



2025
-2027 **COURSE**
CATALOG

EXPLORE OUR PROGRAMS



2025–2027 Academic Year

Purpose

The *Morris Brown College Catalog* outlines essential institutional policies and procedures that guide student matriculation at the college. As a historic institution founded in 1881 by African Americans for African Americans, Morris Brown College continues to embody a legacy of empowerment and transformation. The Catalog reflects the College’s mission and commitment to student success, and it is updated regularly to incorporate new policies. Unless otherwise noted, the most current edition supersedes all previous versions.

Leadership and Oversight

The Catalog is maintained under the leadership of the *Division of Academic Affairs* in collaboration with relevant administrative units. It serves as an official guide to the academic and behavioral expectations of the College. Policies and procedures within the Catalog are subject to revision, and any changes will be communicated to students, faculty, and staff. In the absence of a Provost, a designated administrator will be appointed to ensure implementation and compliance. All students are expected to be familiar with and adhere to the policies outlined.

Access and Availability

As part of Morris Brown College’s sustainability initiative and commitment to digital access, the Catalog is published and distributed exclusively in electronic format. The official version is available on the College website and serves as the authoritative source for all student-related policies and procedures.

MESSAGE FROM THE PRESIDENT

Welcome to Morris Brown College, the only institution of higher learning in Georgia that was founded by African Americans for African Americans. In existence since 1881 and having survived many challenges along the way, this campus has a rich history, as well as a record of producing successful alumni who are serving communities across the nation in a wide variety of fields. I feel certain that when you complete your degree, you will be just as successful as those illustrious graduates.

Because we are not content to rest on our laurels, Morris Brown College continues to grow and change. Over the past few years, we have developed a curriculum designed to prepare you to meet the challenges of the fast-paced, competitive, ever-evolving

technological world in which we live. We have a strong academic program which we deliver in a nurturing environment that gives you the opportunity to grow and mature into professionals, entrepreneurs, and leaders worthy of the utmost respect.

Morris Brown College has much to offer you. I encourage you to take full advantage of the academic and social opportunities available so that you can get the most out of your college experience. Through a range of classroom experiences, independent study, in-the-field internships, and extracurricular activities, you will be able to widen your horizons, become a more well-rounded individual better able to meet whatever challenges your future may hold.

During your first few days on campus, please read through this handbook carefully. It has been prepared to familiarize you with our campus and to apprise you of your rights and responsibilities as a Morris Brown College student. If you have questions, do not hesitate to contact us.

Again, welcome! I am delighted that you have chosen to become a “Brownite,” and I hope that you will find your stay rewarding.

Sincerely,



Dr. Kevin E. James
19th President of Morris Brown College



Dear Students, Faculty, and Community Members,

It is with great pride and purpose that I present to you the 2025-2027 College Catalog for Morris Brown College. This document represents more than a collection of course offerings and academic policies reflect our unwavering commitment to academic excellence, student success, and institutional integrity.

As Provost and Senior Vice President for Academic Affairs, I have the privilege of working alongside our dedicated faculty, staff, and leadership team to cultivate a learning environment where every student is empowered to thrive. This catalog outlines

comprehensive academic programs, degree pathways, and support services designed to prepare our students to become innovative leaders and engaged global citizens.

In these pages, you will find clear information on program requirements, course descriptions, academic standards, and institutional policies that guide your journey at Morris Brown College. Whether you are a first-time student, a returning learner, or a member of our academic community, this catalog serves as a roadmap to help you make informed decisions about your educational path.

We remain committed to continuous improvement, equity, and access across all academic areas. The updates included in this edition reflect strategic enhancements to curricula, credentialing opportunities, and programmatic alignment with workforce and graduate study demands. We are especially excited to highlight new certifications, online offerings, and high-impact practices that further enrich the student experience.

Thank you for choosing Morris Brown College as your academic home. We are honored to support you as you pursue your goals, and we look forward to celebrating your achievements along the way.

Warm regards,



Dr. Jamie Jamison
Provost & Senior Vice President for Academic Affairs Morris Brown College

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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	2042
Office of Finance and Administration	2018
Office of Enrollment Management and Student Affairs	2010
Office of Institutional Advancement and Fundraising	2007
Office of Financial Aid	2003
Office of Operations and Facilities	2014

Student Resources

Office of Provost & Academic Affairs	2042
Office of Center for Teaching, Learning and Innovation	2063
Office of Distance Education	2064
Office of the Registrar	2012
Academic Support Services and Placement Testing	2059
Office of Student Affairs (Retention, Housing, Health Services, SGA, Royal Court, Campus Organizations, International Students and Campus Ministry)	2011
Office of Admissions and Recruitment	2015
Admissions and Recruitment Partnership Hospitality Management	2019
Student Success	2033 and 2022
Office of Community Standards & Career Development	2060
Office of Counseling & Student Accommodations	2030
Financial Aid	2005 and 2024
Office of Alumni Affairs	2020 and 2004
Fiscal Affairs	2016
Student Accounts & Collections	2018

Academic Department

Department of General Studies	2054
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Campus Resources

Facilities/Plant Operations	2025
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Communications, Marketing & Partnerships	2006
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About Morris Brown College

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.

Electronic Catalog Notice

In growing our college's commitment to sustainability, electronic communication of the catalog will be considered the official form of communication. Therefore, the Morris Brown College 2025-2027 Catalog is published electronically only and will be available on the college website.

Physical Address:

Morris Brown College
643 Martin Luther King Jr. Drive, N.W.
Atlanta, Georgia 30314-4140
morrisbrown.edu

Academic Calendar 2025-2027

Fall 2025 Full Semester Schedule	
Tuition Payment Due	Tuesday, August 12, 2025
New Student Orientation	Tuesday - Friday, August 12-15, 2025
Faculty Workshop (Fall 2025)	Wednesday, August 13, 2025
New Student Induction Ceremony	Saturday, August 16, 2025
First Day of Classes	Monday, August 18, 2025
Late Registration	Monday - Friday, August 18-29, 2025
Final Day to Drop a Course without Academic Record	Friday, August 29, 2025
Labor Day Holiday	Monday, September 1, 2025
Begin Withdrawal Period with a Grade of W	Monday, September 2, 2025
Midterm Examinations	Monday – Friday, September 29 – October 3, 2025
Midterm Grades Due by 5:00 p.m.	Friday, October 3, 2025
Homecoming Week	Saturday – Sunday – October 4 – 12, 2025
Homecoming Ceremony	Friday, October 10, 2025
Last Day to Withdraw from Course(s) with a Grade of W	Monday, October 13, 2025
Fall Graduates Submit Graduation Applications for May 2026 Deadline	Friday, November 7, 2025
Spring 2025 Registration Opens	Monday, November 10, 2025
Thanksgiving Holiday (Campus Closed)	Monday – Friday, November 24 – 28, 2025
Classes Resume	Monday, December 1, 2025
Last Day of Classes	Wednesday, December 3, 2025
Reading Period	Thursday – Friday, December 4 - December 5, 2025
Final Examinations	Monday – Friday, December 8-12, 2025
Final Grades Due by 5:00 p.m.	Wednesday, December 17, 2025
Fall 2025 – 8-Week Session I Calendar	
Tuition Payment Due	Tuesday, August 12, 2025
New Student Orientation	Tuesday - Friday, August 12-15, 2025
First Day of Classes	Monday, August 18, 2025
Late Registration	Monday - Friday, August 18-22, 2025
Final Day to Drop a Course without Academic Record	Friday, August 22, 2025
Begin Withdrawal Period with a Grade of W	Monday, August 25, 2025
Labor Day Holiday	Monday, September 1, 2025
Midterm Examinations	Monday – Friday, September 8 - 12, 2025
Midterm Grades Due by 5:00 p.m.	Friday, September 12, 2025
Last Day to Withdraw from Course(s) with a Grade of W	Tuesday, September 16, 2025

Last Day of Classes	Tuesday, October 7, 2025
Reading Period	Wednesday, October 8, 2025
Final Examinations	Thursday – Friday, October 9-10, 2025
Final Grades Due by 5:00 p.m.	Wednesday, October 15, 2025
Fall 2025 - 8-Week Session II Calendar	
Tuition Payment Due	Tuesday, October 7, 2025
New Student Orientation	Wednesday, October 8, 2025
First Day of Classes	Monday, October 13, 2025
Late Registration	Monday - Friday, October 13-17, 2025
Final Day to Drop a Course without Academic Record	Friday, October 17, 2025
Begin Withdrawal Period with a Grade of W	Monday, October 20, 2025
Midterm Examinations	Monday – Friday, November 3 – November 7, 2025
Midterm Grades Due by 5:00 p.m.	Friday, November 7, 2025
Last Day to Withdraw from Course(s) with a Grade of W	Tuesday, November 11, 2025
Thanksgiving Holiday (Campus Closed)	Monday – Friday, November 24 – 28, 2025
Classes Resume	Monday, December 1, 2025
Last Day of Classes	Wednesday, December 3, 2025
Reading Period	Thursday – Friday, December 4 - December 5, 2025
Final Examinations	Monday – Friday, December 8-12, 2025
Final Grades Due by 5:00 p.m.	Wednesday, December 17, 2025

Spring 2026 Full Semester Schedule	
Tuition Payment Due	Tuesday, January 6, 2026
Faculty Workshop	Wednesday, January 7, 2026
New Student Orientation	Wednesday, January 7, 2026
First Official Day of Classes	Monday, January 12, 2026
Late Registration	Monday – Friday, January 12-23, 2026
Martin Luther King, Jr. Holiday	Monday, January 19, 2026
Final Day to Drop a Course(s) <i>without</i> Academic Record	Friday, January 23, 2026
Begin Withdrawal Period with a Grade of “W”	Tuesday, January 27, 2026
Last Day to Pay Senior Fees for May 2026 Graduates	Friday, February 20, 2026
Midterm Examinations	Monday – Friday, March 2 - 6, 2026
Midterm Grades Due by 5:00 p.m.	Friday, March 6, 2026
Spring Break	Monday – Friday, March 9-13, 2026
Classes Resume at 8:00 am	Monday, March 16, 2026

Second 8–Weeks Session Begins	Monday, March 16, 2026
Last Day to Withdraw from Course(s) with a Grade of W for the Spring 2026 Full Semester session	Tuesday, March 17, 2026
Founder’s Day Convocation	Friday, March 20, 2026
Good Friday – No Classes	Friday, April 3, 2026
Registration for all students begins for Summer and Fall 2025 Semesters	Monday, April 6, 2026
Honors Convocation	Wednesday, April 15, 2026
Last Day of Classes	Wednesday, April 29, 2026
Reading Period	Thursday, April 30 – Friday, May 1, 2026
Final Examinations	Monday – Friday, May 4 - May 8, 2026
Final Grades Due By 12:00 pm for Graduation Candidates	Tuesday, May 5, 2026
Final Grades Due for all other students (11:59pm)	Friday, May 8, 2026
Commencement Exercises	Saturday, May 16, 2026
Spring 2026 – 8-Week Session I Calendar	
Tuition Payment Due	Tuesday, January 6, 2026
New Student Orientation	Wednesday, January 7, 2026
First Official Day of Classes	Monday, January 12, 2026
Late Registration	Monday – Friday, January 12-17, 2026
Final Day to Drop a Course(s) <i>without</i> Academic Record	Friday, January 17, 2025
Martin Luther King, Jr. Holiday	Monday, January 19, 2026
Begin Withdrawal Period with a Grade of “W”	Tuesday, January 20, 2026
Midterm Examinations	Monday – Friday, February 2-6, 2026
Midterm Grades Due by 5:00 p.m.	Friday, February 6, 2026
Last Day to Withdraw from Course(s) with a Grade of W for the Spring 2026 1 st 8-Weeks session	Monday, February 9, 2026
Last Day of Classes	Thursday, February 19, 2026
Reading Period	Friday, February 20, 2026

Final Exams for Spring 2026 1 st 8-Weeks Session	Monday - Wednesday, February 23-25, 2026
Final Grades due for Spring 2026 1st 8-Weeks session (11:59 p.m.)	Friday, February 27, 2026
Spring 2026 – 8-Week Session II Calendar	
Tuition Payment Due	Tuesday, March 10, 2026
New Student Orientation	Wednesday, March 11, 2026
First Day of Classes	Monday, March 16, 2026
Late Registration	Monday – Friday, March 16-20, 2026
Founders’ Day Convocation	Friday, March 20, 2026
Final Day to Drop a Course(s) <i>without</i> Academic Record	Monday, March 23, 2026
Begin Withdrawal Period with a Grade of “W”	Tuesday, March 24, 2026
Good Friday – No Classes	Friday, April 3, 2026
Midterm Examinations	Monday – Friday, April 6–10, 2026
Midterm Grades Due by 5:00 p.m.	Friday, April 10, 2026
Last Day to Withdraw from Course(s) with a Grade of W for the Spring 2026 2 nd 8-Weeks session	Monday, April 13, 2026
Honors Convocation	Wednesday, April 15, 2026
Last Day of Classes	Wednesday, April 29, 2026
Reading Period	Thursday, April 30 – Friday, May 1, 2026
Final Exams for Spring 2026 2 nd 8-Weeks Session	Monday – Friday, May 4 - May 8, 2026
Final Grades Due By 12:00 pm for Graduation Candidates	Tuesday, May 5, 2026
Final Grades Due for all other students (11:59pm)	Friday, May 8, 2026
Commencement Exercises	Saturday, May 16, 2026
Summer 2026 – 5-Week Session I Calendar	
New Student Orientation	Wednesday, May 27, 2026
Faculty and Staff Summer Institute	Thursday – Friday, May 28–29, 2026
First Day of Classes	Monday, June 1, 2026
Late Registration	Monday – Wednesday, June 1–3, 2026
Final Day to Drop/Withdraw a Course without Academic Record	Wednesday, June 3, 2026
Begin Withdrawal Period with a Grade of W	Thursday, June 4, 2026
Midterm Examinations	Monday – Wednesday, June 15–17, 2026
Midterm Grades Due by 5:00 p.m.	Wednesday, June 17, 2026
Juneteenth Holiday	Friday, June 19, 2026
Last Day to Withdraw from Course(s) with a Grade of W	Monday, June 22, 2026
Last Day of Classes	Wednesday, July 1, 2026
Final Examinations	Thursday, July 2, 2026
Independence Day Holiday (Observed)	Friday, July 3, 2026
Final Grades Due by 5:00 p.m.	Monday, July 6, 2026

