Admission Includes:

1. Completed signed admissions application with a Non-refundable application fee of \$30
2. Official high school transcript demonstrating graduation with a minimum grade point average (GPA) of 2.0 on a 4.0 scale with 16 units of preparatory courses from a school accredited by a state or regional accrediting agency. The final transcript must be provided in order to complete the admissions file finalize the admission process.
3. Official SAT or ACT scores. (Waived for 2023-2024 Academic Year)
4. Two (2) letters of recommendation from appropriate high school officials. (Waived for 2023-2024 Academic Year)
5. An autobiography or essay (100-300 words). (Waived for 2023-2024 Academic Year)

GED applicants must submit the following:

1. Completed signed admissions application with a Non-refundable application fee of \$30
2. Official GED test results.
3. Official SAT or ACT scores. (Waived for 2023-2024 Academic Year)
4. Two (2) letters of recommendation. (Waived for 2023-2024 Academic Year)
5. An autobiography or essay (100-300 words). (Waived for 2023-2024 Academic Year)

Transfer Student Applicants

Transfer applicants must submit the following:

1. Completed signed admissions application with a Non-refundable application fee of \$30.
2. An official transcript from each college attended. The official transcript(s) must be submitted no later than 90 days of first semester/last day to withdraw 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. (Waived for 2023-2024 Academic Year)
6. An autobiography or essay (100-300 words). (Waived for 2023-2024 Academic Year)

Prior Learning Assessment Applicants

All OML Students will enroll in the Prior Learning Assessment course at the beginning of their course of study in the OML Program. Morris Brown College will charge tuition fees to students who receive credit for Prior Learning Assessment courses derived from their portfolios. The amount of fees charged per credit earned in Prior Learning Assessment is \$10.00.

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. Completed signed admissions application with a Non-refundable application fee of \$30.
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. Completed signed admissions application with a Non-refundable application fee of \$30.
2. Official transcripts from each college attended.

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 signed admissions application with a Non-refundable application fee of \$30 and submit it to the Provost & Senior 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 Morris Brown College. Applicants must:

1. Complete a signed admissions application with a Non-refundable application fee of \$30; 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

Morris Brown 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 Morris Brown College, all new students are classified as “Non-Degree Seeking” students, including students admitted conditionally. Students admitted conditionally are regarded as regular students at Morris Brown 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 13 credit hours upon successful completion 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 2.00. If the 2.00 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 2.00 is not achieved by the end of the student's second semester, the student will be dismissed from Morris Brown College.

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

Effective at the start of the 2023 Summer Session:

- Students must enroll in only developmental courses at the start of the semester.
- Students high school transcripts must be reviewed by General Studies program chair for correct developmental courses to complete.
- A tuition waiver will be offered for a maximum of 3 Credit Hours. Each developmental course is valued at 1 Credit hour. There are 3 developmental courses (Reading, Writing and Mathematics).
- Vice President of Enrollment will meet with Academic Affairs to suggest an Academic Plan for the first year for students with Conditional Admission.
- Students are required to attend all regular scheduled meetings with the advisor.
- The enrollment agreement will be updated to include **Non-Degree** on the drop-down list of options.
- Student will be classified as a Non-Degree in Populi until they pass the courses. After passing the developmental courses the student will be able to move forward with the program major of their choice.
- The Student Accounts department will be notified in the Student Conditional Acceptance email to apply the Conditional Tuition Waiver.
- A maximum of five conditional admissions will be accepted per semester.

3.0

ENROLLMENT**For an Accurate Enrollment with Minimal Delays**

1. Applicants for admission to Morris Brown College should see that all required records are in the Office of Admissions by July 15.
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 Morris Brown 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 Morris Brown 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 Morris Brown College. Transfer credits accepted will not exceed 90 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 Morris Brown 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 Morris Brown College Academic 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 Morris Brown College when they are due.
3. All expenses listed in this catalog are for the academic year 2023-2024. Morris Brown 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 2023-2024, it will publish notice of such changes in an addendum to this Catalog.
4. A student is not enrolled officially in Morris Brown College until all fees and charges have been paid.
5. Payment of tuition and fees may be made by check, or money order. Morris Brown 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.

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

<u>Tuition (Full-time Student)</u>	<u>Per Semester</u>	<u>Per Year</u>
Bachelor Programs	\$4,250.00	\$8,500.00
eSports Certificate (12 hrs)	\$3,108.00	\$6,216.00
Entrepreneurship Certificate (12 hrs)	\$2,004.00	\$4,008.00
Nonprofit Management Certificate (12 hrs)	\$2,004.00	\$4,008.00

2023-2024 Cost of Attendance

Bachelor Programs	Entrepreneurship and Nonprofit Mgmt. Certificate	eSports Certificate
Tuition: \$8,500*	Tuition: \$4,008*	Tuition: \$6216*
Mandatory Fees: \$1058*	Mandatory Fees: \$1058*	Mandatory Fees: \$1,058*
Books and Supplies: \$1,000**	Books and Supplies: \$1,000**	Books and Supplies: \$1,000**
Living Expenses: \$11,561**	Living Expenses: \$11,561**	Living Expenses: \$11,561**
Miscellaneous: \$7,494**	Miscellaneous: \$7,494**	Miscellaneous: \$7,494**
Transportation: \$2,355**	Transportation: \$2,355**	Transportation: \$2,355**
TOTAL: \$31,968	Total: \$27,476	Total: \$29,684

Application Fee

A fee of \$30.00 is charged for our admissions application.

Transcript Fee

A fee of \$10.00 is charged for each copy of an official transcript requested. 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	\$58 per year
Technology Fee	\$1000 per year

Payment of Tuition and Fees

1. All tuition and fees are due and payable two weeks prior to the first day of class. Schedules will be deleted if payment is not made.
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 should be made on Populi.

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 Vice President for Academic Affairs, the Vice President of Student Services, and the Vice President of Fiscal Affairs.
3. Students must officially withdraw from Morris Brown 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.

Note: Students are eligible for refunds if official withdrawal is made according to the following schedule for traditional semester students (**16 weeks**):

- (a) 1st week of semester = 100%; 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%

Students are eligible for refunds if official withdrawal is made according to the following schedule for students (**4 weeks**):

- a. 1st week (after drop/add period) = 75%; (b) 2nd week and beyond = 0%

5.0

FINANCIAL AID

The Financial Aid Office is located in the Dr. Gloria L. Anderson Multi-Purpose Complex (Administration Building) on the second floor. The primary purpose of the Financial Aid Office at Morris Brown College is to provide financial assistance to students who, without such aid, would be unable to attend college.

Specific information about scholarship disbursement to student accounts, payment deadlines, balance information, e-billing, deposits, and payment plans can be viewed in Populi. In addition, enrollment requirements, types of scholarships and awarding procedures can be obtained from the Financial Aid Office or on the Financial Aid webpage Financial Aid – Morris Brown College.

FAFSA SCHOOL CODE: 001583

Satisfactory Academic Progress

Federal regulations mandate a student receiving financial assistance under the 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 - All students are required to maintain a minimum GPA of 2.0 or better.

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 the Director of Financial Aid.

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.

Return to Title IV (R2T4):

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

If a student enrolls but never begins classes, all aid would be refunded to the source. If the student begins attending classes, but leaves before completing the semester, some aid may be able to be retained, based on the refund calculation set forth by the Department of Education.

If a student receives federal student aid and withdraws from school, some of that money may have to be returned to the source. Even if the student does not complete their coursework, they will have to repay any loan funds received, minus any loan funds that the school returns to the lender.

When a student withdraws from the university it is necessary to review their account in order to post any necessary tuition reductions, calculate necessary Title IV refunds, and clear any remaining credit or debit balance. In addition, NSLDS must be updated, and loan exit paperwork e-mailed to the student if applicable.

Withdrawal Procedure

Failure to attend classes does not constitute an automatic withdrawal; The following steps should be completed for a withdrawn student:

1. Students must obtain and complete the Withdrawal Form from the Office of Registrar. The form can be found on the Registrar's page of www.morrisbrown.edu.
2. The Office of the Registrar will notify the various departments of the student withdrawal. The withdrawal form is emailed to the Program Chair, Director of Financial Aid, Provost and Senior Vice President for Academic Affairs and Student Services. All signatures are required on the withdrawal form. After all signatures are obtained, the Registrar completes the withdrawal in Populi and uploads the withdrawal form in the student's record on Populi.

The following steps should be completed if a student is withdrawn unofficially:

1. If the student is unofficially withdrawn for non-attendance or conduct issues, the Office of the Registrar will start the process of withdrawal. The Registrar will complete the withdrawal form and follow the steps outlined in step 2 above. The student will receive a copy of the withdrawal form.

Withdrawal Date

Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed.

For example, a student who withdraws completing only 30% of the term will have "earned" only 30% of any Title IV aid received. The school and/or the student must return the remaining 70%. Students should contact the Financial Aid Office to see how withdrawal will affect the financial aid.

If the withdrawal date occurs after the 60% completion date of the term, the student is considered to have earned 100% of their aid and no refund or return of aid is required.

When calculating the R2T4, the LDA (last date of attendance) is used to determine the amount of aid the student has earned. If the student is an unofficial withdrawal, this is also the date that is to be reported to NSLDS. Populi attendance reports will be used to determine the last date of attendance.

If the student is an official withdrawal, the LDA is still used for the R2T4 calculation, however, the DOD (date of determination) is reported to NSLDS.

Refund Calculations

Refund calculations are performed by the Director of Financial Aid within 30 days of the DOD. The Student Accounts Department posts the scheduled refund to the student ledger. Once the return is posted, the system automatically generates a disbursement adjustment to send to COD. COD Disbursement adjustments are sent electronically multiple times a day. COD processes the files and returns a disbursement response file to the school. Files are imported multiple times per day. A COD Import Exception is created for any disbursements rejected by COD. These exceptions are reviewed daily by the Director of Financial Aid to determine the reason the disbursement was rejected.