Summer 2026 - 5-Week Session II Calendar	
New Student Orientation	Wednesday, July 1, 2026
First Day of Classes	Wednesday, July 8, 2026
Late Registration	Wednesday – Friday, July 8–10, 2026
Final Day to Drop/Withdraw a Course without Academic Record	Friday, July 10, 2026
Begin Withdrawal Period with a Grade of W	Monday, July 13, 2026
Midterm Examinations	Monday – Wednesday, July 20–22, 2026
Midterm Grades Due by 5:00 p.m.	Wednesday, July 22, 2026
Last Day to Withdraw from Course(s) with a Grade of W	Friday, July 24, 2026
Last Day of Classes	Wednesday, August 5, 2026
Final Examinations	Thursday, August 6, 2026
Final Grades Due by 5:00 p.m.	Friday, August 7, 2026

Fall 2026 Full Semester Schedule	
Tuition Payment Due	Tuesday, August 11, 2026
New Student Orientation	Tuesday – Friday, August 11–14, 2026
Faculty Workshop (Fall 2026)	Wednesday, August 12, 2026
New Student Induction Ceremony	Saturday, August 15, 2026
First Day of Classes	Monday, August 17, 2026
Late Registration	Monday – Friday, August 17–28, 2026
Final Day to Drop a Course without Academic Record	Friday, August 28, 2026
Begin Withdrawal Period with a Grade of W	Tuesday, September 1, 2026
Labor Day Holiday	Monday, September 7, 2026
Midterm Examinations	Monday – Friday, September 28 – October 2, 2026
Midterm Grades Due by 5:00 p.m.	Friday, October 2, 2026
Homecoming Week	TBD
Homecoming Ceremony	TBD
Last Day to Withdraw from Course(s) with a Grade of W	Monday, October 12, 2026
Fall Graduates Submit Graduation Applications for May 2027 Deadline	Friday, November 6, 2026
Spring 2027 Registration Opens	Monday, November 9, 2026
Thanksgiving Holiday (Campus Closed)	Monday – Friday, November 23–27, 2026
Classes Resume	Monday, November 30, 2026
Last Day of Classes	Wednesday, December 2, 2026
Reading Period	Thursday – Friday, December 3–4, 2026

Final Examinations	Monday – Friday, December 7–11, 2026
Final Grades Due by 5:00 p.m.	Wednesday, December 16, 2026
Fall 2026 – 8-Week Session I Calendar	
Tuition Payment Due	Tuesday, August 11, 2026
New Student Orientation	Tuesday – Friday, August 11–14, 2026
First Day of Classes	Monday, August 17, 2026
Late Registration	Monday – Friday, August 17–21, 2026
Final Day to Drop a Course without Academic Record	Friday, August 21, 2026
Begin Withdrawal Period with a Grade of W	Monday, August 24, 2026
Labor Day Holiday	Monday, September 7, 2026
Midterm Examinations	Tuesday – Friday, September 8–11, 2026
Midterm Grades Due by 5:00 p.m.	Friday, September 11, 2026
Last Day to Withdraw from Course(s) with a Grade of W	Monday, September 14, 2026
Last Day of Classes	Tuesday, October 6, 2026
Reading Period	Wednesday, October 7, 2026
Final Examinations	Thursday – Friday, October 8–9, 2026
Final Grades Due by 5:00 p.m.	Wednesday, October 14, 2026
Fall 2026 - 8-Week Session II Calendar	
Tuition Payment Due	Tuesday, October 6, 2026
New Student Orientation	Wednesday, October 7, 2026
First Day of Classes	Monday, October 12, 2026
Late Registration	Monday – Friday, October 12–16, 2026
Final Day to Drop a Course without Academic Record	Friday, October 16, 2026
Begin Withdrawal Period with a Grade of W	Monday, October 19, 2026
Midterm Examinations	Monday – Friday, November 2–6, 2026
Midterm Grades Due by 5:00 p.m.	Friday, November 6, 2026
Last Day to Withdraw from Course(s) with a Grade of W	Monday, November 9, 2026
Thanksgiving Holiday (Campus Closed)	Monday – Friday, November 23–27, 2026
Classes Resume	Monday, November 30, 2026
Last Day of Classes	Wednesday, December 2, 2026
Reading Period	Thursday – Friday, December 3–4, 2026
Final Examinations	Monday – Friday, December 7–11, 2026
Final Grades Due by 5:00 p.m.	Wednesday, December 16, 2026

Spring 2027 Full Semester Schedule	
Tuition Payment Due	Tuesday, January 5, 2027
Faculty Workshop	Wednesday, January 6, 2027
New Student Orientation	Wednesday, January 6, 2027
First Official Day of Classes	Monday, January 11, 2027
Late Registration	Monday – Friday, January 11–22, 2027
Martin Luther King, Jr. Holiday	Monday, January 18, 2027
Final Day to Drop a Course(s) without Academic Record	Friday, January 22, 2027
Begin Withdrawal Period with a Grade of “W”	Tuesday, January 26, 2027
Last Day to Pay Senior Fees for May 2027 Graduates	Friday, February 19, 2027
Midterm Examinations	Monday – Friday, March 1–5, 2027
Midterm Grades Due by 5:00 p.m.	Friday, March 5, 2027
Spring Break	Monday – Friday, March 8–12, 2027
Classes Resume at 8:00 am	Monday, March 15, 2027
Second 8–Weeks Session Begins	Monday, March 15, 2027
Last Day to Withdraw (Full Semester)	Tuesday, March 16, 2027
Founder’s Day Convocation	Friday, March 19, 2027
Good Friday – No Classes	Friday, March 26, 2027
Registration for Summer and Fall 2027 Semesters	Monday, April 5, 2027
Honors Convocation	Wednesday, April 14, 2027
Last Day of Classes	Wednesday, April 28, 2027
Reading Period	Thursday – Friday, April 29–30, 2027
Final Examinations	Monday – Friday, May 3–7, 2027
Final Grades Due (Graduation Candidates)	Wednesday, May 5, 2027
Final Grades Due (All Other Students)	Friday, May 7, 2027
Commencement Exercises	Saturday, May 15, 2027

Spring 2027 – 8-Week Session I Calendar	
Tuition Payment Due	Tuesday, January 5, 2027
New Student Orientation	Wednesday, January 6, 2027
First Official Day of Classes	Monday, January 11, 2027
Late Registration	Monday – Friday, January 11–16, 2027
Final Day to Drop a Course(s) without Academic Record	Friday, January 15, 2027
Martin Luther King, Jr. Holiday	Monday, January 18, 2027
Begin Withdrawal Period with a Grade of “W”	Tuesday, January 19, 2027
Midterm Examinations	Monday – Friday, February 1–5, 2027
Midterm Grades Due by 5:00 p.m.	Friday, February 5, 2027
Last Day to Withdraw (1st 8-Weeks)	Monday, February 8, 2027
Last Day of Classes	Thursday, February 18, 2027
Reading Period	Friday, February 19, 2027
Final Exams (1st 8-Weeks Session)	Monday – Wednesday, February 22–24, 2027
Final Grades Due (1st 8-Weeks Session)	Friday, February 26, 2027

Spring 2027 – 8-Week Session II Calendar	
Tuition Payment Due	Tuesday, March 9, 2027
New Student Orientation	Wednesday, March 10, 2027
First Day of Classes	Monday, March 15, 2027
Late Registration	Monday – Friday, March 15–19, 2027
Founders’ Day Convocation	Friday, March 19, 2027
Final Day to Drop a Course(s) without Academic Record	Monday, March 22, 2027
Begin Withdrawal Period with a Grade of “W”	Tuesday, March 23, 2027
Good Friday – No Classes	Friday, March 26, 2027
Midterm Examinations	Monday – Friday, April 5–9, 2027
Midterm Grades Due by 5:00 p.m.	Friday, April 9, 2027
Last Day to Withdraw (2nd 8-Weeks)	Monday, April 12, 2027

Honors Convocation	Wednesday, April 14, 2027
Last Day of Classes	Wednesday, April 28, 2027
Reading Period	Thursday – Friday, April 29–30, 2027
Final Exams (2nd 8-Weeks Session)	Monday – Friday, May 3–7, 2027
Final Grades Due (Graduation Candidates)	Wednesday, May 5, 2027
Final Grades Due (All Other Students)	Friday, May 7, 2027
Commencement Exercises	Saturday, May 15, 2027

Summer 2027 – 5-Week Session I Calendar	
New Student Orientation	Wednesday, May 26, 2027
Faculty and Staff Summer Institute	Thursday – Friday, May 27–28, 2027
First Day of Classes	Tuesday, June 1, 2027
Late Registration	Tuesday – Thursday, June 1 – June 3, 2027
Final Day to Drop/Withdraw a Course without Academic Record	Thursday, June 3, 2027
Begin Withdrawal Period with a Grade of W	Friday, June 4, 2027
Midterm Examinations	Monday – Wednesday, June 14–16, 2027
Midterm Grades Due by 5:00 p.m.	Thursday, June 17, 2027
Juneteenth Holiday (Observed)	Friday, June 18, 2027
Last Day to Withdraw from Course(s) with a Grade of W	Monday, June 21, 2027
Last Day of Classes	Wednesday, June 30, 2027
Final Examinations	Thursday, July 1, 2027
Independence Day Holiday (Observed)	Friday, July 2, 2027
Final Grades Due by 5:00 p.m.	Monday, July 5, 2027
Summer 2027 - 5-Week Session II Calendar	
New Student Orientation	Wednesday, June 30, 2027
First Day of Classes	Wednesday, July 7, 2027
Late Registration	Wednesday – Friday, July 7–9, 2027
Final Day to Drop/Withdraw a Course without Academic Record	Friday, July 9, 2027
Begin Withdrawal Period with a Grade of W	Monday, July 12, 2027
Midterm Examinations	Monday – Wednesday, July 19–21, 2027
Midterm Grades Due by 5:00 p.m.	Wednesday, July 21, 2027
Last Day to Withdraw from Course(s) with a Grade of W	Friday, July 23, 2027
Last Day of Classes	Wednesday, August 4, 2027
Final Examinations	Thursday, August 5, 2027
Final Grades Due by 5:00 p.m.	Friday, August 6, 2027

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 Godhead, 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.

VISION STATEMENT

Morris Brown College aspires to be a distinguished liberal arts institution, acknowledged as a leader in recruiting, training, and empowering college bound students to flourish academically, personally, and socially at the highest level. Drawing strength from a profound legacy of resilience and achievement rooted in Christian principles, we commit to creating a secure haven for students, delivering excellence in academic program offerings within a nurturing environment. Our focus is on cultivating intellectual curiosity, fostering cultural pride, and promoting community engagement, producing responsible leaders who will make notable contributions locally and globally.

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 Accreditation Status as a Category II institution by the TRACS Accreditation Commission on April 13, 2022. 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.

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.

NON-DISCRIMINATION POLICY STATEMENT

Pursuant to Title IX, Part 86; Title VI; Title VII; and Section 504 of the Rehabilitation Act of 1973, all members of the Morris Brown College community are protected from discrimination, harassment, and related misconduct while on the property or participating in college-related activities. Members of the college community protected by this policy include, but are not limited to, its community members including students, faculty, staff, administrators, volunteers, vendors, contractors, visitors, and any individuals regularly or temporarily employed, or having any official capacity with the college or on its property. This Policy prohibits all forms of discrimination, harassment, and any related misconduct based on an individual's protected status or protected characteristic, such as age, color, race, gender, religion, and others consistent with state and federal law.

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.

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.

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

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

Institutional Goals and Objectives

INSTITUTIONAL GOALS AND OBJECTIVES

Priority 1: Increase Financial Sustainability

Responsible Division: Fiscal Affairs-Chief Financial Officer, Vice President of Institutional Advancement and Assistant Vice President for Institutional Advancement / Director of Alumni Affairs

Achieve financial sustainability by necessitating a strategic and holistic approach that balances revenue enhancement with prudent cost management while prioritizing student success and institutional resilience.

Goal 1: Increase Fundraising and Development Strategic Initiatives

Goal 2: Align Philanthropic Efforts with Current Fundraising and the Strategic Plan

Goal 3: Increase Alumni Giving

Goal 4. Enhance Financial Operating Reporting Systems

Goal 5. Enhance Stakeholder Engagement

Priority 2: Elevate Academic Prominence

Responsible Division: Academic Affairs-Provost & Senior Vice President of Academic Affairs

Reimagine the academic experience by committing to excellence, innovation, and societal advancement and fostering an environment that nurtures intellectual curiosity, critical thinking, and scholarly rigor while prioritizing academic distinction and empowering students and faculty to push the boundaries of knowledge.