Formula Calculation

Campus Ivy is contracted to complete Morris Brown College R2T4 Calculations. Please see the Standard Operating Procedures for Return to Title IV (R2T4). Once a student is withdrawn, the Financial Aid Director uploads all required documentation in Core for the completion of the R2T4 Calculation. [R2T4 SOP.pdf](#)

Refunds will be sent to the student's home address following withdrawal. Adjusted bills will be emailed to students following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned.

Monies will be returned to the Title IV aid programs and not to recipients. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

If we have disbursed less Title IV funds than the student has earned, a post-withdrawal disbursement (PWD) will be calculated and will be offered to the student or parent if PWD requirements are met.

Time Frames for Return of Title IV funds

Morris Brown College will return the amount of Title IV funds for which it is responsible no later than 45 days after the DOD (date of determination).

Morris Brown College will offer any post-withdrawal disbursement of loan funds within 30 days of the DOD (date of determination). Morris Brown College will provide the student or parent with a 14-day response period for the post-withdrawal disbursements of Direct Loan funds. Morris Brown College will disburse any Title IV grant funds a student is due as part of a post-withdrawal disbursement within 45 days of the DOD (date of determination) and disburse any loan funds a student accepts within 180 days of the DOD (date of determination).

Morris Brown college will notify a student within 30 days of the DOD (date of determination) if a grant overpayment is due.

Treatment of credit balances when a student withdraws

When a student withdraws with a credit balance, Morris Brown will first perform a R2T4 calculation to determine whether adjustments to the credit balance will occur. If a credit balance still exists, Morris Brown College will resolve the credit balance within 14 days of performing the return calculation. If we cannot locate the student after withdrawal, the credit balance will be returned to the Title IV programs.

Institutional Scholarships

General Scholarships:

The Scholarship Committee awards several scholarships to new and returning students. Recipients are selected from a competitive pool of students based on the academic profile and details submitted in the admissions application. The Scholarship Committee considers those who demonstrate strong academic performance and engagement. This determination is based on need, the grade point average, standardized test scores, community service and leadership.

Students who have been awarded a General scholarship are notified **after the Scholarship Committee meets**. The details of the scholarship are included in the scholarship letter. Morris Brown College does not require a separate application process for General scholarship consideration nor do students have to request to be considered.

We highly suggest that students research outside scholarship resources.

***Please note we will always work to exhaust any Pell funding opportunities prior to scholarships being awarded.**

Institutional Scholarships:

Academic Scholarship: \$4,250 Per Semester; 3.5 GPA or higher on final high school transcript; For traditional students from high school ONLY. Please contact the Office of Admissions for the application. Scholarship is renewable up to 4 years. Students must maintain a minimum GPA of 3.0 while attending Morris Brown at the end of each semester. Students must be full-time.

A.M.E Scholarship: Up to \$4250 Per Semester; 2.5 GPA and member of AME Church; For adult and traditional students who are current or new students. Visit [AME Church – Morris Brown College](#) for more details and to apply. Students must maintain a minimum of 2.5 GPA while attending Morris Brown at the end of each semester.

Miss MBC Scholarship: Up to \$4250 Per Semester (2 semesters); 3.0 GPA or higher. Please contact the Office of Student Services for the application. **You will be awarded Tuition costs minus any other grants or scholarships each semester.** Students must maintain a minimum of 3.0 GPA at the end of each semester.

Mr. MBC Scholarship: Up to \$4250 Per Semester (2 semesters); 3.0 GPA or higher. Please contact the Office of Student Services for the application. **You will be awarded Tuition costs minus any other grants or scholarships each semester.** Students must maintain a minimum of 3.0 GPA at the end of each semester.

SGA President Scholarship: Up to \$4250 Per Semester (2 semesters); 3.0 GPA or higher. Please contact the Office of Student Services for the application. **You will be awarded Tuition costs minus any other grants or scholarships each semester.** Students must maintain a minimum of 3.0 GPA at the end of each semester.

Financial Hardships– please apply [here](#)

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 (ITC)
9. Tutoring Services
10. Morris Brown College Pantry "Mimi Pantry"
11. Clark Atlanta and Georgia State University Meal Plan Options

New Student Orientation Program

At the beginning of each Fall, Spring, and Summer semester, a comprehensive New Student Orientation Program is provided for incoming freshmen and transfer students. Readmission students are required to attend New Student Orientation if withdrawn for more than a year. The program consists of a full schedule of activities and opportunities for new students and parents to become acquainted with Morris Brown 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 Morris Brown 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 Morris Brown 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 must be elected 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 and vice president is 3.0 or above and for a Mr. MBC and Ms. MBC is 3.0 or above. All preceding positions must be classified as a senior.

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.

Morris Brown 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.

Disability Services

Morris Brown College is committed to providing equal access to employment and educational opportunities for all individuals, including persons with disabilities. MBC students with diagnosed and documented disabilities (including students with intellectual 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.

MBC recognizes that individuals with disabilities may need reasonable accommodations to have equally effective opportunities to participate in or benefit from educational programs, services, and activities, and to have equal employment opportunities. MBC shall adhere to all applicable federal and state laws, regulations, and guidelines with respect to providing reasonable accommodations, including academic adjustments, as necessary to afford equal employment opportunity and equal access to programs for qualified persons with disabilities.

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact or visit one of the college's Student Services division to coordinate reasonable accommodations if a documented disability exist.

For more information, please contact Student Services by phone at 404.458.6085 ext. 2011 or by email at studentservices@morrisbrown.edu.

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 Morris Brown 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 students 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.

Student Services provides an off-campus housing directory for students who need assistance in locating housing. See directory from school website: <https://morrisbrown.edu/apartment-housing-options/>

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 Morris Brown 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 Morris Brown 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 Morris Brown 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
<https://gnpec.georgia.gov/student-resources/student-complaints>

Filing a Complaint with TRACS

If students are unable to resolve a complaint through the institution's grievance procedures, they may contact Morris Brown College's accrediting body at: Transnational Association of Christian Colleges and Schools (TRACS) 15935 Forest Road, Forest, Virginia 24551 434-525-9539, info@tracs.org

NC-SARA Complaint Process

Students who are out of state students and taking distance education courses at Morris Brown College are required to follow the student complaint policy described in the policy document as well as the NC-SARA complaint process posted on the NC-SARA website at Student Complaints (ncsara.org).

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 Morris Brown 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 Morris Brown 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 Morris Brown 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.

Certificate Courses – Courses specific to certificates offered at Morris Brown College. No credits will be applied toward certificate programs for certificate course grades below a “B”. Each course within our certificate programs is acceptable for full credit toward the completion of our bachelor's degree programs.

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 Morris Brown College.

Deadline – The date by which certain information must be received by a given office of Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 Morris Brown 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 “F” will not be awarded.

8.0

ACADEMIC AFFAIRS

The Academic Affairs Division has the primary responsibility for implementing the mission of Morris Brown 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 Morris Brown 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

Vacant, Provost & Senior Vice President for Academic Affairs

The Provost & Senior Vice President for Academic Affairs provides the leadership for program planning, implementation, and evaluation. The Provost & Senior Vice President of Academic Affairs 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

Dr. Malcom Devoe, Chair

The Chair of the General Education Department provides leadership in the development and implementation of the General Education Program. The Chair 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. James Plenty, Chair

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

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. Daniel Upchurch, Chair

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

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

Dr. Yaw Adoo, Chair

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

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:

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 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

Dr. James Freddy Allen, Vice President of Enrollment and Student Services

Mrs. Devonne McKenzie, Director of Campus Life and Student Retention

Mr. A. Mequell Mayfield, Enrollment Specialist

The Vice President of Enrollment and Student Services oversees all aspects of admissions and recruitment and will direct the admissions process from inquiry through enrollment. The Vice President of Enrollment and Student Services 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 2011
www.morrisbrown.edu

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

Office of the Registrar

Mr. Donovan McKelvey, Registrar

VACANT, Assistant Registrar

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”.

Commencement Guidelines

Morris Brown College confers degrees every semester of instruction. However, there is only one Commencement Exercise in May of each year. All students must complete all requirements for receipt of the degree.

All graduation candidates are required to complete a Graduation Application and a Clearance Form to participate in the Commencement Exercise.

The Senior Class President and Vice President will be selected through a voting process by the graduation candidates.

The requirements to be selected as Senior Class President and Vice President are as follows:

1. Must apply for one of the Class Leadership Roles
2. Must have at least a 3.0 GPA at Morris Brown College
3. Must have completed at least 30 resident hours at Morris Brown College
4. No record of academic dishonesty or incidents of misconduct while at Morris Brown College

In the event that there is less than or equal to 1 senior class candidate that applies for each class leadership position, an automatic selection process will take place by the Provost & Senior Vice President of Academic Affairs based off the above criteria.

In the event of a tie, the following criteria will be used as tiebreakers in this order to select the Senior Class President and Vice President:

1. Class leadership candidate with the most resident credits
2. Essay submission to be reviewed by the Provost & Senior Vice President of Academic Affairs for Senior Class President and Vice President selection.

Graduating with Honors

Morris Brown College only ranks the top two seniors among degree candidates. The Valedictorian and Salutatorian of each class will lead the response class at the Commencement Ceremony.

The requirements to be selected as Valedictorian or Salutatorian are as follows:

1. Possess one of the two highest grade point averages among graduation candidates.
2. At least 60 resident credit hours earned at Morris Brown College
 - i. If no candidate in graduation class has at least 60 resident credit hours earned at Morris Brown College, Valedictorian or Salutatorian must have at least 45 resident credit hours.
 - ii. If no candidate in graduation class has at least 45 resident credit hours earned at Morris Brown College, Valedictorian or Salutatorian must have at least 30 resident credit hours.
3. No record of academic dishonesty or incidents of misconduct while at Morris Brown College

In an event of a tie, the following criteria will be used as tiebreakers in this order to select the Valedictorian and Salutatorian:

1. Graduation candidate with the most resident credits
2. Essay submission to be reviewed by the Provost & Senior Vice President of Academic Affairs for Valedictorian and Salutatorian selection

9.0

ACADEMIC POLICIES AND PROCEDURES

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

- | | |
|---|--------------------------------------|
| 1. General Rules and Regulations | 14. Student Tenure/Degree Completion |
| 2. The Honor Code | 15. Classification |
| 3. Placement Testing Upon Admission | 16. Good Academic Standing |
| 4. Academic Credit by Examination | 17. Academic Probation/Suspension |
| 5. Transfer Credit | 18. Class Attendance |
| 6. Academic Advisement | 19. Class Tardiness |
| 7. Acceptance in a Major | 20. Requesting an Incomplete |
| 8. Majors | 21. Abandoning a Course |
| 9. The Curriculum | 22. Dropping a Course |
| 10. Grade Reports | 23. Withdrawing from a Class |
| 11. Grading System | 24. Requirements for Graduation |
| 12. Course Repeat Policy and
Computation of Cumulative GPA | 25. Preparation for Graduation |
| 13. Grade Appeal/Grade Change | 26. Honors Awarded to Seniors |

General Academic Rules and Regulations

It is the aim of Morris Brown 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, Morris Brown 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. Morris Brown 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 Morris Brown 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. Morris Brown 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 Morris Brown 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 Morris Brown 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.

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 Morris Brown College.

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

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.

At Morris Brown College, we uphold the values of academic integrity and foster a culture of honesty and originality in all scholarly pursuits. In addition to the existing Honor Code, we recognize the importance of addressing the use of artificial intelligence tools and plagiarism to maintain the highest standards of ethical conduct. Therefore, the following statement is incorporated into the existing Honor Code:

Use of Artificial Intelligence Tools:

- The use of artificial intelligence tools, such as language models and automated writing software, must adhere to the principles of academic integrity.
- Students should not employ artificial intelligence tools to generate or substantially contribute to their own work without proper attribution or acknowledgement.
- It is the responsibility of each student to clearly understand and comply with the specific guidelines and policies set forth by their instructors regarding the use of artificial intelligence tools.

Plagiarism:

- Plagiarism, defined as the act of presenting someone else's ideas, words, or work as one's own without proper citation, is strictly prohibited.
- Students must acknowledge and appropriately cite all sources used in their academic work, including but not limited to text, images, data, and ideas, in accordance with established citation styles and guidelines.
- Intentional or unintentional plagiarism is a violation of academic integrity and will be subject to disciplinary actions as outlined in the Honor Code.

By incorporating this statement into the existing Honor Code, we emphasize the college's commitment to ensuring fair and responsible use of artificial intelligence tools and the prevention of plagiarism. We encourage students to actively engage in the learning process, embrace their own creativity and critical thinking skills, and always demonstrate academic honesty in their scholarly endeavors.

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

Students charged with violating the Morris Brown College Honor Code will be referred to the Provost & Senior Vice President for Academic Affairs. The Provost & Senior Vice President for Academic Affairs 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 Morris Brown College.

Academic Credit by Examination

Morris Brown College actively participates in various methods for students to earn academic credit. These methods include Advanced Placement Program (AP), the College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), Excelsior Exams, SOPHIA Learning and Prior Military Training for Credit. Through these programs, students could receive academic credit through examinations. Additionally, certain academic departments offer the chance for college credit or exemption from specific courses based on satisfactory performance on department-approved examinations.

For more information, please visit the websites 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/>

SEVIS Statement

Morris Brown College is committed to providing a supportive and inclusive environment for international students. As part of this commitment, the college complies with the regulations and guidelines set forth by the Student and Exchange Visitor Information System (SEVIS), a program administered by the U.S. Department of Homeland Security (DHS) in partnership with the U.S. Department of State (DOS).

SEVIS is a web-based system that allows educational institutions to maintain accurate and up-to-date information on international students, exchange visitors, and their dependents. It helps facilitate the issuance of Form I-20, which is required for students to obtain an F-1 or M-1 visa and pursue academic programs in the United States.

Key aspects of SEVIS compliance at Morris Brown College include:

1. Immigration and Visa Support:
 - Morris Brown College provides assistance to international students in obtaining and maintaining the necessary immigration documents, such as the Form I-20, to study at the college.
 - The college ensures compliance with SEVIS reporting requirements, including timely reporting of student enrollment, program start dates, changes in program status, and other pertinent information.
2. Student Monitoring and Reporting:
 - Morris Brown College maintains accurate and current records of international students in SEVIS, including contact information, academic progress, and any changes to their program or immigration status.
 - The college monitors and reports on student attendance, enrollment status, and other required information to comply with SEVIS regulations.
3. International Student Advising:
 - The college provides dedicated international student advisors who offer guidance, support, and resources to help international students succeed academically, culturally, and personally.
 - International student advisors are available to address questions related to immigration, visa status, employment, and other matters affecting international students.
4. Compliance with SEVIS Regulations:
 - Morris Brown College is committed to maintaining compliance with all SEVIS regulations, including reporting deadlines, recordkeeping requirements, and other obligations outlined by the U.S. government.
 - The college regularly reviews and updates its policies and procedures to ensure ongoing compliance with SEVIS guidelines.

By adhering to SEVIS requirements, Morris Brown College strives to provide a welcoming and supportive environment for international students, facilitating their academic and personal growth. The college is dedicated to upholding the highest standards of SEVIS compliance to ensure the well-being and success of our international student community.

Accuplacer

The Accuplacer test is a computer – based exam consisting of three subject areas: Quantitative Reasoning, Algebra, and Statistics; Reading; and WritePlacer. The Quantitative Reasoning, Algebra, and Statistics and Reading sections are not timed and consist of 20 multiple choice questions each. The WritePlacer section consists of a 60 minute 300 - 600 word, timed essay in which a prompt is provided.

Registration Process

Students will be given a link to complete a registration form online. Students will be asked to select one or more tests. Students will be given the option to choose a date for testing and a testing location. Once the student has submitted the form, the student will receive a confirmation email shortly after to the email address provided. The confirmation will contain the information below.

Minimum MBC Score Requirements

Quantitative Reasoning, Algebra, and Statistics:

258 or higher for admissions

266 or higher for learning support exemption.

Reading: 237 or higher

WritePlacer: 4 or higher

Face to Face Testing Instructions

The Accuplacer assessment will take place in the College's XXXXXX, XXth floor, room XXX. Please visit the campus map, <https://morrisbrown.edu/contact-us/> to locate the building and parking.

We will provide an early check – in process where students can submit their identification information early:

To expedite the check-in process for in-person proctoring, we are requiring the following information to be sent to testingservices@morrisbrown.edu in advance of your scheduled test date:

- A copy of a school issued, government-issued, or other legal form of student photo ID.

Additional Information

- Be sure to arrive a minimum of 15 minutes early.

Students will also have the option for online testing, which will be proctored by Examity: The instructions for registering for virtual proctoring are provided with the following: [Register for Virtual Proctoring](#)

Practice Exams

We recommend practicing for the assessment prior to a testing appointment. You may go to the following websites:

- [Math Practice for ACCUPLACER](#)
- [Reading Practice for ACCUPLACER](#)
- [WritePlacer Practice for ACCUPLACER](#)

A contact email and phone for testing will be provided for students:

If you have any questions, please feel free to contact Placement and Testing Services at testingservices@morrisbrown.edu or XXX.XXX.XXXX.

Please click the following link to register: [AccuPlacer Registration](#)

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 Provost & Senior 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, Morris Brown 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 Provost & Senior Vice President for Academic Affairs.

General Examinations

Humanities
 Mathematics
 Natural Sciences
 Freshman English
 College Composition
 English Literature
 American Literature
 Analysis & Interpretation of Lit.

Credit Awarded

3 hours
 3 hours
 3 hours
 3 hours
 3 hours
 6 hours
 3 hours
 3 hours

Core Course Equivalent

Humanities Requirement
 Math Requirement
 Natural Science Requirement
 ENG 101
 ENG 102
 General Elective
 General Elective
 General Elective

Foreign Languages

College French—Levels 1 & 2

 College German—Levels 1 & 2

 College Spanish—Levels 1 & 2

Level 1: 6 hours
 Level 2: 9 hours
 Level 1: 6 hours
 Level 2: 9 hours
 Level 1: 6 hours
 Level 2: 9 hours

Foreign Language Requirement

 Foreign Language Requirement

 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

American Government*
 American History I (to 1877)
 American History II (from 1877)
 Intro to Educational Psychology
 Introductory Psychology
 Human Growth & Development
 Introductory Sociology
 Principles of Microeconomics
 Principles of Macroeconomics
 Social Sciences and History

 Western Civilization I
 Western Civilization II

Credit Awarded

3 hours
 3 hours
 3 hours
 3 hours
 3 hours
 3 hours
 3 hours
 3 hours
 3 hours
 6 hours

 3 hours
 3 hours

Course Equivalent

BSOC 211
 General Elective
 General Elective
 PSY 203
 PSY 200
 General Elective
 SOC 201
 BOML 241
 BOML 241
 Social Science Requirement
 General Elective
 General Elective

Science and Mathematics

Calculus w/Elementary Functions
 College Algebra
 College Algebra-Trigonometry
 General Biology (Essay is required)
 General Chemistry
 Precalculus
 Natural Sciences

Credit Awarded

4 hours
 3 hours
 6 hours
 6 hours
 6 hours
 3 hours
 6 hours

Course Equivalent

Determined by department
 MAT 101
 MAT 101 & 102
 BIO 101
 Natural Science Requirement
 Math Requirement
 Natural Sciences Requirement

Computer Science

Computers & Data Processing

Credit Awarded

hours

Course Equivalent

BCIS 101

Business

Financial Accounting
 Introduction to Management
 Introductory Accounting
 Introductory Business Law
 Introductory Marketing

Credit Awarded

hours
 hours
 hours
 hours
 hours

Course Equivalent

General Elective
 BOML 306
 BOML 213
 BOML 311
 General Elective

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

Transfer Credit

The following policies and procedures apply to transfer credit:

The official transcript(s) must be submitted no later than midterm of the first 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 an agency approved by the United States Department of Education; coursework completed at a non-accredited institution will not be accepted.
2. Transfer credits awarded will not exceed the equivalent of ninety (90) semester hours or the equivalent quarter hours (135), or the amount of credit based on a previously negotiated articulation agreement between the particular institution and Morris Brown College.
3. Transfer credits will not be awarded towards certificate programs.
4. 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.
5. 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.
6. 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.
7. 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.
8. Some courses accepted as transfer credits may not be relevant to the degree sought. Thus, Morris Brown College does not guarantee that credit will be awarded toward graduation in a particular major for all transferred courses.
9. Students must submit course descriptions and/or course syllabi when requested in order to facilitate the transfer course evaluation and course substitution process.