Goal 1: Continuously Evaluate and Expand Academic Inventory to Offer Market Driven Programs.

Goal 2: Align Philanthropic Efforts with Current Fundraising and the Strategic Plan

Goal 3: Increase Research Opportunities

Goal 4. Enhance Academic Resources

Goal 5. Enhance the Academic Advising Model in Efforts to Increase Retention Rates

Priority 3: Enhancement of Infrastructure and Operations

Responsible Division: Human Resources-Director Campus Operations

Provide strategic investment and modernization initiatives to enhance infrastructure and optimize operations to create an environment conducive to learning, research, and innovation while promoting sustainable practices to elevate the quality of education, attract top talent, and empower students and faculty to excel in their academic pursuits.

Goal 1. Develop Campus Master Facilities Plan to Include Technology Upgrades

Goal 2. Increase Quality Efficiency in all College Operations by Implementing Process Improvement

Goal 3. Align Staff and Faculty Workload with Resources and Program Capacity

Goal 4. Enhance Human Resources Operations

Priority 4: Enhance Student Engagement and Enrollment

Responsible Division: Enrollment and Student Services-Vice President of Enrollment and Student Services

Commitment to cultivating an environment where students are not only recipients of knowledge but active participants in their educational journey while fostering a culture of inclusivity, collaboration, and innovation aiming to empower students to engage deeply with their coursework, peers, and communities through experiential learning opportunities, mentorship programs, and extracurricular activities.

Goal 1. Continuously Increase Student Enrollment and Expand Student Profile by Diversifying the Student Body on Campus and Online

Goal 2. Bolster Student Engagement to Increase Participation

Goal 3. Increase Completion and Retention Rates

Goal 4. Enhance Student Life to Improve Student Retention

Goal 5. Increase Job Placement and Graduate School Opportunities

Priority 5: Maximizing Strategic Partnership and Stakeholder Engagement**Responsible Division: Office of the President-President**

Commitment to fostering mutually beneficial partnerships and cultivating robust stakeholder engagement by leveraging strategic collaborations with industry, government, academia, and the broader community, aiming to maximize our collective impact and drive innovation, sustainability, and social progress.

Goal 1. Enhance Resource Development Through Partnerships with Federal and State Agencies, Corporations, and Foundations

Priority 6: Obtain Institutional Effectiveness and Efficiency**Responsible Division: Academic Affairs and Campus Operation/Human Resources-Provost & Senior Vice President of Academic Affairs and Director of Campus Operations**

Achieving our mission of fostering academic excellence, student success, and societal impact by implementing rigorous evaluation processes, utilizing data-informed decision-making, and fostering a culture of continuous improvement while striving to optimize resource allocation, enhance student learning outcomes, and maximize institutional impact.

Goal 1. Continuously Increase Brand Awareness in Efforts to Support Enrollment Growth**Goal 2. Improve External and Internal Communications****Goal 3. Scale the Office of Institutional Effectiveness & Data Collection Processes and Procedures****Goal 4. Enhance Processes Necessary to Ensure Reaffirmation with the Institutional Accreditation**

Institutional Integrity

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 Ethics

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, 201

Enrollment Management

Admissions

OFFICE OF ADMISSIONS

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.

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.

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 2015 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.

Placement 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. Home school diplomas are accepted but must be verified through appropriate approved listing.

SAT/ACT waived until further notice but highly recommended

Placement testing is a mandatory step in the admissions process for applicants. The purpose of placement testing is to determine knowledge levels in Reading, Writing and Math. Our goal is to place you in appropriate courses that will increase your chance of success and program completion.

Some applicants may be exempt from some or all the tests based on previously earned college credit with a grade of C or higher. Applicants may also submit their final high school transcript with ACT, and SAT for exemption. Please do not assume that submission of test scores satisfies MBC's admission requirements. If a student does not meet requirements for exemption and does not wish to take the Accuplacer test, he or she will be placed in appropriate courses that align with course support.

**Minimum requirements: for exemptions:
High School cumulative G.P.A 3.0 or higher**

English

Evidence-3.0 or higher

Math

Evidence-3.0 or higher

SAT

Evidence – Based Reading and Writing: 480

Math: 440

ACT

English OR Reading: 17

Math: 17

Accuplacer

The Accuplacer test is a computer-based exam consisting of three subject areas: Arithmetic; Reading; and Writing.

Registration Process

After a student is admitted into the college, the Registrar will review the transcript and inform the student whether he or she will need the placement test. The student will then be emailed a link to complete registration online by the Coordinator of the Teaching, Learning, and Innovation Center. Students will be given information on which test to select in the email. Students will be given the option of choosing a date for testing (virtual). Once the student has submitted the form, the student will receive a confirmation email shortly after the email address provided.

Minimum MBC Score Requirements

Quantitative Reasoning, Algebra, and Statistics: 266 or higher

Reading: 237 or higher

WritePlacer: 4 or higher

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 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.

Helpful Information

- You must have a valid photo ID
- Please contact studentaccomodations@morrisbrown.edu to inquire about testing accommodations, if necessary.
- The Accuplacer test is not timed but typically takes 2-3 hours to complete all sections.
- You will be asked to turn your phone off for the entire duration of your test.
- You will receive your scores immediately upon completion of the test.

International Students Testing. The Student and Exchange Visitor Program (SEVIS) at Morris Brown College requires students to have a certain level of English proficiency for admittance. Listed below is the required test:

[Test of English as a Foreign Language \(TOEFL\)](#)

The TOEFL test is meant to measure a non-native English speaker's ability to understand the language. You will receive a score when you finish completing the test. Register with ets.org.

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.

SAT/ACT waived until further notice but highly recommended

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.

Requirements include:

- A high school transcript from an accredited or approved high school or have a recognized high school equivalency, state recognized certificate, GED, or diploma with graduation date
- Completed signed admissions application with a Non-refundable application fee of \$30
- A minimum 2.0 GPA
- ACT Test Score of 17 and SAT Test Score of 850
- 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 vaccination is not mandatory, however it is highly recommended
- Tuberculosis Test Result
- Recommended 2 Letters of Recommendation
- Recommended Career Goals and Aspirations Essay
- ***Prospective students with a 2.5 GPA or below***
- Signed Enrollment Agreement

As a part of the application process, applicants must submit an official copy of the high school transcript, GED, associate degree's or submit proof of completion with graduation date.

Should the Office of Admissions have a reason to believe that the high school diploma or transcript 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. ***

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. An approval letter from the student's home institution.
5. Signed Enrollment Agreement

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.

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.
3. Signed Enrollment Agreement

Students on Disciplinary Suspension for Academic Affairs 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.
3. Updated signed Enrollment Agreement

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.
3. High school transcripts must have completion of the following courses: English – 4 units, Mathematics – 3 units, Natural Sciences – 2 units, Social Sciences- 3 units with graduation date
4. Immunization Records
5. COVID Vaccine Card or exemption form (not mandatory but highly recommended)
6. Tuberculosis Test Result
7. Signed Enrollment Agreement

Conditional Admission

Morris Brown College may grant conditional admission to an applicant whose 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 strong motivation for achievement and future academic growth.

Students who are admitted conditionally must go through the following process:

1. Take Accuplacer Exam to determine area of support
2. Will be limited to registering for 12 credit hours upon successful completion semester for the first year of matriculation.
3. Will be advised by success coaches/academic advisors from the Student Success office and will be advised by the academic advisors with a written academic success plan that the Success Coaches will use as a guide.
4. Student must take lower-level English and Math course. (The courses count towards credits)
5. Will have two academic semesters to achieve a minimum cumulative grade point average of 2.00 and pass all courses. 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 score of 2.00 is not achieved by the end of the student's second semester, the student will be dismissed from Morris Brown College.

6. Students are required to attend all regular scheduled meetings with the advisor.

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

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 two weeks prior to the semester start date.
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. 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.
4. 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.
5. Course credit is stated in semester hours. One sixty-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.
6. An opportunity for pre-registration is provided for students.
7. Students with disabilities should contact studentaccommodations@morrisbrown.edu if assistance is needed in registering.
8. Students who are on academic probation should report to the Office of Academic Affairs for academic advisement.
9. Students or who are seeking readmission after academic suspension or disciplinary suspension should report to the Office of Enrollment Management 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.

Finance and Administration

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:
 - a. Two semesters (fall and spring)
 - b. Two mini-semester 8-week sessions (fall and spring)
 - c. Two summer 4-week sessions

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 2025-2027. 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 2025-2027, it will publish notice of such changes in an addendum to this Catalog.
4. A student is not officially enrolled at Morris Brown College until all fees and charges have been paid or a payment plan has been approved.
5. Payment of tuition and fees may be made by check, money order or electronic funds. 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 bachelor’s 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, the Nonprofit Management Certificate program and the Hospitality 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
Hospitality Management Certificate (12 hrs.)	\$2,004.00	\$4,008.00

2025-2027 COST OF ATTENDANCE

Bachelor Programs	Entrepreneurship Nonprofit Mgmt. Hospitality 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: \$12,137**	Living Expenses: \$12,137**	Living Expenses: \$12,137**
Miscellaneous: \$7,867**	Miscellaneous: \$7,867**	Miscellaneous: \$7,867**
Transportation: \$2,472**	Transportation: \$2,472**	Transportation: \$2,472**
TOTAL: \$33,034	Total: \$28,542	Total: \$30,750

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.

PARKING FEE

A \$80 per semester fee will be charged for students that wish to park on the campus. Students must secure a parking decal for each academic year, and it must be properly displayed while parking on campus. Parking spaces are on a first-come basis; however, restricted spaces are for authorized vehicles and designated disabled vehicles only.

The following fees will be charged:

<u>Fee</u>	<u>Cost</u>
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 Academic Affairs, Student Services, and 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%

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 every payment period (semester).

NECESSARY REQUIREMENTS FOR SATISFACTORY ACADEMIC PROGRESS:

Qualitative - All students are required to maintain a minimum cumulative GPA of 2.0 or better. MBC follows school academic standards and **does not** round GPA.

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. MBC rounds pace to the nearest whole number using normal rounding methods.

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 accepted 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 sent via designated school email of any changes to their federal student aid eligibility. Notifications include Financial Aid Warning status, appeal decisions, loss of eligibility or regaining of eligibility. Students will be assigned one of the following statuses:

Financial Aid Warning is a status assigned to a student who fails to meet satisfactory academic progress. The student will automatically be placed on a Financial Aid Warning status for one payment period (semester). During the Financial Aid Warning period, students are not making SAP but continue to be eligible for federal student aid. If a student continues to fail SAP at the end of a financial aid warning period, they will lose federal student aid eligibility. There is no limit on the number of times a student can be placed in a warning status, except that the warning periods can never be consecutive.

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.

ACADEMIC PLAN

Academic plans will be tailored to meet the individual student’s needs and will have a defined endpoint (e.g., date, second semester, etc.) at which point the student will meet the general SAP standards or complete the program.

Academic plans can last several semesters depending on the severity of the SAP issues. While on an academic plan, the student is required to meet the plan requirements. While on a multi-semester plan, the student is in a probationary status during the first semester of the plan. During subsequent semesters in which the student meets the plan requirements, the student is maintaining SAP. The student continues to be federal student aid eligible if they are on a plan and meet the plan requirements or meet the general SAP standards.

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 Process

A student suspended from federal student aid eligibility may appeal that loss due to special or mitigating circumstances outside of the student's control. These may include, but are not limited to, the following:

1. Student illness or injury
2. Family member illness, injury, or death

Students who appeal must complete MBC's SAP Appeal Request Form once notified of suspension. In addition, a student must provide all applicable supporting documentation. The appeal must explain why the student failed SAP and what has changed to allow the student to make SAP at the end of the probationary period.

Appeals are reviewed by MBC's SAP Appeal Committee prior to the start of the upcoming semester. The Appeal Committee may review the failure of any SAP measurement. As part of the appeal process, the SAP Appeal Committee may implement any of these three options:

1. Approval- based on circumstances and the student can mathematically meet the general SAP standards by the end of the probationary period.
2. Approval- based on circumstances, school places the student on an academic plan.
3. Denial- based on circumstances.

Financial Aid Probation

If a student's appeal is approved by the committee, the student will be placed on Financial Aid Probation, which can never exceed one payment period. While on Probation, a student is not making SAP but remains eligible for federal student aid.

APPEAL PROCEDURES:

How to appeal:

1. Complete a SAP appeal form (the link to the DocuSign form is included in the Notification)
2. Appeal is due to the Financial Aid Office within fourteen (14) calendar days of notification.
3. 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.
4. Students must submit a SAP appeal form and a letter of explanation of mitigating circumstances with all appropriate documentation attached. **The appeal committee will not view incomplete documents.**

The Satisfactory Academic Progress Appeals Committee will review the request and make a decision within ten business days of 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:

1. You will be placed on Financial Aid Probation/PLAN.
2. You must meet the Satisfactory Academic Progress minimum requirements as outlined above.
3. You must meet the minimum requirements EVERY semester.
4. 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:

1. You will not be eligible for Title IV funds and will be placed on Financial Aid Suspension.

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

1. You will not receive any Financial Aid funds.
2. You must get back into Good Standing on your own. (without financial aid) Another appeal is not an option.