10. 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.
11. For a transfer student to graduate from Morris Brown College, he or she must complete the courses prescribed for the completion of a degree.
12. Veterans' education benefits recipients are required to provide the school with official transcripts of previous training for evaluation. Training time and tuition will be reduced in proportion to the amount of satisfactory credit from previous training and will be granted at the discretion of the school director.

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 Transfer Credits, during this process 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"

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 Studies majors and should be advised by academic advisors in the General Studies 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 Studies 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 Morris Brown College, each student may be classified as a General Studies 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 reassess 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 midterm, 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. Moreover, Financial aid will only pay one additional time per course for students who are repeating a course(s) in which they have previously earned a passing grade.
2. It is highly recommended/suggested that a course is repeated in the first semester of instruction after the original course is failed if the course is offered.

3. The repeated course grade becomes the official grade for the course, even if the repeated course grade is lower.
4. 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.
5. The repeated course must be the same as the original course and highly recommended. 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 Morris Brown 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 Morris Brown 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 Provost & Senior Vice President for Academic Affairs.
2. If, because of curriculum improvement, an original course is no longer offered at Morris Brown 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 29 or fewer semester credit hours.

Sophomore: A student who has earned at least 30 semester credit hours and at least 60 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 Morris Brown College but is not a candidate for a degree.

Good Academic Standing

Students must maintain a cumulative GPA of 2.0 to be considered in good academic standing at Morris Brown College.

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 Morris Brown 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	0-29	2.00	Probation
Sophomore	30-59	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 an updated enrollment agreement and submit it to Admissions & the Provost and Senior 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 equal access and opportunity for all students, including those with disabilities. The college recognizes the importance of creating an inclusive learning environment that supports the academic success and personal growth of every student. In accordance with the principles of the Americans with Disabilities Act (ADA) and its amendments, Morris Brown College strives to ensure that students with disabilities have reasonable accommodations and support services to facilitate their educational journey.

Morris Brown College remains up-to-date with the latest developments and guidelines from the Americans with Disabilities Act (ADA) to ensure compliance and promote accessibility. The ADA, as amended by the ADA Amendments Act (ADAAA) of 2008, protects individuals with disabilities from discrimination and mandates reasonable accommodations to provide equal opportunities in various areas of life, including education.

Key aspects of accommodations for students with disabilities at Morris Brown College include:

1. Accommodation Services:
 - Morris Brown College provides a dedicated office or department responsible for coordinating and facilitating accommodation for students with disabilities.
 - Qualified clinical and health professionals work closely with students to determine appropriate accommodations based on their individual needs and documentation provided.
2. Reasonable Accommodations:
 - Morris Brown College offers a range of reasonable accommodation tailored to address the unique needs of each student with a disability.
 - Accommodation may include but are not limited to extended time for exams, accessible classroom and course materials, note-taking assistance, assistive technology, and academic support services.
3. Confidentiality and Privacy:
 - The college maintains strict confidentiality and respects the privacy of students with disabilities.
 - Information regarding a student's disability and accommodations is handled with sensitivity and disclosed on a need-to-know basis.
4. Accessibility and Campus Facilities:
 - Morris Brown College strives to provide an accessible campus environment for students with disabilities.
 - Efforts are made to ensure that facilities, classrooms, technology, and other educational resources are accessible to all students.
5. Collaborative Approach:
 - Morris Brown College encourages open communication and collaboration among students, faculty, staff, and the accommodation services office.
 - Through this collaborative approach, the college aims to create an inclusive and supportive educational experience for students with disabilities.

Morris Brown College is committed to fostering an inclusive community where students with disabilities can thrive academically, engage fully in campus life, and reach their full potential. The college remains dedicated to complying with the ADA and its amendments while staying informed about the latest developments and best practices in disability accommodation.

Students with disabilities are encouraged to contact the accommodation services office or designated department at Morris Brown College to discuss their individual needs, seek guidance, and initiate the accommodation request process. The college's commitment to providing reasonable accommodation reflects its unwavering dedication to diversity, inclusion, and equal access to education for all students.

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=JieRuvuYoWg>

Class Modalities and Attendance

Purpose

Morris Brown College recognizes the correlation between student attendance and student retention, academic achievement, and success. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. Accordingly, Morris Brown College as a liberal arts institution emphasizes the importance of student attendance, as it is a crucial factor for students to maintain their enrollment in class(es). Morris Brown College also requires that instructors take and timely report student attendance. This policy sets forth additional details related to student attendance.

Scope

This policy applies to all Morris Brown College students and Adjunct Faculties.

Attendance Policy

At Morris Brown College, students are expected to fully dedicate themselves to their chosen program of study. Punctual class attendance at a rate of 100% is highly recommended for all scheduled classes and activities. Students are responsible for adhering to the class attendance policies established by individual faculty members and completing all required coursework for each course. Adjunct Faculty maintain up-to-date attendance records, and any absence without a written official excuse will be considered unexcused.

It is important for students to understand that even with an official excuse for an absence, they are still accountable for completing the work missed during their time away. College-approved functions may serve as valid reasons for an excused absence, provided the sponsor properly completes a Student Leave Form, which must be accepted by the Adjunct Faculty. Additionally, students may obtain an official excuse from their Department Chair or a designated official from the Enrollment Management & Student Services Department for specific campus activities.

In cases where students need to request an excuse for absences due to illness or emergency situations, they must submit proper documentation supporting their reason for non-attendance. A Request for an Excused Absence Form will only be issued upon verification of the documentation, which may include a doctor's excuse or an official court document, among other acceptable forms.

By adhering to these policies, students can ensure their academic success while maintaining the necessary accountability for their attendance and participation in classes and college activities.

All students who are identified as at-risk shall be directed to the Office of Student Services for counseling and intervention. In cases where students have been referred for retention services and it is determined that they are not actively pursuing success or are deemed unlikely to recover in the course(s), faculty members have the option to request administrative withdrawal of the student.

Students can view their attendance records in Populi and are responsible for assuring accuracy. It is the students' responsibility to contact their Adjunct Faculty should they find any discrepancy. Non-attendance may negatively impact a student financially. Course-specific attendance policies are located in the course syllabi.

Class Modalities

Online courses and system deadlines are based on the Eastern Time Zone. In an online class, eligibility for financial aid is based on active student participation. Simply logging into the course does not constitute active participation. Students are not allowed to self-certify attendance. Any course using multiple instructional methods as outlined below will use the attendance criteria for all instructional methods assigned to the course.

For purposes of this policy, attendance at Morris Brown College in online courses includes:

1. Submitting an academic assignment.
2. Taking or submitting an exam.
3. A posting by a student showing the student's participation in an online study group that is assigned by Morris Brown College or attending a study group that is assigned by the College.
4. Participating in or posting by a student in a discussion forum showing the student's participation in an online discussion about an academic matter.
5. Initiating contact (email, in-person, or other documented contact) with the Adjunct Faculty to ask a substantive question about the academic content studied in the course (Adjunct Faculty discretion).

For purposes of this policy, attendance at Morris Brown College in web-enhanced and hybrid courses includes:

1. Attending a class in-person or virtually where there is an opportunity for direct interaction between the Adjunct Faculty and students (must be present and visible for the entire class with your video camera turned on when attending virtually).
2. Submitting an academic assignment.
3. Taking or submitting an exam.
4. A posting by a student showing the student's participation in an online study group that is assigned by Morris Brown College or attending a study group that is assigned by the College.
5. Participating in or posting by a student in a discussion forum showing the student's participation in an online discussion about an academic matter.

For purposes of this policy, attendance at Morris Brown College in in-seat and virtual courses is:

1. Attending a class in-person or virtually where there is an opportunity for direct interaction between the Adjunct Faculty and students (must be present and visible for the entire class with your video camera turned on when attending virtually).

Adjunct Faculty should notify their Program Chair and their students if they cannot meet with students during any regularly scheduled class period. In the event that the Adjunct Faculty does not arrive at an appointed class within 15 minutes after the class regularly begins and after student representatives of the class have made inquiries to their Program Chair, students are excused from the class. Students are advised to enter a note in the class Populi discussion section and/or the class dashboard section detailing the faculty absence.

Administrative Withdrawal

The Administrative Withdrawal policy is implemented to empower faculty members to request the withdrawal of students who meet specific criteria. These criteria encompass students who have never attended the course, discontinued attending the course, and/or ceased completing mandatory coursework, including homework, assignments, and tests. The primary objective of this policy is to identify and withdraw students who are underperforming and displaying a lack of commitment to succeed in the course. It also serves as an early alert system to facilitate academic interventions for at-risk students. Upon approval, the administrative withdrawal will be denoted on the student's transcript as follows: W for Withdraw, WF for Withdraw Fail, WP for Withdraw Pass, or WU for Withdraw Unofficial. The specific designation for each withdrawal situation is contingent upon the unique circumstances involved.