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 an extension to the maximum time frame provision of the SAP policy in writing. 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. Credit hours that transfer into and count as credit in the student's program of study will count as both earned and attempted credits. Transfer credit will not be factored into the student's GPA. Transfer hours that are accepted any time after an official checkpoint will be factored into SAP at the next official checkpoint.

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 the 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 perform a first 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](#).

Student Affairs

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 Affairs 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 Affairs 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 Student Accommodations
6. Career Development
7. Student Judicial Process
8. Peer Mentoring
9. Morris Brown College Pantry "Mimi Pantry"
10. Meal Plan Options
11. Student Residential Partnerships

NEW STUDENT ORIENTATION PROGRAM

At the beginning of each Fall, Spring, Summer and mid-semesters, a mandatory 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

The Office of Student Affairs is responsible for the coordination and implementation of all cultural, social, personal development, and extracurricular activities of the College. Such activities include, but are not limited to, intramural/recreational activities, concerts, speakers, recitals, exhibits, lectures, tournaments, and programs of a religious nature. These activities are sponsored and established to ensure well-rounded educational experiences, augment classroom instruction, and provide opportunities for personal development and self-realization. The Office also registers and monitors the activities of all campus organizations.

Students are strongly encouraged to participate in extracurricular activities, seek membership in campus organizations, and actively engage with their peers to develop special talents and skills. Students on academic or disciplinary probation are ineligible to participate in extracurricular activities or maintain membership in campus organizations.

Students that wish to participate as a general body member of any club and/or organization (non-Greek or SGA) must maintain a 2.5 GPA; all other students including those seeking membership in Greek-lettered organizations, executive board positions in clubs/organizations, and the Student Government Association president and vice-president must maintain a 3.0 GPA.

STUDENT GOVERNMENT ASSOCIATION (SGA)

The role of the Student Government Association (SGA) is to help implement school practices, activities, and events that best serve the student body and promote the Morris Brown brand. The SGA will work to develop student centered activities that foster social development, cultural enrichment, broaden leadership skills, and most importantly promote student involvement.

The SGA also oversees the Campus Activity Board (CAB), student senators and nominates student body representatives to administrative committees. Additionally, the President of the SGA is a sitting member of the Morris Brown College Board of Trustees. For further information call the SGA President at (404) 458-6085, ext. 2010 or 2011.

The Office of Student Affairs serves as the advisor for the SGA and supports student involvement in all SGA committees and activities.

Student Government Involvement: Student involvement in student government can make a difference to the college campus. Besides elected officers, the Student Government Association needs interested students to participate in committees and to help with special events and extracurricular activities. For students who want to become involved, SGA provides experiences through governance and student body participation.

Governance: The Executive Board of SGA manages and directs the expenditure of all SGA funds and represents the student body.

Criteria for Officers: To be considered for an officer position for SGA or the college queen or king, a student must be currently enrolled and in good standing. This means, students cannot be on disciplinary probation and/or 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 Offices of Student Affairs. The required grade point average for the SGA president and vice president is 3.0 or above and for a college queen or king is 3.0 or above. The required grade point average for positions on the Executive Board of SGA and the Royal Court 2.5. Elections will be held every spring semester to elect officers for the SGA.

- The student classification to apply for the SGA President and the college queen or king – students must be on track to become a senior, with an earned 90 credit hours or more by the start of the fall semester following elections and a full-time student for the entire academic year of their elected term.
- The student classification to apply for the SGA Vice President – students must be on track to become a junior, with an earned 60 credit hours or more by the start of the fall semester following elections and a full-time student for the entire academic year of their elected term.
- There will be student elections every academic year for class presidents and executive boards, class queens and kings, and campus major queen and king positions.
- Following the election results, the newly elected officers will be announced. The term of new officers will begin in the fall semester of every academic year. However, in the event a position is left open or becomes vacant, a special election will be held at the beginning of the academic year to fill the positions.

Student Body Participation: All students matriculated and currently registered at Morris Brown College shall be considered general body members of the Student Government Association (SGA).

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 Affairs designee. Students must obtain a Student Excuse Data Form from the Student Affairs 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 through the judicial process. 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. The Office of Student Affairs will submit all documentation to the Office of Academic Affairs.

- Chronic Care (chronic conditions such as diabetes, high blood pressure, asthma, high cholesterol, obesity, and infectious diseases like HIV)
- 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)
- Health Screenings (such as Sexually Transmitted Diseases, Cervical, Breast and Colorectal Cancer, Tuberculosis)
- Behavioral Health (Counseling and Medication and Substance Abuse Disorders)
- Dental Care (Emergency and routine care, x-rays, and preventative care)
- Vision Care (comprehensive eye exam)

St. Joseph Mercy Care also known as Mercy Care. Address—424 Decatur St SE, Atlanta, GA 30312—
Phone: (678) 843-8600.

Mental Health Services

Morris Brown College assists enrolled students with mental wellness care through the on-site Office of Counseling and Student Accommodations.

Services Provided:

- Counseling
- Wellness & Prevention Education

For more information, please contact the Office of Counseling and Student Accommodations at (404) 458-6085 Ext. 2030

Counseling Services

Morris Brown College has partnered with Student Tele-Help. The Student Tele-Help service is available to students free of charge and provides virtual service 24 hours/7 days a week. Students can speak to state licensed psychologists, counselors, nurse practitioners, and therapists.

Helpful Link: [Student Tele-Help](#)

Other Counseling Services Provided:

- Face-to-Face Counseling
- Life Skill Coaching
- Group Counseling
- Wellness Education & Prevention Consultation

CAREER DEVELOPMENT

Career Development is a four-year process designed to work with students by strengthening their skills for career readiness through career workshops, internships/career fairs, interview and resume preparation, graduate program explanation and application assistance, and other experiential opportunities. While at Morris Brown, students will gain the skills needed to appropriately articulate their experiences to obtain and maintain gainful employment throughout their career life cycle.

Services Provided:

- Career exploration
- Professional Development
- Networking Opportunities

Please note that graduates are not guaranteed jobs after graduation. [TR1]

CODE OF CONDUCT & JUDICIAL PROCESS

The Honor Code & Code of Conduct is the foundation upon which life at Morris Brown College is built. It is based upon the idea that all student rights and freedoms will be respected upon the responsibility and accountability of the student. Morris Brown students are expected to maintain three principles while in attendance. Those principles include the following:

1. Respect
2. Honesty
3. Accountability

RESIDENTIAL LIVING SERVICES

Morris Brown College does not operate campus housing; however, the Office of Student Affairs will assist students with securing housing through one of the college's housing partners. For more information on housing options, students can access the off-campus housing directory on the MBC website.

Helpful Link: [MBC Housing Options](#)

STUDENT GRIEVANCE PROCEDURES

The student appeal and grievance processes at Morris Brown College are both 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 appeals and grievances. Students considering filing an appeal or grievance are urged to read the following.

Appeal Process:

An appeal is the actionable process that all students have to seek redress regarding disciplinary decisions made by Morris Brown College. Students that wish to file an appeal can only do so

under two circumstances: new evidence that was not available during the initial investigation and/or hearing that could sway the outcome or reasonable suspicion of procedural misconduct. The Office of Community Standards will review appeals under the following circumstances.

- a. A student charged and sanctioned has the right to appeal a decision within (5) business days of receiving notification of a disciplinary decision. The accused student may submit a written appeal, emailed to the Office of Community Standards, requesting reconsideration of the decision based on: newly discovered information that was not available at the time of the investigation, and/or hearing or any reasonable suspicion that the sanction was a miscarriage of justice due to procedural misconduct. If the request is based on either of these two or both, it is the responsibility of the student to present their evidence in detail in the appeal request.
- b. The Office of Community Standards or her/his designee[s] shall make the final determination of all cases brought under the appeals regulations.

Grievance Process:

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 based on their protected status of race, color, religion, sex/gender identity, sexual orientation, national origin, age, disability, or veteran status. The Office of Community Standards will review grievances under the following circumstances.

Step 1 - Submit a formal statement of grievance to the Office of Community Standards & Career Development. This statement should include who/what department you wish to file the grievance, why you are filing the grievance, and the sequence of events.

Step 2 - Start with a conversation between you and the concerned party; the Office of Community Standards & Career Development will facilitate this process.

Step 3 - If there is no resolution, go to the department chairperson or the immediate staff supervisor; if there is still no satisfactory resolution, within 10 business days, the student may submit an additional written statement of grievance; the additional grievance form will go before the Office of Community Standards designee[s] for a formal investigation and recommendation.

Step 4 - If the student or the individual of whom the grievance was filed is not satisfied with the recommendation, they may submit a written 'formal grievance decision appeal' to the Office of Community Standards which will be forwarded to the Vice President of Enrollment & Student Affairs for a staff matter or the Provost & Senior Vice President of Academic Affairs for an academic matter for further investigation.

Step 5 - If the student is not satisfied with the decision of the Vice President of Student Affairs or the Provost & Senior Vice President of Academic Affairs and/or the grievance involves one or more of the senior executives, the student may file an additional written 'formal grievance decision appeal' with the Office of Community Standards for further investigation with the President's office.

Step 6 - A final institutional appeal can be made to the Office of the President.
Office of the President
Morris Brown College
643 Martin Luther King Jr. Drive
Atlanta, Georgia 30314

Step 7 - If a student is not pleased with the institution's final decision, a final appeal can be made to the Georgia Nonpublic Postsecondary Education Commission and Transnational Association of Christian Colleges and Schools.

Georgia Nonpublic Postsecondary Education Commission
2082 E Exchange Place, Suite 220
Tucker, GA 30084
Office: (770) 414-3300; <https://gnpec.georgia.gov/student-resources/student-complaints>

Transnational Association of Christian Colleges and Schools (TRACS)
15935 Forest Road
Forest, Virginia 24551
Office: (434) 525-9539; info@tracs.org

NC-SARA Complaint Process

Students who are out of state and taking distance education courses at Morris Brown College are required to follow the student complaint procedures as well as the NC-SARA complaint process on the NC-SARA website. For more information, please see the Student Complaint section on the [NCSARA website](#).

Academic Affairs

Academic Affairs

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

The Office of Academic Affairs includes the Music Department, the Psychology Department, the Business Department, the General Studies Department, the Office of the Registrar and Records, Center for Teaching, Learning and Innovation, Library Services and Distance Education

OFFICE OF ACADEMIC AFFAIRS

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.

OFFICE OF THE REGISTRAR

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. **The Registrar is the only authorized custodian of student records.**

Cost of Transcripts and Educational Verification:

<i>Transcript Type</i>	<i>Fee</i>	<i>Processing Time</i>	<i>Delivery Methods</i>
<i>Emergency Official</i>	\$25.00	1 -3 Business Days	Email, USPS Postal
<i>Official</i>	\$10.00	7 – 14 Business Days	Email, USPS Postal
<i>Unofficial</i>	\$5.00	5 – 7 Business Days	Email, USPS Postal
<i>Education Verification</i>	\$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 in 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 the graduation class has at least 45 resident credit hours earned at Morris Brown College, a 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 the 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

LIBRARY SERVICES

The Morris Brown College Digital Library has access to over 200 databases, 400,000 electronic books, 75,000 electronic/scholarly journals, and over a million digital media items, including streaming music, audio, video, and image files all available as Open Education Resources, available to MBC students 24 hours a day/7 days a week through Library Services at Morris Brown: <https://morrisbrown.edu/library-services/> .

- Students can access the [Fulton County Public Library Online Services](#). The library also offers free virtual tutoring.
- Students can also visit the [Atlanta University Center Robert W. Woodruff Library](#)
- Students have physical access to the [Washington Park Library](#), which is a few blocks from the campus: Washington Park Public Library: Address: 1116 M.L.K. Jr Dr SW, Atlanta, GA 30314
- Students can access the [Atlanta Metropolitan State College Library](#), which is located at 1630 Metropolitan Parkway SW, Atlanta, GA 30310.

THE ATLANTA METROPOLITAN STATE COLLEGE LIBRARY

By cooperative partnership, 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 the use of the library's resources, as well as professional assistance in conducting library research. All these resources are available to Morris Brown College students, faculty, and staff.

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
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GENERAL ACADEMIC RULES AND REGULATIONS

It is the aim of Morris Brown College to admit those students who demonstrate 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 Provost 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. Other rules and regulations are described in this and other sections of the <i>Catalog</i> , as well as in the <i>Student Handbook</i> .

THE HONOR CODE

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

1. Students must not ask for, give, or receive information or any other form of help in an examination or test administered by a representative of Morris Brown College.
2. Students must maintain responsible behavior during examinations and conform to the conditions established by Morris Brown College representative in charge of the examination.
3. Students must refrain from plagiarism. Plagiarism is defined as presenting or otherwise submitting another person's oral or written work as one's own work. Plagiarism includes either quoting or paraphrasing another's work without properly citing or acknowledging the author or source. Students must also refrain from inadvertently creating the appearance of plagiarism or contributing to plagiarism on the part of others.
4. 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), DANES Subject Standardized Tests (DSST), Excelsior Exams, 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.getcollegecredit.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>

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.