The Administrative Withdrawal policy emphasizes the importance of proactive communication before initiating an administrative withdrawal. It is required that faculty members or their designated representatives make a genuine effort to contact the student and inform them of their at-risk status, indicating the possibility of an administrative withdrawal.

Administrative Withdrawal Deadlines

- a. Faculty members or their designated representatives are required to make a reasonable effort to contact students and communicate their at-risk status before initiating an administrative withdrawal.
- b. The administrative withdrawal for nonattendance will take place at the midpoint of the semester or term.
- c. The Administrative Withdrawal Policy is applicable to all courses during the designated semester or term.
- d. The administrative withdrawal process aims to identify and withdraw students who are not actively participating, attending classes, or completing required coursework, contributing to a more accurate reflection of student enrollment.
- e. At the midpoint of the semester or term, faculty members shall notify their Department Chairs, and the following designated offices (Office of Enrollment and Student Services; Financial Aid; Student Services; Office of the Registrar) of students who are no longer attending classes.

Financial Aid

Financial aid is awarded to a student with the expectation that the student attends school for the period for which the assistance is awarded. If a student does not begin attendance in any of his or her classes, the aid must be recalculated based on the actual attendance. The course never attended will be deleted. If a student does not begin attendance in all his or her classes, the student will be administratively withdrawn (all classes deleted). Students who are not in attendance for the courses in which they enrolled are not eligible to receive financial aid.

Nonattendance Reporting and Title IV Calculation:

- a. At the midpoint of the semester or term, faculty members shall notify the designated office (Office of Enrollment and Student Services; Financial Aid; Student Accounts; Office of the Registrar) of students who are no longer attending classes.
- b. These students shall be unofficially withdrawn from the course(s), indicating their nonattendance status.
- c. Upon unofficial withdrawal, a return to Title IV calculation shall be performed in accordance with applicable federal regulations and institutional policies.

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

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.

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).

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.”

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.

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.

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.

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.

The student has one semester 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 Morris Brown 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 Morris Brown 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. Morris Brown 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 grade “WF” will be awarded. 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 Morris Brown 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 Registrar's 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 Morris Brown 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 Studies 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.

Internship, Apprenticeship, Fieldwork, and Practicum Policies and Procedures

1. Introduction:

Morris Brown College is committed to providing its students with valuable and enriching educational experiences through internships, apprenticeships, fieldwork, and practicums. These cooperative educational placements and community-service learning opportunities serve as vital components of the college's curriculum, bridging the gap between theoretical knowledge and real-world application.

2. Eligibility and Approval:

2.1. To be eligible for participation in internships, apprenticeships, fieldwork, and practicums, students must be enrolled in a relevant academic degree program at Morris Brown College.

2.2. Students must meet the academic requirements and prerequisites set forth by their respective academic affairs departments to be considered for approval by Department Chairs.

3. Academic Credit and Duration:

3.1. The academic credit for internships, apprenticeships, fieldwork, and practicums will be determined based on the number of contact hours and the scope of the learning experience, as per the college's standard guidelines.

3.2. The duration of the internship or related program will be in accordance with the academic calendar and any additional requirements specified by the academic affairs department.

4. Application Process:

4.1. Students interested in participating in internships, apprenticeships, fieldwork, and practicums must submit an application through their Department Chairs.

4.2. The application should include details about the desired placement, potential learning outcomes, and the proposed scope of work or responsibilities.

4.3. Students must also provide documentation of any prerequisites or qualifications required for the internship or related program.

5. Cooperative Educational Placements and Community-Service Learning Opportunities:

5.1. Morris Brown College encourages students to explore a wide range of cooperative educational placements, including opportunities with partner organizations, local businesses, government agencies, and non-profit organizations.

5.2. Community-service learning opportunities are highly valued, as they provide students with an opportunity to engage with the community, gain practical experience, and contribute to social causes.

6. Responsibilities and Expectations:

6.1. Students participating in internships, apprenticeships, fieldwork, and practicums are expected to conduct themselves professionally and adhere to the policies and codes of conduct set forth by Morris Brown College and the host organization.

6.2. Students must complete all assigned tasks and responsibilities with diligence and accountability.

6.3. Regular communication with the academic advisor, internship coordinator, or Department Chair is essential to ensure ongoing support and guidance throughout the program.

7. Protection and Support for Students:

7.1. Morris Brown College is committed to providing a safe and inclusive environment for students during their internships, apprenticeships, fieldwork, and practicums.

7.2. In cases of misconduct, harassment, or any adverse circumstances, students are encouraged to report the incident immediately to the college's designated authority (including Faculty assigned to teach courses that are aligned with internship, apprenticeship, fieldwork, and practicum and Department Chairs), ensuring appropriate action is taken.

8. Approval and Denial of Academic Credit:

8.1. Academic credit for internships, apprenticeships, fieldwork, and practicums will be granted based on the successful completion of the required contact hours and the fulfillment of learning outcomes, as determined by the academic affairs department.

8.2. Students who fail to meet the specified academic requirements, do not fulfill the scope of work, or engage in misconduct may be denied approval for earned internship credits.

9. Success Outcomes:

9.1. Successful completion of internships, apprenticeships, fieldwork, and practicums will contribute to the students' professional development, enhancing their resumes, and providing valuable experiences for future career opportunities.

9.2. These experiences will foster a deeper understanding of the students' chosen fields and encourage a sense of responsibility and dedication to lifelong learning.

10. Conclusion:

Morris Brown College is dedicated to empowering students through meaningful and transformative internship, apprenticeship, fieldwork, and practicum experiences. This policy and procedure document serves as a comprehensive guide to ensure a standardized and successful approach to cooperative educational placements and community-service learning opportunities.

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 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.”

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

PRESIDENTIAL HONORS COLLEGE

Program Overview

The Morris Brown College Presidential Honors College is an exclusive, prestigious academic program founded in the Fall of 2023 designed to cultivate and support exceptional scholars from high schools who demonstrate a strong commitment to academic excellence, leadership, and community engagement. As a distinguished cohort within the college, Presidential Honors College students benefit from a rigorous curriculum, enhanced personalized advising, and a range of enrichment opportunities that foster intellectual growth and empower them to become future leaders in their fields. The Presidential Honors College requires students to maintain honorable code of conduct, to maintain an exceptional academic grade point average (GPA), to explore interdisciplinary connections, to engage in research and scholarly activities, and to actively contribute to the Morris Brown College community.

While all Morris Brown College students could achieve college-wide or departmental honors, the MBC Presidential Honors College offers a distinct and enriched academic and extracurricular experience. Students accepted into the Honors College become part of a closely-knit cohort and engage in a team-taught, integrated course curriculum during their freshman year.

Program Description

The Morris Brown College Presidential Honors College offers a comprehensive and enriched educational experience for highly motivated students. The program provides a platform for students to engage in challenging coursework, participate in research endeavors, and develop critical thinking skills that prepare them for successful careers and advanced academic pursuits. Honors College students benefit from close faculty mentorship, individualized advising, and a vibrant community of like-minded peers.

The curriculum of the Presidential Honors College is designed to expand students' intellectual horizons by offering specialized honors courses that foster interdisciplinary thinking, encourage intellectual curiosity, and promote analytical and creative problem-solving skills. These courses are often smaller in size, allowing for more dynamic discussions, personalized attention, and interactive learning experiences.

Throughout their academic journey, Honors College students have priority enrollment in special seminars and gain access to a wide range of opportunities for research, field trips, travel to honors conferences, internships, and other experiences that foster personal and intellectual growth.

In addition to the academic curriculum, the Presidential Honors College provides students with numerous enrichment opportunities. These include exclusive seminars, workshops, and guest lectures by distinguished scholars, professionals, and community leaders. Honors College students also have access to work with their Department Chairs to research grants, scholarships, and funding opportunities that support their research and scholarly endeavors.

Furthermore, the Honors College cultivates a sense of community and encourages active engagement through various co-curricular activities. Students participate in service projects, leadership development programs, and networking events that foster personal growth, professional connections, and a strong commitment to social responsibility.

Admission to the Morris Brown College Presidential Honors College is a highly competitive process that entails a separate application. Prospective students undergo a comprehensive evaluation based on their exceptional academic achievements, demonstrated leadership potential, active involvement in extracurricular activities, and a strong commitment to community service.

The Morris Brown College Presidential Honors College provides a nurturing and intellectually stimulating environment that challenges students to reach their full potential. By fostering a strong academic foundation, promoting interdisciplinary thinking, and encouraging community engagement, the Honors College empowers students to become lifelong learners, critical thinkers, and leaders who make positive contributions to society.

Enrollment in the Morris Brown College Presidential Honors College offers students a range of perks and privileges, including:

1. **Enhanced Academic Opportunities:** Students in the Presidential Honors College have access to specialized academic programs, advanced coursework, and research opportunities that foster intellectual growth and challenge them to reach their full potential.
2. **Priority Registration:** Honors College students receive priority registration, allowing them to secure desired classes and create a tailored academic schedule that aligns with their academic and personal goals.
3. **Exclusive Honors Seminars and Workshops:** The Honors College offers unique seminars and workshops designed to provide an enriched educational experience. These sessions may cover diverse topics, facilitate interdisciplinary discussions, and foster critical thinking skills.
4. **Personalized Advising:** Honors College students benefit from dedicated academic advisors who provide personalized guidance, mentorship, and support throughout their academic journey. These advisors assist students in selecting courses, exploring research opportunities, and planning for post-graduation endeavors.
5. **Research and Scholarly Opportunities:** Working directly with their Department Chairs, The Honors College provides access to research grants, scholarships, and funding opportunities to support students' research and scholarly pursuits. These opportunities enable students to engage in original research, present their findings at conferences, and contribute to their respective fields of study.
6. **Networking and Leadership Development:** The Presidential Honors College offers exclusive networking events, leadership development workshops, and engagement opportunities with distinguished guest speakers, alumni, and industry professionals. These experiences help students build valuable connections and develop essential leadership skills.
7. **Honors College Recognition:** Students who successfully complete the requirements of the Honors College receive formal recognition on their transcripts and during graduation ceremonies, signifying their exemplary academic achievements and dedication to intellectual growth.
8. **Students will enroll as a cohort in a team-taught, integrated course curriculum in their freshman year, and are given priority enrollment in special seminars each**

succeeding year. Research, field trips, travel to honors conferences, off-campus events, internships, and other opportunities for personal and intellectual growth are provided.