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

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

History and Social Sciences	Credit Awarded	Course Equivalent
American Government*	3 hours	SOC 211
American History I (to 1877)	3 hours	General Elective
American History II (from 1877)	3 hours	General Elective
Intro to Educational Psychology	3 hours	PSY 203
Introductory Psychology	3 hours	PSY 200
Human Growth & Development	3 hours	General Elective
Introductory Sociology	3 hours	SOC 201
Principles of Microeconomics	3 hours	OML 241
Principles of Macroeconomics	3 hours	OML 241
Social Sciences and History	6 hours	Social Science Requirement
Western Civilization I	3 hours	General Elective
Western Civilization II	3 hours	General Elective

Science and Mathematics	Credit Awarded	Course Equivalent
Calculus w/Elementary Functions	4 hours	Determined by department
College Algebra	3 hours	MAT 101
College Algebra-Trigonometry	6 hours	MAT 101 & 102
General Biology (Essay is required)	6 hours	BIO 101
General Chemistry	6 hours	Natural Science Requirement
Precalculus	3 hours	Math Requirement

Natural Sciences	6 hours	Natural Sciences Requirement
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Computer Science	Credit Awarded	Course Equivalent
Computers & Data Processing	3 hours	BCIS 101

Business	Credit Awarded	Course Equivalent
Financial Accounting	3 hours	General Elective
Introduction to Management	3 hours	OML 306
Introductory Accounting	3 hours	OML 213
Introductory Business Law	3 hours	OML 311
Introductory Marketing	3 hours	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. **Transcript Submission:** Transfer applicants must request that an official transcript from each previously attended institution be sent directly to the Morris Brown College Office of the Registrar.
2. **Transcript Routing:** Upon receipt, the Office of the Registrar will forward the transcripts to the appropriate Department Chair for evaluation.
3. **Transfer Credit Evaluation:** The Department Chair will conduct a formal audit of transfer credits. This process includes:
 - a. Verifying the accreditation status of each institution from which the student is transferring.
 - b. Evaluating the transcript(s) to determine course equivalencies for core curriculum or general education requirements.
 - c. Completing the Transfer Credit Evaluation Form and submitting it to the Registrar for review.
 - d. The Registrar will review the form and provide a signature.
 - e. The student will receive the form, review the evaluation, and provide their signature.
 - f. The completed form will be filed in the student's official academic record.
4. **Evaluation Timeline:** All transcripts must be evaluated within 48 hours of receipt.
5. **Notification of Transfer Credit:** Students will receive written documentation outlining which courses have been accepted for transfer.

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 (**freshman with under 30 credit hours**) will be advised by the Registrar's Office.
3. Students who have 30 or more credit hours will be assigned to an academic advisor within their major department.
4. 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.
5. 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.

Additional Advising Requirements and Procedures for Advisement

1. Students who fail a course are required to retake the course in either a synchronous online or in-person format.
2. Failed courses must be repeated in the subsequent semester, except for upper-level courses that are not offered every term.
3. When advising students, it is important to assess the underlying causes of the course failure and to design a manageable course schedule that avoids overwhelming them with an overly rigorous load.
4. Students on Satisfactory Academic Progress (SAP) Warning or Probation should be enrolled in no more than 12 credit hours until measurable academic progress is demonstrated.
5. A registration hold will be placed on the accounts of students on SAP Warning or Probation. These students must receive appropriate advisement from designated personnel before being permitted to register.
6. Collaborate with students especially those on SAP Warning or Probation to create an individualized academic success plan that includes strategies for time management, study habits, tutoring, and use of campus resources.
7. Maintain thorough documentation of all advising sessions, including student concerns, recommended actions, and follow-up plans. This supports continuity and accountability.
8. Encourage students to engage with campus resources such as the Writing Center, Tutoring Services, Counseling Services, and Financial Aid. Make referrals as appropriate.
9. Request midterm grade checks and proactively meet with students who are underperforming to reassess their course load or recommend interventions.
10. Advise students to maintain consistent communication with instructors and advisors throughout the semester to address concerns early.
11. Help students set short-term academic goals that align with their long-term graduation plan. Reassess these goals each advising period.

12. Utilize the institution's degree audit system to ensure students are staying on track for graduation and that all transfer credits are accurately applied.
13. Encourage students to register during priority periods to maximize course availability, especially when repeat or core courses are needed.
14. Discuss how course withdrawals, failed classes, or reduced credit loads may affect financial aid eligibility and SAP standing.
15. Recommend involvement in campus organizations or leadership opportunities that can build community and support retention.
16. Schedule follow-up appointments after each advising session to review progress and adjust plans as needed.

ACCEPTANCE IN A MAJOR

Upon admission to Morris Brown College, each student may choose a major. 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,

- **100-level courses** generally serve as introductory or foundational classes and may be prerequisites for more advanced coursework.
- **200-level courses** typically build upon 100-level foundations and may require successful completion of lower-level prerequisites.
- **300-level courses** are advanced courses within a major or minor, designed for students with substantial background in the discipline.
- **400-level courses** are senior-level courses that may include capstone projects, advanced seminars, or research components.
- **Specialized course numbers** may be reserved for independent study, internships, or practicum experiences, ensuring alignment with the academic level (e.g., 295 for second-year internships, 495 for senior-level fieldwork).
- **Cross-listed courses** retain consistent numbering across departments to reflect the appropriate academic level regardless of the subject prefix.

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
FN	Failure Non-attendance	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 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.

- a. 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 2.

- a. 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.
- b. 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 3.

- a. 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.

- b. 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.
- c. 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 4. 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 5. 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>

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 Warning, Probation, Suspension, and Dismissal

Students who fail to make satisfactory academic progress and to remain in good academic standing will be placed on academic warning, probation, suspension, or will be dismissed from Morris Brown College. Based on the student's total credits earned, academic warning, 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	Warning, Probation
Sophomore	30-59	2.00	Warning, Probation, Suspension
Junior	60-89	2.00	Warning, Probation, Suspension, Dismissal
Senior	90+	2.00	Warning, 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.

DISTANCE LEARNING AT MORRIS BROWN COLLEGE (MBC)

Morris Brown College offers 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) Brightspace, which is cloud hosted to prevent weather or technology-related down time to the LMS. Faculty can build their courses in Brightspace, 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 Brightspace for face-to-face courses. Hybrid courses will follow national best practices for course materials.

Description of Learning Resource System

Brightspace is a Learning Management System. The LMS Website is: <https://morrisbrown.brightspace.com>. 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 Brightspace tutorial YouTube videos are provided for additional help navigating the site. Students at Morris Brown College will use Brightspace to access his/her online classroom, and grades. Brightspace also has Mobile Apps for both Android and Apple devices.

A visual overview of the Brightspace LMS can be found here: https://youtu.be/YyUKfhc_klE?si=QjA0Z_2LjkTjfgSu

CLASS MODALITIES AND ATTENDANCE

Purpose

Morris Brown College recognizes the correlation between student attendance and student retention, academic achievement, and success, however Morris Brown College is not an attendance taking institution. 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 during the drop/add period.

Scope

This policy applies to all Morris Brown College students and Faculty members.

Attendance

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 required time established by individual faculty members and completing all required coursework for each course.

It is important for students to understand that even with an official excuse for making up an assignment, 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 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 not completing assignments. By the due date, they must submit proper documentation supporting their reason for non-attendance.

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 and Academic Affairs for counseling and intervention. In cases where students have been referred to 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 records in Populi and are responsible for assuring accuracy. It is the students' responsibility to contact their faculty should they find any discrepancy. Non-attendance may negatively impact a student financially. Course-specific participation requirements are 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).

Faculty should notify their Department Chair and their students if they cannot meet with students during any regularly scheduled class period. In the event that the 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 Department 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.

Credit Hour Policy

Morris Brown College's academic credit is recorded in semester credit hours. One sixty (60) minute lecture period per week for one semester constitutes a semester credit hour in combination with a minimum of two hours of out-of-class work each week. A one hundred and fifty (150) minutes lecture period in combination with six hours of out-of-class student work each week for one semester constitutes three semester credit hours. Laboratory periods are scheduled for 3 hours per week for the equivalent of one credit hour in the four- hour science courses. A student's classification is determined at the beginning of the academic year by the number of semester hours earned.

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 display 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 students and inform them of their at-risk status, indicating the possibility of an administrative withdrawal.

Administrative Withdrawal Deadlines

1. Faculty members or their designated representatives are required to make a reasonable effort to contact students and communicate their at-risk status before drop/add date.
2. The administrative withdrawal for non-attendance will take place at the mid-term of each semester. Non-attendance or no activity is considered abandonment of the course, and the student will receive an FN for a grade.
3. The Administrative Withdrawal Policy is applicable to all courses during the designated semester or term.
4. 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.

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. Morris Brown College uses CLASS for telecommuting lectures. CLASS is a D2L product.

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.

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 Provost & Senior 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 “FN”. It is the student’s responsibility to initiate and follow-through with all course withdrawals.

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:

- family problems (e.g., death in the immediate family);
- illness or accident that requires hospitalization or confinement; and
- 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.”

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 “FN.” 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. Meet all financial and other obligations to Morris Brown College.
3. Fulfill all requirements for completion of the designated major.

At Morris Brown College, where one commencement ceremony is held each academic year, students with summer requirements are given the opportunity to participate in the May commencement exercise, contingent upon clearance from both the Registrar's Office and Student Accounts. This policy ensures that students completing their academic obligations over the summer can still celebrate their achievements with their peers during the spring commencement festivities.

Students cannot have more than 6 hours remaining

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 CONVOCATION

At Morris Brown College, academic excellence is celebrated through a variety of prestigious honors designations that acknowledge students' hard work and dedication. The honors criteria are based on both GPA achievements and credit hour completion, with specific thresholds for each honor.

Brownite Honors recognizes students with a GPA ranging from 3.0 to 3.49, while the Dean's List honors those who achieve a GPA between 3.5 and 3.9. The highest distinction, the President's List, is reserved for students who attain a perfect 4.0 GPA. In addition to these semester-based honors, Morris Brown also acknowledges cumulative academic excellence through graduation honors such as Cum Laude (3.0-3.39), Magna Cum Laude (3.4-3.89), and Summa Cum Laude (3.9+). Students who achieve a GPA of 3.5 or higher are also eligible for induction into the Golden Key Honor Society, further recognizing their outstanding academic achievements.

To qualify for any honors list, students must complete at least 30 credit hours by the end of the Fall semester and maintain a record free of incomplete or failing grades. These honors not only reflect academic success but also represent the dedication and commitment that Morris Brown College values in its students.

Honor	GPA Requirement	Credit Hour Requirement	Additional Criteria
Brownite Honors	3.0 - 3.49	30+ credit hours completed by Fall	No Incomplete or Failing grades
Dean's List	3.5 - 3.9	30+ credit hours completed by Fall	No Incomplete or Failing grades
President's List	4.0	30+ credit hours completed by Fall	No Incomplete or Failing grades
Golden Key Induction	3.5+		Requires 3.5 GPA or higher

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

Academic Support

The Office of Academic Affairs in conjunction with the Center for Teaching, Learning and Innovation 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 the Registrar and Coordinator of the Center for Teaching, Learning and Innovation 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, and (i) register for courses.

New students who have an interest in a specialized major also should meet with the respective department after declaration of major. **Music majors must 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 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 year 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 students 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. Concentrating 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

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 internships, 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 once admitted to the college, but no later than the second 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

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 in not allowed to enroll in Morris Brown College for the following academic year.

Academic Warning-The student will be placed in a warning status and must meet all SAP standards at the end of the semester. If the student meets the standards, he or she will continue to receive financial aid for the next semester of enrollment. Students are notified that they are on warning and should seek academic advisement.

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 “C”. 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 60-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.

Department – One’s conduct or behavior.

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 Convocation – 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 – is a temporary grade given to a student who is unable to complete course requirements by the end of the academic term due to extenuating circumstances, such as illness, a family emergency, or other serious issues beyond the student’s control.

Institutional Credit – Credit hour that is not applied to the hours required for graduation.

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.

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.

*President's
Honor College*

THE PRESIDENT’S HONORS COLLEGE

PROGRAM OVERVIEW

The Morris Brown College President’s Honors College is an exclusive, prestigious academic program founded in the Fall of 2024 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, the President’s 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 President’s 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 President’s 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 President’s 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 President’s 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 President's 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, 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 President's 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 President's 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, Honors College empowers students to become lifelong learners, critical thinkers, and leaders who make positive contributions to society.

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

1. **Enhanced Academic Opportunities:** Students in the President's 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:** The 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:** The 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, 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 President's 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 President's Honors College

Invitations to join the MBC President's Honors College are extended to incoming first-time freshmen at Morris Brown College who demonstrate exceptional academic potential. Students who demonstrate the following average:

- ACT composite score of 18 to 24 or above
- SAT composite score of 1150 or above
- High school grade point average (GPA) of 3.5
- Letters of Recommendation
- Career Goals and Aspirations Essay Writing Sample

Students will be eligible to receive an invitation to join the President's 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 President’s 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 President’s Honors College will primarily be comprised of new high school student graduates. However, continuing students may also be considered for admission into the Honors College after earning a 3.25 GPA or higher after completing one semester of study at Morris Brown College. This allows continuing students 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 President’s 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 President’s 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.

THE PRESIDENT’S HONORS COLLEGE CURRICULUM

Freshman Year	
Fall Semester	Spring Semester
HGED 100: New Student Success Seminar	HHIS 229: Survey of African American History
HCIS 101: Computer Applications	HENG 102: English II
HENG 101: English I	HPHY 104: Physical Science
HMAT 101: College Algebra I	HHUM 203: Integrated Humanities
HBIO 101: Biology	HPHY 104: Physical Science
HSPA 101: Spanish I	HONR 110: Honors Seminar I Leadership

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 Senior year.
4. Submit an Honors Thesis before the week of finals in the semester of their graduation.
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:

Take the following courses for a total of 5 credit hours:

- HGED 100
- HONR 110
- HONR 210
- HONR 310

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.

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

Morris Brown College Continuing Students

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 110
 - HONR 210
 - HONR 310
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 President's Honors College, they are required to meet the following criteria by Fall 2024:

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 President's Honors College and benefit from the enriching academic experiences it offers.

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.

Academic Programs

GENERAL EDUCATION CURRICULUM

Mission

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

3. All students admitted to Morris Brown College, including transfer students, must successfully complete the core curriculum.
4. A total of 30 to **35 (honors)** core curriculum credit hours are required for all students, irrespective of major.
5. All majors require 30 core curriculum credit hours.
6. Transfer credits may be approved as appropriate course substitutions for various courses within the core curriculum.
7. 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.
8. 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 a 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	=	03	credit hours
Area II	Communication Skills	=	09	credit hours
Area III	Humanities	=	06	credit hours
Area IV	Math and Natural Science	=	09	credit hours
Area V	Social/Behavior Science	=	03	credit hours
TOTAL		=	30	credit hours

GENERAL EDUCATION CORE COURSES HONORS

Components of the General Education Curriculum Honors

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	=	03	credit hours
Area II	Communication Skills	=	09	credit hours
Area III	Humanities	=	06	credit hours
Area IV	Math and Natural Science	=	14	credit hours
Area V	Social/Behavior Science	=	03	credit hours
TOTAL		=	35	credit hours

GENERAL EDUCATION CORE COURSES

Course and Code	Credits
AREA I Institutional Courses	3 hours
GED 100 New Student Seminar	2 hours
PED 120 Health and Wellness	1 hour
AREA II: COMMUNICATION SKILLS	9 hours

ENG 101 English Composition I	3 hours
ENG 102 English Composition II	3 hours
ENG 107 Public Speaking	3 hours
AREA III: HUMANITIES Choose two (substitution for any music, art or humanities course is allowed)	6 hours
HUM 201 Humanities I (Music)	3 hours
HUM 202 Humanities II (Art)	3 hours
Humanities III (World Literature 221)	3 hours
HIS 229 Survey of African American	3 hours
AREA IV: MATH AND NATURAL SCIENCES	9 hours
CIS 101 Computer Applications	3 hours
MAT 101 College Algebra I or MAT 120 Finite Math	3 hours
BIO 101 Biological Science I	3 hours
AREA V: SOCIAL & BEHAVIORAL SCIENCE Choose 1	3 hours
PSY 200 General Psychology	03
SOC 101 Introduction to Social Science	03
SOC 211 American Government	03
SOC 201 Business and Society	03

GENERAL EDUCATION COURSE SEQUENCE

First Year

First Semester

GED 100 New Student Success Seminar	2
CIS 101 Computer Applications	3
ENG 101 English I	3
MAT 101 College Algebra I	3
BIO 101 Biology	3
PED 120 Health and Wellness	1

Total: 15 hrs.

Second Semester

HIS 229 Survey of African American History	3
ENG 102 English II	3
Humanities Elective	3
ENG 107 Public Speaking	3
Social and Behavioral Science Elective	3

Total: 15 hrs.

GENERAL STUDIES DEPARTMENT

Mission Statement

To provide students with core and foundational components of education to prepare them to embark on multifaceted career opportunities.

Vision Statement

To be recognized as a respectable department that uses liberal arts elements to mold students into competent communicators and functional forces in their respective communities and career field.

Degree Offered: General Studies (B.A.)

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 concentration.

Objectives

The General Studies major is designed:

- To prepare students academically for graduate or professional study.
- To prepare students academically and experientially for employment.
- To allow students to explore a variety of knowledge areas thereby enabling students to acquire a broad-based, humanistic education.
- 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:

- Complete the General Education Courses.
- Complete 30 credit hours in the Concentration (300 and 400 level coursework); and
- 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:

- Complete Morris Brown College's core curriculum;
- Identify, and receive approval of, an area of concentration no later than the completion of the core curriculum;
- Develop, and receive approval of, a coherent curriculum plan;
- 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:

- Complete at least 120 semester credit hours;
- Earn a cumulative GPA of 2.0 or better; and
- 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:

- At least 48 semester hours of courses at the 200 level or higher (30 credits must be 300 levels higher).
- At least Internship semester hours
- Capstone 3 semester hours
- Electives 12 semester hours
- At least 24 semester hours of courses (Concentration).

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

General Education Core	=	30	hours
Primary Concentration	=	24	hours
Related Coursework Second and Third Concentration	=	48	hours
Internship	=	3	hours
General Studies Electives		12	
Capstone	=	3	hours
		TOTAL	
	=	120	hours

DEPARTMENT OF MUSIC

MUSIC DEGREE

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.

Degree Offered: Music (B.A.)

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 interested in pursuing a degree in Music are encouraged to initially declare a General Studies major while completing their General Education requirements. During this time, students should consult with the Department Head of Music to receive guidance on recommended coursework that aligns with the Music program's expectations.

Admission to the Music program is contingent upon a successful audition. Once General Education coursework is underway or nearing completion, and after a successful audition has been completed, students may formally apply for admission into the Music degree program.

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);
- 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.

If a student is not successful in meeting the entrance criteria, the prospective student must declare a General Studies major and complete one academic year before reapplying.

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:

- To prepare students to pursue graduate study or to pursue entrepreneurial ventures in their field of study;
- To provide students with oral and written communication skills and critical thinking skills that prepare them for graduate study or entrepreneurial ventures;
- To expose students to culturally enrichment experiences that promote cultural and social awareness, sensitivity and understanding of a diverse society; and
- 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.

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

General Education Core	=	30	hours
Basic Musicianship and Theory MUS 100: Fundamentals of Music (3) MUS 109: Sight, Singing and Ear Training (3) MUS 130: Applied Keyboard Harmony I (1) MUS 201: Music Theory I (3) MUS 202: Music Theory II (3)	=	13	hours
Applied and Ensembles MUS 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) MUS 110, 111, 210, 211, 310, 311, 410, 411 Music Ensembles (Sections: 2 – Choir & 3 – Band)	=	16	hours
Music History MUS 315: Music History Survey I-Western (3) MUS 316: Music History Survey II-World (3) MUS 317: Music History Survey III-African American (3)	=	9	hours
Special Skills MUS 232: Musical Theater (3) MUS 300: Intro to Music Industry (3) MUS 301: Music Technology I (3) MUS 332: Intro to Composition (3) MUS 335: Basic Conducting (3) MUS 435: Advanced Conducting (3)	=	24	hours
Advanced Requirements MUS 450: Music Internship (3) MUS 451: Final Project (3) MUS 490: Senior Recital or MUS 493: Senior Project (1)	=	7	hours

Foreign SPA 101: Conversational Spanish I (3)	=	3	hours
Concentration	=	18	hours
	TOTAL	=	120 hours

Music Technology Concentration	Vocal Performance Concentration	Church Music Concentration
MUS 100: Fundamentals of Music (Prep) (3)	MUS 100 Fundamentals of Music (Prep) (3)	MUS 100 Fundamentals of Music (Prep) (3)
MUS 105, 106, 205, 206, 305, 306, 405, 406 Applied Lessons (1)	MUS 105, 106, 205, 206, 305, 306, 405, 406 Applied Lessons (1)	MUS 105, 106, 205, 206, 305, 306, 405, 406 Applied Lessons
MUS 109: Sight Singing and Ear Training (3)	MUS 109 Sight Singing and Ear Training (3)	MUS 109 Sight Singing and Ear Training (3)
MUS 110, 210, 310, 410: College Choir / Band (1)	MUS 110, 210, 310, 410: College Choir (1)	MUS 110, 210, 310, 410: College Choir (1)
MUS 130: Apl Keyboard Harmony I (3)	MUS 130 Applied Keyboard Harmony I (3)	MUS 130 Applied Keyboard Harmony I
MUS 131: Apl Keyboard Harmony II (3)	MUS 131 Applied Keyboard Harmony II (3)	MUS 131 Applied Keyboard Harmony II
BUS 201: Introduction to Entrepreneurship (3)	MUS 201 Music Theory I (3)	MUS 201 Music Theory I
MUS 201: Music Theory I (3)	MUS 202 Music Theory II (3)	MUS 202 Music Theory II
MUS 202: Music Theory II (3)	MUS 315: Music History I, Western (3)	MUS 315: Music History I, Western (3)
MUS 300: Introduction to Music Industry (3)	MUS 316: Music History II, World Music (3)	MUS 316: Music History II, World Music (3)
MUS 302: Music Tech II (<i>pre-requisite BMUS 301</i>) (3)	MUS 317: Music History III, African American Music (3)	MUS 317: Music History III, African American Music (3)
MUS 318: Marketing, Merchandise & Retail (<i>pre-requisite BMUS 300</i>) (3)	MUS 330: Music Theater I (3)	MUS 335: Basic Conducting (3)
MUS 315: Music History I, Western (3)	MUS 331: Music Theater II (3)	MUS 340: Intro to Church Music (3)
MUS 316: Music History II, World Music (3)	MUS 335: Basic Conducting (3)	MUS 370: Hymnody (3)
MUS 317: Music History III,	MUS 338: Vocal Diction I (English/Italian) (2)	MUS 411: Form and Analysis (<i>pre-requisite BMUS 202</i>) (3)
	MUS 339: Vocal Diction II (French/German) (2)	MUS 412: Orchestration (<i>pre-requisite BMUS 202</i>) (3)
	MUS 411: Form and Analysis (<i>pre-requisite BMUS 202</i>) (3)	MUS 435: Advance Conducting (<i>Requires an ensemble and taken simultaneously with BMUSC439</i>) (3)

<p>African American Music (3)</p> <p>MUS 329: Song Writing and Production (<i>pre-requisite BMUS 202</i>) (3)</p> <p>MUS 332: Introduction to Composition (<i>pre-requisite BMUS 202</i>) (3)</p> <p>MUS 334: Promotion of Recorded Music (3)</p> <p>MUS 354: Band Arranging (3)</p> <p>MUS 337: Legas Aspects Music Industry (3)</p> <p>MUS 411: Form and Analysis (<i>pre-requisite BMUS 202</i>) (3)</p> <p>MUS 412: Orchestration (<i>pre-requisite BMUS 202</i>) (3)</p> <p>MUS 450: Music Internship (3)</p> <p>MUS 451: Final Project (3)</p> <p>MUS 460: Recording Studio (3)</p> <p>MUS 493: Senior Project (<i>Capstone</i>) (3)</p>	<p>MUS 412: Orchestration (<i>pre-requisite BMUS 202</i>) (3)</p> <p>MUS 415: Opera Workshop I (3)</p> <p>MUS 416: Opera Workshop II (3)</p> <p>MUS 429: Vocal Literature (3)</p> <p>MUS 430: Vocal Pedagogy (3)</p> <p>MUS 451: Final Project (3)</p> <p>MUS 490: Senior Recital (<i>Capstone</i>) (3)</p>	<p>MUS 439: Church Music Methods (3)</p> <p>MUS 450: Music Internship (3)</p> <p>MUS 451: Final Project (3)</p> <p>MUS 455: Independent Study (<i>Choral Literature</i>) / (<i>Instrumental Music Literature</i>) (3)</p> <p>MUS 493: Senior Project (<i>Capstone</i>) (1)</p>
<p>Music Technology Concentration</p>	<p>Vocal Performance Concentration</p>	<p>Church Music Concentration</p>

DEPARTMENT OF PSYCHOLOGY

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.

Degree Offered: Bachelor of Science in Psychology (B.S.)

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.

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

- 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*).
- 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;
- 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:

PLO 1: KNOWLEDGE: Use basic psychological terminology, concepts, and theories in

psychology to explain behavior and mental processes;

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.

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

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

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:

- To provide students with oral and written communication skills and critical thinking skills that prepare them for graduate study;
- To prepare students academically and experientially for employment in a variety of fields;
- To expose students to applied psychology through internships, and cooperative educational placements;
- To expose students to research psychology through research training in the laboratory and in the field, and
- 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:

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

Bachelor of Science, Psychology Requirements

Note: Students MUST earn a grade of C or above for all music course work or must repeat the course

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

General Education Core	=	30	hours
Required Major Courses PSY 204: Intro to Cognitive Psychology (3) PSY 205: Child and Adolescent Development (3) PSY 206: Intro to Drugs, Behavior and Society (3) PSY 207: Psychology in the Workplace (3) PSY 208: Philosophy of Psychology (3) PSY 283: Psychological Statistics (3) PSY 305: Abnormal Psychology (3) PSY 315: Social Psychology (3) PSY 321 : Developmental Psychology PSY 410: Theories of Learning (3) PSY 413: Marriage and Family Counseling (3) PSY 430: Psychological Testing (3) PSY 435: Psychology Research Design (3) PSY 499: Senior Seminar in Psychology (3)	=	45	hours
Required Related Courses PSY 201: Introduction to Science of Psychology (3) PSY 203: Educational Psychology (3) PSY 331: History of Psychology (3) PSY 340: Workplace Motivation and Employee Engagement (3) PSY 345: Human Resource Psychology and Talent Management (3) PSY 350: Conflict Resolution and Negotiation (3) PSY 355: AI and Technology in Organizational Psychology (3) PSY 360: Psychology of Stress and Resilience (3) PSY 365: Behavioral Health Interventions and Public Health (3) PSY 370: Neuropsychology and Brain Health (3) PSY 375: Mindfulness and Holistic Approaches to Health (3) PSY 380: Health Technology and Telepsychology (3) PSY 385: Cognitive Neuroscience in Education (3) PSY 390: Psychology of Special Education and Inclusion (3) PSY 392: Motivation and Learning Strategies (3) PSY 394: The Psychology of Online Learning and Ed Tech (3) PSY 396: Child & Adolescent Mental Health in Schools (3) PSY 397: Psychology of Music and Emotion (3) PSY 398: Music Therapy and Mental Health (3) PSY 399: Cognitive Neuroscience of Music (3) PSY 401: The Business of Music Psychology (3) PSY 402: Sound, Sensory Perception, and Healing (3) PSY 405: African American Psychology: Cultural Foundations and Perspectives (3)	=	24	hours

PSY 406: The Psychology of African American Masculinity and Femininity (3) PSY 407: Psychology of African American Spirituality and Religion (3) PSY 443: Internship (3) PSY 444: Health Psychology (3) SOC 290: Technical Writing (3) SOC 302: Social Research Methods (3) SOC 305: Social Gerontology (3)			
Required Supportive Courses CRJ 201: Introduction to Criminology (3) OML 302: Managing Cultural Differences (3) BUS 311: Introduction to Law (3) BUS 318: Business Computer Applications (3) Elective (3) Elective (3) Elective (3)	=	21	hours
	TOTAL	=	120 hours

BUSINESS DEPARTMENT

Mission Statement

To provide a transformative business education that empowers undergraduate students for future career success and sustainable growth.