Invitation to MBC Presidential Honors College

Invitations to join the MBC Presidential Honors College are extended to incoming first-time freshmen at Morris Brown College who demonstrate exceptional academic potential. Students who demonstrate average ACT scores of 24 (+/- 5% points) in English, Math, Reading, and Science, or average SAT scores of 600 or above in Reading, Math, Writing, and/or Concordant SAT scores of 600 or above in Evidence-Based Reading and Writing, in addition to a high school grade point average (GPA) of 3.5 or above, and submission of writing samples, shall be eligible to receive an invitation to join the Presidential Honors College. While ACT and SAT scores are not mandatory, they are *strongly encouraged* for consideration.

During the first year of the Morris Brown College Presidential Honors College, students will engage in a carefully curated set of courses designed to foster academic excellence and personal growth. These courses will place particular emphasis on the cultivation of critical thinking, research, and inquiry skills and provide invaluable opportunities for students to delve deeper into their research interests. By incorporating elements such as internships, and mentorship, students will be afforded the opportunity to develop meaningful connections with community stakeholders. This comprehensive program aims to ensure that students in the Honors College are well-prepared to make significant contributions in their chosen fields.

The Morris Brown College Presidential Honors College will primarily be comprised of new high school student graduates. However, adult learners may also be considered for admission into the Honors College after earning a 3.25 GPA or higher after completing one full academic year of study at Morris Brown College. This allows adult learners to join the Honors College community and benefit from the unique academic and extracurricular opportunities provided, fostering their continued growth and success.

These invitations are extended to scholars with an outstanding academic record in high school, recognizing their potential to become academic scholars and leaders within the Morris Brown College community. By accepting the invitation, students embark on a lifelong affiliation with the Presidential Honors College, solidifying their commitment to academic excellence and leadership at Morris Brown College.

Through a comprehensive curriculum, personalized mentoring, unique enrichment opportunities, and a supportive community, the Morris Brown College Presidential Honors College provides an exceptional educational experience for students who seek to push their intellectual boundaries, engage in interdisciplinary exploration, and make a meaningful impact on campus and beyond.

PRESIDENTIAL HONORS COLLEGE CURRICULUM

Freshman Year	
Fall Semester	Spring Semester
HBGED 100: New Student Success Seminar	HBCIS 101: Computer Applications
HBPED 120: Health and Wellness	HBENG 102: English H
HBENG 101: English I	HBMAT 102: College Algebra II/ HMAT 220: Elementary Statistics
HBMAT 101: College Algebra I	HSPA 102: Spanish II
HBSPA 101: Spanish I	Honors Science Elective
	HONR 210: Sophomore Honors Colloquium (Inquiry)

Honor Course Graduation Requirements

The requirements for the Morris Brown College Honors College courses are determined by the number of credit hours completed or transferred into MBC at the time of the student's application and their semester of entry into the program. Please refer to the following list of Honors College Course requirements:

To graduate with Honors Program distinction from Morris Brown College (MBC), students must:

1. Create and submit an e-portfolio, which will be developed through HONR prefix required courses.
2. Engage in undergraduate research.
3. Prepare and submit an Honors Thesis Proposal during the second semester of their Junior year, specifically between 75 and 90 credit hours.
4. Submit an Honors Thesis before the week of finals in the semester of their graduation. For specific requirements regarding the Honors Thesis, please consult the Honors Student Handbook.
5. Maintain a minimum Overall GPA of 3.3.

Incoming First Year Students

For incoming first-year students with fewer than 15 credit hours of earned college credit, the Honors Program course requirements are as follows:

1. Take the following courses for a total of 5 credit hours¹:
 - HGED 100
 - HONR 210
 - HONR 310
 - HONR 410

¹ Note: scores of 4 or higher on AP exams and scores of 6 or higher on IB exams will count for Honors course credit

Please note that the HGED 100 course requirement may be waived with the approval of the Honors Dean and Provost. However, if the waiver is granted, the student will need to earn an additional 2 hours of Honors course credit.

2. Earn a minimum of 24 additional hours of Honors course credits, which should include:
 - At least 6 credit hours at the 300/400 level.
 - Of the 24 additional hours, at least 6 credit hours should be regular Honors courses and not Honors conversions.

It is important for first-year students to fulfill these requirements to meet the Honors Program course criteria.

For students who have accumulated at least 15 college credit hours, the following course requirements apply. Specifically, students entering the program with 15-29 Credit Hours must:

1. Successfully complete the following courses²:
 - HONR 210
 - HONR 310
 - HONR 410
2. Earn a minimum of 24 additional hours of Honors course credits, which should include:
 - At least 6 credit hours at the 300/400 level.
 - Out of the 24 additional hours, at least 6 credit hours should be regular Honors courses and not Honors conversions.

It is essential for students with 15 or more college credit hours to fulfill these specific course requirements to meet the criteria of the Honors Program.

Current Students

In order for current students at Morris Brown College to apply for admission to the Presidential Honors College, they are required to meet the following criteria by Fall 2023:

1. Attain a cumulative GPA of 3.25 or higher.
2. Prepare a compelling and well-written essay outlining the reasons why they should be considered for the program.
3. Transfer a minimum of 15 credit hours of previously completed courses towards the program during their junior and senior years.
4. Sustain a cumulative GPA of 3.3 or above throughout their participation in the program to retain their membership.

By fulfilling these requirements, current students have the opportunity to apply for admission to the prestigious Presidential Honors College and benefit from the enriching academic experiences it offers.

² Note: scores of 4 or higher on AP exams and scores of 6 or higher on IB exams will count for Honors course credit

HONR 210: Sophomore Honors Colloquium (Inquiry)

(1 Lecture Hours/0 Lab Hours/1 Credit Hours)

Prerequisite: Honors Student-HONE

This course aims to familiarize students with the practice of formulating critical research inquiries and conducting comprehensive literature reviews. It encourages students to establish links between their various courses as they strive to address the questions they develop. Active participation and contribution to their e-portfolio are expected from students.

HONR 310 - Junior Honors Colloquium: Engagement

(1 Lecture Hours/0 Lab Hours/1 Credit Hours)

Prerequisite: Honors Student-HONE

The primary emphasis of this course centers around refining a research project, identifying a faculty mentor for collaborative research, and crafting a proposal for an Honors Program thesis. Students will engage in designing, evaluating, and executing a strategy to address an open-ended question or accomplish a specific research objective. Active participation and contribution to their e-portfolio are anticipated from students.

HONR 410 - Senior Honors Colloquium: Integration and Application

(1 Lecture Hours/0 Lab Hours/1 Credit Hours)

Prerequisite: Honors Student-HONE

In this course, students will receive assistance and guidance in writing their Honors Program thesis. The focus will be on refining their disciplinary skills related to thesis organization, citing sources, presenting data analysis, and exhibiting professionalism when showcasing their project findings. Through active participation, students will contribute to their e-portfolio, showcasing their growth as learners and their evolving sense of self.

Welcome to the Honors Program!

Morris Brown College's Honors Program appeals to highly talented students from both regional and national backgrounds. The Program cultivates a collaborative learning environment, encouraging creative involvement and implementing innovative teaching methods, all aimed at facilitating students' academic accomplishments and ambitions.

Participants in the Honors Program are afforded the chance to interact with esteemed faculty and fellow honors students in intimate, challenging class settings. They receive continuous encouragement and assistance for engaging in undergraduate research, publishing work, honing grant writing skills, participating in community service activities, and preparing for postgraduate studies or successful careers.

The Honors Program (HP) at Morris Brown College is a comprehensive academic program designed for exceptional students. It is structured as a four-year program that integrates the General Studies curriculum with specially crafted courses, encompassing both traditional and interdisciplinary subjects. The program caters to intellectually gifted students with strong motivation and diverse interests, offering them stimulating learning opportunities both within and beyond the regular academic setting.

HP participants have the privilege of enrolling in exclusive sections of regular Morris Brown College courses, taught by esteemed Honors faculty members renowned for their excellence in teaching. These specialized courses maintain small class sizes, typically accommodating around 20 students. The Honors Program warmly welcomes students from all academic disciplines and majors.

Faculty members within the program serve as mentors, providing guidance and support throughout the student's college journey. They nurture the participant's scholarly inquiry, foster independent and creative thinking, and promote exemplary scholarship. The program places importance on developing leadership skills and engaging in social outreach activities, ensuring a well-rounded experience that balances academic pursuits.

Undergraduate Research

To graduate with Honors College Distinction, students are obligated to engage in undergraduate research. Meeting this requirement can be accomplished by presenting their scholarly work through various means, such as oral presentations, poster presentations, or formal papers.

There are numerous platforms available for students to showcase their research. These opportunities can be found both on campus, such as departmental conferences or symposiums, as well as off campus at regional, national, or even international conferences. Additionally, students have the option to publish their research findings in discipline-specific journals.

For students who have not fulfilled this requirement prior to graduation, they have the option to present their Honors Thesis during the semester of their graduation. This provides an avenue for students to demonstrate their in-depth research and scholarly achievements.

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 are exempt from taking “GED 100, New Student Success,”.

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 097 Developmental Mathematics (1)

This course is designed to provide you with fundamental concepts and with the necessary skills needed to solve and formulate algebraic problems. This course will also help you to develop your logical thinking and problem-solving skills; you will have the opportunity to apply your prior knowledge and to make connections of algebraic concepts to real life applications. Furthermore, you will be required to communicate mathematical ideas using symbolic and written forms. Topics in this course include operations with integers, fundamentals of algebra, linear equations and percentages.

BGED 098 Developmental Writing (1)

This course is one of the most important you will take in college because the reading and writing skills you will learn here are those you will be required to use in all of your other classes, as well as beyond college and into your professional careers. Writing well involves more than following a set of rules or formulas. It means understanding and using the relationship between who a writer is and who his or her audience might be, as well as the purpose for writing. This class considers writing as a process, and values the importance of re-writing and revision. It means reflecting on and experimenting with the ways writers and readers see the world, themselves, and each other.

BGED 099 Developmental Reading (1)

This course is designed to improve the reading level of students to better prepare them for college level classes. Focus will be on understanding sentence structure, punctuation, grammar, and especially vocabulary. Students will read two books as well as a number of other files and articles. They will participate in before, during, and after reading exercises to develop better critical thinking skills.

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.

BENG 102 English 2 (3)

The course introduces students to how to engage in college-level research and incorporate these skills

into a final argumentative research paper. Students will practice and refine expository writing skill and compose critical reviews of different types of media. Instruction emphasizes the writing of a research paper as a process which includes, but is not limited, to learning how to use the library and how to use technological tools to amass material appropriate for a thoughtful, critical, logical, and well-substantiated written work. **Prerequisite: ENG 101**

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.

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.

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

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.

14.0

GENERAL STUDIES DEPARTMENT

Chair: Dr. Malcom Devoe

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 Morris Brown College's admission and financial requirements.

Former Morris Brown College (MBC) Students will be permitted to make their General Studies Concentration their prior major at MBC. Current and future (incoming and transfer) MBC Students will only be able to use active MBC majors for their General Studies Concentration.

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 Morris Brown 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 Studies 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)	= 28 hours
Music/Art Electives	= 3 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 BPED 120	General Requirement New Student Success Seminar Physical Education Activity Course
Area II	BENG 101 BENG 102 BENG 107 BSOC 290	Humanities College Composition I College Composition II Speech Communications Technical Writing
Area III	BPHI BREL BENG/BGED BGED 225 BGED 226 MUS MUS	Any Philosophy Course Any Religion Course Any English or World Literature Course Art Humanities Music Humanities Three Semesters of Choir @ 1 hour each Three Semesters of Band @ 1 hour each
Area IV	BMAT 101 BMAT 102	Mathematics College Algebra I College Algebra II
Area IV	BBIO BPSC BCHEM XXX XXX	Natural Science Biological Science (for Non-Science Majors) Physical Science Chemistry in Society (for Non-Science Majors) Approved Science Course Approved Science Course
Area IV	BCIS 101	Computer Applications Computer Applications
Area V	BPSY 200	Behavioral Science General Psychology
Area V	BHIS 229 BPOL 111 BHIS 203 BAFR 221 BSOC 101 BSOC 102	Social Science Survey of African American History American Government Survey of United States History Survey of African American History Introduction to Social Science 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:	3
Related Coursework:	3
Related Coursework:	3
Related Coursework:	1
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 Elective	3
BENG 102 English II	3
BMAT 102 College Algebra II	3
BENG 2xx Communication	3
BBIO 102 Science	3
Total	16 hrs.

Second Year

First Semester

BHUM 201 Humanities I Music	3
BSOC Social Science	3
BPSY 200 General Psychology	3
BYYY Related	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
BYYY Related	3
Total	15 hrs.

Third Year

First Semester

BXXX 200 Elective	3
BXXX Concentration	3
BYYY Related	3
BYYY Related	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	1
BXXX Concentration	3
BXXX Concentration	3
BXXX Concentration	3
BXXX Internship	3
Total	13 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

Chair: Dr. James Plenty

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 Morris Brown 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 Morris Brown 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 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 121, 221, 321, 421 Music Seminar (1)

Designed to provide recitals, concerts, and lectures by classical artists and music-industry professionals. Also includes opportunities for students to perform in recital.

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.*

DEPARTMENT OF PSYCHOLOGY

Chair: Dr. Daniel Upchurch

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 Morris Brown 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 Morris Brown 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 Morris Brown 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

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

Credit Hours

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

Credit Hours

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

Credit Hours

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
7.		Elective	3
8.		Elective	3
9.		Elective	1

25 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	3

Approved Communications

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	3

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.

17.0

BUSINESS DEPARTMENT

Chair: Dr. Yaw Adoo

Degree: Bachelor of Science in Organizational Management and Leadership

Program Description

The Bachelor of Science Degree in Organizational Management and Leadership (OML) Program at Morris Brown College is designed to equip students with the essential skills and knowledge required to thrive in a post-COVID environment. This program provides a comprehensive understanding of effective organizational management practices and cultivates strong leadership abilities. Students in the OML program develop critical skills such as strategic thinking, adaptability, resilience, and effective communication, which are vital for navigating the challenges and opportunities arising from the pandemic's impact on the business landscape. The OML program prepares graduates to lead and manage organizations with agility, innovation, and a deep understanding of ethical and inclusive leadership principles. With a focus on problem-solving, change management, and fostering collaborative work environments, OML graduates are poised to make a significant impact in shaping resilient and successful organizations in the post-COVID era.

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.
(Waived for 2023-2024 Academic Year)

Other: Prior Learning Assessment Credit

All OML Students will enroll in the Prior Learning Assessment course at the beginning of their course of study in the OML Program. OML students, who are accepted into Morris Brown College, may be eligible for Prior Learning Assessment (PLA) credit(s). Morris Brown College will charge tuition fees to students who receive credit for Prior Learning Assessment courses derived from their portfolios. The amount of fees charged per credit earned in Prior Learning Assessment is \$10.00.

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 Morris Brown 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 than 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.

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	41 hours
Pre-Organizational Management and Leadership Courses	15 hours
Common Professional Core Courses	48 hours
General Electives	16 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 211	Quantitative Analysis I	3
BOML 213	Principles of Accounting I	3
BOML 214	Prior Learning Assessment	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.
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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.
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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
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Total	15 hrs.	Total	15 hrs.
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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
- BUS-ES 102 Intro to Business Modeling
- 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
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
Social/Behavioral Science	3
HUM 202 Humanities II Art	3

Total **16 hrs.**

Total **18 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

SCIENCE ELECTIVE 3

SCIENCE ELECTIVE 3

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

BUS-ES 102 Intro to Business Modeling

BNML 207 Principles and Practice in Fundraising

Organizational Management & Leadership Course Descriptions

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**

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 214 Prior Learning Assessment (3)

Students who are accepted into Morris Brown College OML Program, may be eligible for Prior Learning Assessment (PLA) credit(s). 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. The amount of fees charged per credit earned is \$10.00. On application/petition the relevant faculty as recommended by the Department Chairperson will evaluate the application.

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 (3)
Communication

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: BOML 213

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 (GML) Program at Morris Brown College equips students with the skills and knowledge needed to thrive in a post-COVID environment. This innovative program combines a comprehensive understanding of global business practices with practical leadership skills, preparing graduates to navigate the complexities of the modern world. Students in the GML program develop expertise in areas such as strategic management, cross-cultural communication, crisis management, and digital transformation. With a focus on adaptability, resilience, and problem-solving, the GML program empowers students to address the unique challenges and opportunities that arise in a rapidly changing global landscape. Graduates of the program are well-prepared to lead organizations, drive innovation, and make a positive impact in a post-pandemic world.

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.

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 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 Morris Brown 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.

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 Morris Brown 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	41 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>)	13 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

Morris Brown College is uniquely tailored to prepare students with the skills and knowledge needed to excel in the post-COVID world, specifically within the rapidly evolving esports industry. This program combines a comprehensive understanding of global business practices from the GML program with specialized coursework and experiential learning opportunities in esports management, marketing, event planning, and digital media. Students in the GML program with an esports concentration develop expertise in strategic decision-making, teamwork, adaptability, and digital innovation, all of which are crucial skills in the current landscape where virtual and online platforms have become integral.

With a focus on the dynamic and ever-changing nature of the esports industry, graduates of the program are well-equipped to navigate the unique challenges and opportunities presented in the post-COVID era, making them valuable assets in the global esports ecosystem.

The eSports performance certification program at Morris Brown College is designed to equip students with the essential skills and knowledge needed to excel in the competitive world of esports, while also emphasizing the skills required to thrive in the post-COVID environment. This certification program goes beyond traditional gaming skills and focuses on developing critical abilities such as teamwork, communication, adaptability, problem-solving, and resilience. Students in the program gain a deep understanding of esports strategy, game analysis, sports psychology, and physical health and wellness, ensuring they are well-rounded individuals capable of performing at their best both online and offline. With the shift towards remote and virtual interactions, the esports performance certification prepares graduates to excel in a digital landscape, leveraging their skills to succeed in esports competitions, team management, content creation, and community engagement. As the esports industry continues to grow, graduates with this certification will be well-prepared to navigate the challenges and opportunities that arise in the post-COVID era, making a lasting impact in the dynamic world of esports.

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

E-commerce workers are employed in the electronic shopping and mail-order houses industry. And according to the U.S. Bureau of Labor Statistics (BLS), the number of those workers is growing: From December 1997 to December 2016, employment in electronic shopping and mail-order houses increased by nearly 80 percent. BLS projects that employment in this industry will continue to rise, reaching almost 450,000 jobs by 2026.

Admission to the Program

Upon admission to Morris Brown 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 eSports lab.*

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.**

GML 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 online.

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.