Vision Statement

To be recognized as a respectable department that cultivates business students to become leaders in their communities, particularly in a post-pandemic business landscape

Degree Offered: Bachelor of Science in Organizational Management and Leadership (B.S.)

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), 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 degree in organizational leadership. A brief list of industries that are hiring these graduates 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-based coursework, students will become more able to recognize their own strengths and weaknesses in order to lead effectively. Students will study human behavior

related to

employee relations 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 outcome of the OML Program is to develop the potential of students as organizational and leadership professionals, enabling them to play a more effective role in the nonprofit, for profit, and government workplace. Specifically, students will have the analytical tools to evaluate a constantly changing business environment, and 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:

- Must be interviewed by the OML faculty.
- Must agree to the OML curriculum plan.

Other: Prior Learning Assessment Credit

The OML 214: Prior Learning Assessment (PLA) course is designed to allow students to earn academic credit for relevant learning and experience gained outside of the traditional classroom setting. This includes knowledge and skills acquired through work, volunteer activities, military service, independent study, and other life experiences.

The PLA course is open to all students in the OML program, with the exception of high school students with no previous work experience. High school students and students without any work experience are not required to take this course, as the content may not be as applicable to their current stage of life and learning.

On the other hand, older adult students are highly encouraged to enroll in the OML 214: PLA course. These students often have extensive professional and personal experiences that can be translated into academic credit. By taking the PLA course, older adult students can potentially

earn up to 10, 3-credit hour department of business classes (30 credit hours) towards their OML degree, providing significant time and cost savings.

The PLA course involves a structured process of self-assessment, documentation, and demonstration of prior learning. Students will work closely with faculty assessors to identify and articulate their relevant knowledge and skills, and to match them to specific course outcomes within the OML program. Upon successful completion of the PLA course, students will be awarded the corresponding academic credits, which can be applied towards their degree requirements.

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 instructors.
- 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 on learning
- Collaborative and project-based learning
- Internsh

COMPETENCIES

OML students will demonstrate the acquired competencies of the program as follows:

- 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

- Students must complete all OML core curriculum requirements. Transfer credits must be approved by the Department Chairperson.
- Students must earn a cumulative GPA of 2.0 or better with no major course grade below “C.”
- Students must complete the requirements of the internship/apprenticeship required by the program prior to graduation.
- 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.
- Students must complete at least 120 credit hours of approved course work that must include the following:

Bachelor of Science, OML Requirements

Note: Students MUST earn a grade of C or above for all OML course work or must repeat the course

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

General Education Core	=	30	hours
Program Core	=	54	hours
OML 211: Quantitative Analysis (3)			
OML 213: Principles of Accounting I (3)			
OML 214: Prior Learning Assessment (3)			
OML 216: Business Computer Applications (3)			
OML 241: Economic Survey (Micro-Macro) (3)			
OML 300: Adult Development and Life Assessment (3)			
OML 301: Group and Organizational Behavior (3)			
OML 302: Managing Cultural Differences (3)			
OML 304: Organizational Concepts (3)			

OML 306: Principles of Management and Leadership (3) OML 307: Organizational Communication (3) OML 334: Practice of Statistics (3) OML 350: Methods of Research Analysis (3) OML 351: Human Resource Administration (3) OML 352: Managerial Accounting and Finance (3) OML 354: Organizational Ethics (3) OML 403: Living in a Global Community (3) OML 411: Strategic Planning (3) – Mandatory course OML 421: Senior Research Project (3) – Mandatory course			
Internship OML 401: Internship Management (3) OML 405: Internship in Leadership (3)	=	6	hours
General Electives 200 level OML 201: Introduction to Organizational Behavior (3) OML 202: Principles of Leadership (3) OML 203: Strategic Management (3) OML 204: Introduction to Human Resource Management (3) OML 205: Organizational Team Dynamics and Collaboration (3) OML 206: Ethical Leadership and Decision-Making (3) OML 207: Change Management (3) OML 208: Project Management Fundamentals (3) OML 209: Principles of Innovation and Entrepreneurship (3) OML 210: Conflict Resolution and Negotiation (3)	=	30	hours
TOTAL	=	120	hours

GLOBAL MANAGEMENT AND APPLIED LEADERSHIP

Degree Offered: Bachelor of Science in Global Management and Applied Leadership (B.S.)

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 constructions 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, internships, 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 students (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:*

- Interviewed by the GML faculty.
- Agree to the GML curriculum plan.

COMPETENCIES

GML students will demonstrate the acquired competencies of the program as follows:

- GML students, in the first semester of their senior year, will submit and defend a strategic career plan.
- 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

- Students must complete all GML core curriculum requirements through successful class performance, and transfer credits approved by the Department Chairperson.
- Students must earn a cumulative GPA of 2.0 or better with no major course grade below "C."

- Students must complete requirements of the internship/apprenticeship required by the program prior to graduation.
- 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.
- Students must complete at least 120 credit hours of approved course work that must include the following:

Bachelor of Science, GML Requirements

Note: Students MUST earn a grade of C or above for all GML course work or must repeat the course

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

General Education Core	=	30	hours
Program Core	=	54	hours
GML 217: Global Business Communication (3)			
GML 218: International Marketing Strategies (3)			
GML 219: Leadership in a Global Economy (3)			
GML 220: Global Supply Chain Management (3)			
GML 221: Cross-Cultural Management (3)			
GML 222: Global Business Ethics and Corporate Social Responsibility (3)			
GML 223: Global Business Law and Regulatory Compliance (3)			
GML 224: Innovation and Entrepreneurship in the Global Economy (3)			
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: Introduction 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 for Effective Leadership (3)			
GML 321: Recruitment, Selection, and Career Development (3)			
GML 323: Sustainable Development Through Globalization (3)			
GML 324: Leading and Managing the Global Business			

Environment I (3) GML 354: Organizational Ethics (3) GML 416: International Human Resource Management (3) GML 420: Communicating & Negotiating in a Dynamic World (3) GML 422: International Business and Entrepreneurship (3) GML 428: Strategic Planning (3) – Mandatory course			
Professional Core Courses SOC 201: Business and Society (3) GML 211: Methods of Research Analysis (3) GML 212: Business Law (3) GML 214: Prior Leadership Accounting (3) GML 215: Managing Organizational Change (3) GML 216: Project Management (3) GML 311: Principles of Management Accounting (3) GML 350: Global Business and Macroeconomics (3)	=	18	hours
Internship GML 427: Internship in Management (3) / Senior Resource Project or Capstone (3)	=	3	hours
Electives Courses GML 355: Leadership Strategies in a Competitive World (3) GML 402: Managing Cultural Differences in a Competitive Society (3) GML 415: Supply Management and Global Sourcing Strategies (3) GML 425: Managing the Global & Regional Environment II (3) GML 426: Leadership Communication and Conflict Resolution (3)	=	15	hours
	TOTAL	=	120 hours

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

- To provide students with a thorough understanding of the global organizational management theories and the market economy in a global workplace setting.
- To build competencies and literacy to influence people from different backgrounds
- 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 help develop the critical thinking skills necessary 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.

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.

- Students must complete all GML core curriculum requirements through successful class performance, and transfer credits approved by the Department Chairperson.
- Students must earn a cumulative GPA of 2.0 or better with no major course grade below “C.”
- Students must complete requirements of the internship/apprenticeship required by the program prior to graduation.
- 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.
- Agree to the GML curriculum plan

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

**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.*

Bachelor of Science, GML with Esports Requirements

Note: Students MUST earn a grade of C or above for all GML with ESports course work or must repeat the course

All GML with Esports majors must complete 120 credit hours of coursework to fulfill degree requirements.

General Education Core	=	30	hours
Elective Courses GML 211: Methods of Research Analysis (3) GML 212: Business Law (3) GML 214: Prior Leadership Accounting (3) GML 215: Managing Organizational Change (3) GML 216: Project Management (3) GML 311: Principles of Management Accounting (3) GML 350: Global Business and Macroeconomics (3) GML 352: Principles of Management Accounting (3) OML 215: Organizational Communication (3) OML 241: Economic Survey (Micro-Macro) (3) OML 301: Group and Organizational Behavior (3)	=	15	hours
Internship Courses GML 427: Internship in Management (3) / Senior Resource Project or Capstone (3)	=	3	hours
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: Introduction 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 for Effective Leadership (3) GML 321: Recruitment, Selection, and Career Development (3) GML 323: Sustainable Development Through Globalization (3)	=	48	hours

GML 324: Leading and Managing the Global Business Environment I (3) GML 354: Organizational Ethics (3) GML 355: Leadership Strategies in a Competitive World (3) GML 402: Managing Cultural Differences in a Competitive Society (3) GML 415: Supply Management and Global Sourcing Strategies (3) GML 416: International Human Resource Management (3) GML 422: International Business and Entrepreneurship (3) GML 425: Managing the Global & Regional Business Environment II (3) GML 426: Leadership Communication and Conflict Resolution (3) GML 428: Organizational Ethics (3) GML 450: Global Business and Macroeconomics (3)			
Esports Concentration Courses BUS-ES 101: Intro to Esports (3) BUS-ES 102: Intro to Business Modeling (3) BUS-ES 201: Intro to Social Media Management (3) BUS-ES 202: Esports Performance & Contemporary Issues (3) BUS-ES 301: Intro to Desk Hosting (3) BUS-ES 302: Intro to Team Management (3) BUS-ES 303: Introduction to Unmanned Aircraft Systems (Part 107) (3) BUS-ES 304: Commercial Drone Operations (3) BUS-ES 305: Fundamentals of FPV and Drone Racing (3) BUS-ES 401: Intro to Television Production (3) BUS-ES 402: Esports Career Planning (Capstone) (3)	=	24	hours
	TOTAL	=	120 hours

HOSPITALITY MANAGEMENT PROGRAM

Degree Offered: 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.

Students will earn a certificate, embedded within the degree program, beginning in Fall 2024*

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 people 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:

- Interviewed by the faculty;
- Agree to the curriculum plan;

RETENTION CRITERIA FOR HM PROGRAM

To be retained in the B.S. in Hospitality Management *Program*:

- Students must maintain a cumulative Grade Point Average (GPA) of 2.0 in order to be in good standing in the program.
- 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.
- 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.
- 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*).
- 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:

- Students, in the first semester of their senior year, will submit and defend a strategic career plan.
- 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

- Students must complete all GML core curriculum requirements through successful class performance, and transfer credits approved by the Department Chairperson.
- Students must earn a cumulative GPA of 2.0 or better with no major course grade below “C.”
- Students must complete requirements of the internship/apprenticeship required by the program prior to graduation.
- 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.
- Students must complete at least 120 credit hours of approved course work that must include the following.