BUS-ES 303 Introduction to Unmanned Aircraft Systems (Part 107) (3)

This course is designed to aid participants in preparing for the Part 107 licensure examination. The course comprehensively covers Part 107 content and provides clear distinctions between commercial and hobbyist flying. Upon successful completion of the course, students will be equipped to pilot unmanned aircraft in compliance with federal, state and local laws/regulatory guidelines.

BUS-ES 304 Commercial Drone Operations (3)

This course provides more extensive knowledge of commercial drone operation. In addition to piloting concepts and regulatory policies, the course also integrates several business components including business plan development, the art of marketing and selling commercial services, insurance and liability topics and privacy/data concerns. Project-based by design, the course culminates with the development of a business plan inclusive of written marketing and branding strategies.

BUS-ES 305 Fundamentals of FPV and Drone Racing (3)

This course is designed to provide foundational knowledge of first-person view (FPV) and drone racing. The fast-paced, highly interactive experience is designed to provide theoretical and practical knowledge of the technological, mechanical and legal aspects of the field so that trainees leave prepared to actively engage in the competitive sport. The course will be taught in a hybrid fashion including asynchronous lectures coupled with in-person project-based learning experiences.

Certification in eSports Performance

The eSports performance certification program at Morris Brown College is designed to equip students with the essential skills and knowledge needed to excel in the competitive world of esports, while also emphasizing the skills required to thrive in the post-COVID environment. This certification program goes beyond traditional gaming skills and focuses on developing critical abilities such as teamwork, communication, adaptability, problem-solving, and resilience. Students in the program gain a deep understanding of esports strategy, game analysis, sports psychology, and physical health and wellness, ensuring they are well-rounded individuals capable of performing at their best both online and offline. With the shift towards remote and virtual interactions, the esports performance certification prepares graduates to excel in a digital landscape, leveraging their skills to succeed in esports competitions, team management, content creation, and community engagement. As the esports industry continues to grow, graduates with this certification will be well-prepared to navigate the challenges and opportunities that arise in the post-COVID era, making a lasting impact in the dynamic world of esports.

The National Association of Collegiate eSports (NACE) is the largest membership association working to advance varsity collegiate esports. According to NACE, there are currently 170 member schools with over 5,000 student-athletes participating in varsity esports programs across the U.S.

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 credit hours (8 core courses) certificate courses. Additionally, a variety of elective courses are offered, and students are strongly encouraged to enroll in elective courses based on their interests and preferences.
- Classes are 8 weeks each for core courses.
- Earn a letter grade of “B” or better for each course.
- Students are encouraged to complete the certificate within a reasonable timeframe of up to 24 months, allowing for flexibility to accommodate their unique, complex, and varying situations to complete the program within a timeframe approved by the Department Chair and Provost.

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:

E-commerce workers are employed in the electronic shopping and mail-order houses industry. And according to the U.S. Bureau of Labor Statistics (BLS), the number of those workers is growing: From December 1997 to December 2016, employment in electronic shopping and mail-order houses increased by nearly 80 percent. BLS projects that employment in this industry will continue to rise, reaching almost 450,000 jobs by 2026.

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.

The Bachelor of Science in Hospitality Management program at Morris Brown College prepares students with the essential skills and knowledge to excel in the dynamic and ever-evolving hospitality industry, while also emphasizing the skills needed to thrive in the post-COVID environment. This program equips students with a comprehensive understanding of hospitality operations, strategic management, customer service, and event planning. In light of the pandemic's impact on the industry, the program places a strong emphasis on crisis management, health and safety protocols, and the ability to adapt to changing circumstances. Students develop critical skills such as resilience, flexibility, problem-solving, and effective communication, which are essential in navigating the challenges and opportunities presented in the post-COVID era. Graduates of the program are well-prepared to lead and manage hospitality establishments with a focus on innovation, guest experience, and ensuring the health and well-being of both customers and employees. As the hospitality industry continues to recover and reshape itself, graduates of the Bachelor of Science in Hospitality Management program will be at the forefront, driving positive change and creating memorable experiences in the post-COVID world.

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 Morris Brown 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;
2. 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 Morris Brown College for one semester.
3. 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 Morris Brown 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*).
4. 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	41 hours
Professional Core Courses	18 hours
Hospitality Management Program Courses	48 hours
Program Electives	10 hours
Internship in Management /Senior Resource Internship or Capstone	3 hours

Total 120 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	3
BUS-HM 338	Hospitality Desk and Room Division Management	3
BUS-HM 343	Hospitality Sales Management	3
BOML 304	Organizational Concepts	3
BUS-HM 305	Quality Food and Restaurant Sanitation	3
BUS-HM 306	H & M Cost Control	3
BUS-HM 308	Global Hospitality Management	3
BOML 315	Managing Organizational Change	3
BUS-HM 310	Managing the Customer Experience	3
BUS-HM 315	Hospitality Services Marketing & Demand Management	3
BUS-HM 318	International Business Management	3
BUS-HM 330	Legal Aspects of the Hospitality Industry	3
BUS-HM 401	Event Management	3
BUS-HM 441	Small Business Management	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	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 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)

This 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 fundamental 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

The Business Entrepreneurship Certification program at Morris Brown College is designed to equip students with the essential skills and knowledge needed to thrive in the post-COVID business landscape. This program goes beyond traditional business education and focuses on cultivating an entrepreneurial mindset, innovation, adaptability, and resilience. Students in the program gain a deep understanding of business strategy, market analysis, financial management, and digital marketing. With the disruptions caused by the pandemic, the program emphasizes skills such as problem-solving, creativity, risk assessment, and the ability to identify new opportunities in a rapidly changing business environment. Graduates of the Business Entrepreneurship Certification program are equipped with the tools to launch their own ventures, contribute to existing businesses, or drive innovation in various industries. They are prepared to navigate the challenges and capitalize on the emerging opportunities in the post-COVID era, making a positive impact and shaping the future of entrepreneurship.

Earning the Certificate:

- Complete 24 credit hours (8 core courses) certificate courses. Additionally, a variety of elective courses are offered, and students are strongly encouraged to enroll in elective courses based on their interests and preferences.
- Classes are 8 weeks each for core courses.
- Earn a letter grade of “B” or better for each course.
- Students are encouraged to complete the certificate within a reasonable timeframe of up to 24 months, allowing for flexibility to accommodate their unique, complex, and varying situations to complete the program within a timeframe approved by the Department Chair and Provost.

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 Esports Performance Certification program at Morris Brown College is designed to equip students with the essential skills and knowledge needed to excel in the competitive world of esports, while also emphasizing the skills required to thrive in the post-COVID environment. This certification program goes beyond traditional gaming skills and focuses on developing critical abilities such as teamwork, communication, adaptability, problem-solving, and resilience. Students in the program gain a deep understanding of esports strategy, game analysis, sports psychology, and physical health and wellness, ensuring they are well-rounded individuals capable of performing at their best both online and offline. With the shift towards remote and virtual interactions, the esports performance certification prepares graduates to excel in a digital landscape, leveraging their skills to succeed in esports competitions, team management, content creation, and community engagement. As the esports industry continues to grow, graduates with this certification will be well-prepared to navigate the challenges and opportunities that arise in the post-COVID era, making a lasting impact in the dynamic world of esports.

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

The Nonprofit Management and Leadership Certification program at Morris Brown College equips students with the essential skills and knowledge to excel in the nonprofit sector, while also emphasizing the skills needed to navigate the post-COVID environment. This program provides a comprehensive understanding of nonprofit operations, strategic planning, fundraising, volunteer management, and community engagement. With the pandemic's impact on nonprofit organizations, the program focuses on crisis management, adaptability, and innovative approaches to address the evolving needs of communities. Students develop critical skills such as empathy, collaboration, problem-solving, and effective communication, which are essential in leading and managing nonprofit organizations in the face of uncertainty and change. Graduates of the Nonprofit Management and Leadership Certification program are well-prepared to make a positive impact on society, drive social change, and build resilient and sustainable organizations in the post-COVID era. They possess the skills and knowledge necessary to navigate the challenges and leverage emerging opportunities, ensuring the long-term success and impact of nonprofit organizations in our communities.

Earning the Certificate:

- Complete 24 credit hours (8 core courses) certificate courses. Additionally, a variety of elective courses are offered, and students are strongly encouraged to enroll in elective courses based on their interests and preferences.
- Classes are 8 weeks each for core courses.
- Earn a letter grade of “B” or better for each course.
- Students are encouraged to complete the certificate within a reasonable timeframe of up to 24 months, allowing for flexibility to accommodate their unique, complex, and varying situations to complete the program within a timeframe approved by the Department Chair and Provost.

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.

18.0
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19.0

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Affairs, Starbucks

Sedric Ross

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20.0**ADMINISTRATORS
(2023-2024)****Dr. Kevin E. James (2019)** President

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21.0

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22.0**STAFF**

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Mr. Edward Moon (2023)	Facilities and Maintenance
Mr. Calvin Pender (1998)	Facilities and Maintenance
Ms. Sandra Patman (1985) B.S., Organizational Management and Leadership, Morris Brown College	Administrative Assistant of Alumni Affairs
Mr. Jerome Rowland (2003) B.S., Morris Brown College	Director of Campus Operations and Human Resources
Mr. Roderick Tyler	Security

Mr. William Vickers (1978) Registrar Office Specialist
B.S., Morris Brown College

Mr. Carlton White Security

23.0

Title 38 United States Code Section 3679(e) School Compliance Policy

A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 VA Education Benefits.

- Morris Brown College permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
 1. The date on which payment from VA is made to the institution.
 2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- Morris Brown College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

The Covered Individual must:

1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
2. Provide additional information necessary to the proper certification of enrollment by the educational institution.
3. Make and comply with payment arrangements for the amount that is the difference between the amount of the student’s financial obligation and the amount of the VA education benefit disbursement.

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