Bachelor of Science, Hospitality Requirements

Note: Students MUST earn a grade of C or above for all Hospitality course work or must repeat the course

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

General Education Core	=	30	hours
Program Core	=	45	hours
OML 304: Organizational Concepts (3)			
OML 315: Managing Organizational Change (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)			
BUS-HM 230: Leading a Team (3)			
BUS-HM 308: Global Hospitality Management (3)			
BUS-HM 315: Hospitality Services Marketing &			

Demand Management (3) BUS-HM 316: Managerial Principles/Practices in the Hospitality Industry (3) BUS-HM 318: International Business Management (3) BUS-HM 338: Hospitality Desk and Room Division Management (3) BUS-HM 401: Event Management (3) BUS-HM 419: Foundations of Hospitality Travel & Tourism Management (3) BUS-HM 421: Conventions & Meetings Management (3) BUS-HM 441: Small Business Management (3) BUS-HM 445: Marketing Strategy and Policy (3) BUS-HM 449: Human Resource Management (3) BUS-HM 450: Hospitality Management Innovation Capstone (3) BUS-HM 471: Resources Allocation Management (3) BUS-HM: Guest Lecture Series 125 (.5) BUS-HM: Guest Lecture Series 225 (.5) = 45 hours BUS-HM: Guest Lecture Series 325 (.5) BUS-HM: Guest Lecture Series 425 (.5)			
Professional Core Courses OML 207: Organizational Communication (3) BUS-HM 100: Quality Food and Restaurant Sanitation (3) BUS-HM 104: Introduction to Hospitality Operations (3) BUS-HM 110: Managing the Customer Experience (3) BUS-HM 207: H&M Cost Control (3) BUS-HM 223: Facility Management (3) BUS-HM 230: Legal Aspects of the Hospitality Industry (3) BUS-HM 243: Hospitality Sales Management (3)	=	24	
Internship BUS-HM 451: Hospitality Internship (3)	=	3	hours
Electives Courses OML 201: Introduction to Organizational Behavior (3) OML 202: Principles of Leadership (3) OML 203: Strategic Management (3) OML 204: Introduction to Human Resource Management (3) OML 205: Organizational Team Dynamics and Collaboration (3) OML 206: Ethical Leadership and Decision-Making (3)	=	18	hours

OML 207: Change Management (3)			
OML 208: Project Management Fundamentals (3)			
OML 209: Principles of Innovation and Entrepreneurship (3)			
OML 210: Conflict Resolution and Negotiation (3)			
	TOTAL	=	120 hours

Certificate Programs

BUSINESS ENTREPRENEURSHIP CERTIFICATION

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

ESports Performance Certification

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-hour certificate (8) courses.
- Classes are 8 weeks each
- Earn at least a **C 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 developers 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. People 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. ESP 101 Introduction to eSports (3)
2. ESP 102 Introduction to Business Modeling (3)
3. ESP 201 Introduction to Social Media Management (3)
4. ESP 202 eSports Performance and Contemporary Issues (3)
5. ESP 301 Introduction to Desk Hosting (3)
6. ESP 302 Introduction to Team Management (3)
7. ESP 401 Introduction to Television Production (3)
8. ESP 492 eSports Career Planning Capstone (3)

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 “C” 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 varied 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 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)

Certificate in Hospitality Management

The Hospitality Management certification program at Morris Brown College is designed to equip students with the essential skills and knowledge needed to excel in the dynamic world of hospitality, while also emphasizing the skills required to thrive in the post-pandemic environment. This certification program goes beyond traditional hospitality 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 hospitality strategy, operations, customer service, and 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 hospitality management certification prepares graduates to excel in a digital landscape, leveraging their skills to succeed in hotel management, event planning, tourism development, and customer engagement. As the hospitality industry continues to grow, graduates with this certification will be well-prepared to navigate the challenges and opportunities that arise in the post-pandemic era, making a lasting impact in the dynamic world of hospitality.

What You Will Learn:

- **Comprehensive Hospitality Management:** Students will learn to manage various aspects of hospitality operations, including front office, housekeeping, food and beverage services, and event management.

- **Customer Service Excellence:** Gain expertise in delivering exceptional customer service and creating memorable guest experiences.
- **Hospitality Marketing and Sales:** Understand the principles of marketing and sales specific to the hospitality industry, including digital marketing strategies.
- **Financial Management:** Learn to manage budgets, financial planning, and revenue management in hospitality businesses.
- **Leadership and Teamwork:** Develop leadership skills and learn how to effectively manage and motivate diverse teams.
- **Health, Safety, and Risk Management:** Understand the importance of health, safety, and risk management in the hospitality sector, especially in the context of post-pandemic operations.
- **Sustainable Practices:** Explore sustainable and environmentally friendly practices in hospitality management.
- **Technology in Hospitality:** Learn about the latest technological trends and how to implement them in hospitality operations.

Career and Salary Possibilities:

Hospitality Management professionals have a wide range of career opportunities. According to the U.S. Bureau of Labor Statistics (BLS), employment in the leisure and hospitality industry is projected to grow by 13% from 2021 to 2031, much faster than the average for all occupations. This growth is expected to result in about 2.4 million new jobs over the decade.

Potential Career Paths:

- Hotel Manager
- Event Planner
- Restaurant Manager
- Travel Consultant
- Hospitality Marketing Manager
- Guest Services Manager
- Resort Manager
- Food and Beverage Director
- Tourism Development Manager
- Hospitality Consultant

Earning The Certificate:

- **Complete 24 Credit Hours:** Earn the certificate by completing 24 credit hours (8 core courses). A variety of elective courses are also offered, and students are strongly encouraged to enroll in elective courses based on their interests and preferences.
- **Course Duration:** Classes are 8 or 16 weeks each for core courses.
- **Grade Requirement:** Earn a letter grade of “C” or better for each course.
- **Flexible Timeframe:** 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 of Business and Provost.

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CEO, Attack the Glass LLC

Dr. Kevin E. James, *Ex-Officio*
President
Morris Brown College

Mr. Antwan Walker '02
President, National Alumni Association
Director, Accountability Courts, DeKalb
County

Mr. David L. Kemp '73
President, Bankers Management, Inc.

Mr. Scott Morris '95
Owner, Principle Engineer of Thalpein
Engineering Corporation

Dr. Joy Jackson-Guilford '90
Dir. Strategic Pipeline Partnership, AbbVie

Mr. Nicholas M. Perkins
CEO, Fuddruckers

Mr. Terry Comer '03
Founder & CEO, Impact Data

Ms. Lisa Tolliver
Mgr., Community Relations,
Georgia Power

Mr. Gregory Jackson '76
President/CEO, Jackson Asset

Dr. Gwendolyn Boyd
Executive Search Consultant

Mr. Eric Thornton
Founder/President, FirmCare Life Sharing

Trustee Emeriti

Dr. Robert Barnett '61

President, MBC Athletic Foundation

Mrs. Victoria W. Jenkins '54

Retired Media Specialist

Mr. William J. Stanley, III, FAIA, NOMAC

Principal, Stanley, Love-Stanley, P.C.

BOARD OF DIRECTORS

MORRIS BROWN COLLEGE FOUNDATION, INC.

Andre Williams, CFS, '01 Chair
President, Pivotal Wealth Management, LLC

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VP Customer Service and Engagement, Pfizer

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Treasurer
President & CEO, ASAP Business Concepts

Twanda Turner-Hill
Secretary
Director of Global Litigation, Dematic Corporation

Attorney Elizabeth "Liz" Broadway Brown
General Counsel
Partner, Alston & Bird, LLP

Roderick Glass
Director
Business Development

Tene Traylor
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Philanthropic Advisor, Kendeda Fund

Dr. Kevin E. James
Director, (Ex-Officio)
President, Morris Brown College

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All4Ed

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Professor of Education, University of Buffalo

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Southern Company

Greg Crane
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Attorney Tanya L. Boyle
Director
Corporate & Securities Counsel,
Greenberg Traurig LLP

Jeffery Batiste
Director
Senior VP Client Engagement, Lexis
Nexis

Duwalu Khasu
Director
Technology Executive

Shawn Hazel
Director
Program Manager, US Army Corps of
Engineers

Wayne Martin
Director
Regional Head of Government & External Affairs,
Starbucks

Mark Moore Jr.
Director
CEO, Mark Moore Enterprises

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 281905 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.

Staff and Faculty

President's Executive Leadership Cabinet

2024-2025

Kevin James (2019), President

Ed.D., Higher Education Leadership, Nova Southeastern University, M.S., Business Management, Leadership & Organizational Effectiveness, Troy State University, B.A., Communication Disorders & Social Sciences, Winthrop University

Toneyce S. Randolph (2023) Provost & Senior Vice President of Academic Affairs

Ed.D., Higher Education Leadership, Northcentral University, M.A., Liberal Studies, University of Memphis, B.A., Criminal Justice, LeMoyne-Owen College

Shermanetta Carter (2019) Chief Financial Officer

B.S., Accounting, Morris Brown College, CPA

Melissa Waller Executive Vice President for Institutional Advancement & Chief Fundraising Officer M.S., Clinical Mental Health Counseling, Mercer University, B.A., Elementary Education and Special Education-Deaf Education, Michigan State University

Michael A. Fair (2024), Special Assistant to the President

B.A., Business Administration/ Marketing, Clark Atlanta University

Stephanie Gunby (2020) Associate Vice President of Administration & Director of

Financial Aid, MBA, Arkansas State University, B.S., Finance, Arkansas State University

James Freddy Allen (2022) Vice President, Enrollment & Student Affairs

Ph.D., Higher Education, Leadership & Management, Regent University, MBA, Argosy University, B.S., Business Administration, Johnson C. Smith University

Jerome Rowland (2003) Executive Director of Campus Operations & Facilities

B.S. Therapeutic Recreation, Morris Brown College

Staff

Jermain Cooper (2025) Assistant Provost & Executive Director, Center for Teaching,

Learning & Innovation, EdD, Doctor of Education in Leadership, Saint Mary's University of Minnesota, Master of Science (M.S.) in Human Behavior Capella University, Bachelor of Arts (B.A.) in Sociology, Minor: Political Science Bachelor of Arts (B.A.) in Criminology, Johnson C. Smith University

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

Alumni Affairs, B.A., Mass Communications, Morris Brown College; B.S., Organizational Management and Leadership, Morris Brown College

Joycelyn Hill (2024) Director of Institutional Effectiveness
M.S., Counseling & Psychology: Clinical Mental Health Counseling, Troy University, B.S.,
Psychology
& Social Work, Alabama State University

Jamie Jamison (2024) Executive Director, Online Learning & Educational Technology
DSc., Doctor of Science in Information Technology, Middle Georgia State University,
MBA., Information Systems Management, Keller Graduate School, B.S., Computer
Information Systems, DeVry University

Shandra Hill Smith (2024) Executive Director of Strategic Partnerships, Marketing &
Communications, B.A., Journalism, Georgia State University

Melody Austin (2024) Executive Director of Human Resources
B.S., Psychology, Georgia State University

Marvin Brown (2024) Department Chair of Psychology
Ph.D., Counseling and Psychology, Argosy University, M.S., Mental Health Counseling,
Fort Valley State University, B.S., Biology, Fort Valley State University

Adrian Ford (2024) Department Chair of Music
Ed.D., Curriculum and Instruction, Liberty University, M.A., Music Education & Piano,
Liberty University, B.A., General Studies, Morris Brown College

Yaw Adoo (2021) Department Chair of Business
D.B.A., Marketing, Argosy University, M.P.H., Community Health Education, East
Stroudsburg University of Pennsylvania, B.S., Business Management, East Stroudsburg
University of Pennsylvania, B.A., Economics, East Stroudsburg University of
Pennsylvania

Mack Curry (2024) Department Chair General Studies
Ph.D., English, Georgia State University, M.F.A., Creative Writing, Old Dominion
University, B.A., English, Hampton University

Ivy M. Word (2024) Director of Community Standards & Career Development, Title IX
Coordinator
M.Ed., Adult & Higher Education, University of Missouri – St. Louis; B.A., Political
Science, Bennett College

Devonne Mckenzie (2015) Director of Student Services and Retention
B.S., Fort Valley State University

Sterline Caldwell (2024) Assistant Professor of Math & STEM Coordinator
M.S., Informational Technology, North Carolina Agricultural

& Technical State University, B.S., Applied Mathematics, North Carolina Agricultural & Technical State University, B.S., Electronics & Computer Computational Technology, North Carolina Agricultural & Technical State University

Crystal Smith, MBA (2025) Controller

MBA, Tulane University, B.B.A., Business Administration, Houston Baptist University

Brian Owen (2008) Accounting & Payroll Specialist, B.S. Accounting, Alabama A&M

Teresa Crowe (2024) Senior Financial Aid Advisor

B.S., Accounting, Shaw University

Parlar Halley (2022) Financial Aid Advisor

B.A., Business Administration and Technology, Southern Polytechnical State University, A.A., Computer Programming, Dekalb Technical College, A.A., Medical Lab Technician, Atlanta Medical College.

Donovan McKelvey (2021) Senior Registrar

M.A., Integrated Global Communication, Kennesaw State University, B.S., Journalism & Emerging Media, Kennesaw State University

De'Sia Daley (2024) Assistant Registrar/Veterans Specialist

B.S., Exercise Science, Kennesaw State University

Michelle Rogers (2023) Project Director & Student Accounts

M.B.A., International Business, Clayton State University, B.S., Healthcare Management, Clayton State University

Sandra Patman (1985) Administrative Assistant of Alumni Affairs

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

ShyQuon Rudolph (2023) Senior Enrollment Specialist

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

Justin Clark (2024) Enrollment Specialist

B.S., Rehabilitation Services, Alabama State University

Shakera Cheston (2021) Choice Project Coordinator

B.S., Social Work, Fort Valley State University

Christian M. Broussard (2024) Coordinator, Center for Teaching, Learning, and Innovation

B.A., Criminal Justice, Huston-Tillotson University, MEd, Educational Administration, Texas Southern University

Erica Austin (2024) Student Success Coach & Advisor

B.A., Sociology, California State University Dominguez Hills

Risha Clark (2025) Student Success Coach
B.S., Organizational Management Leadership, Morris Brown College

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

FACULTY

Adoo, Yaw (2021). Full-Time Faculty. DBA, Argosy University Business Department. MPH, East Stroudsburg University of Pennsylvania, East Stroudsburg University of Pennsylvania; B.A., East Stroudsburg University of Pennsylvania

Anderson, Timothy L. (2022). Adjunct Faculty, Music Department, D.B.A., Argosy University, M.S.M., Troy University; B.A., Morris Brown College; A.A.S., East Mississippi Community College

Artilus, Stephanie (2022). Adjunct Faculty, Psychology Department, Ph.D., Howard University; M.Ed., Howard University, B.A., Albany State University; Georgia Educator Certificate (School Psychologist); Advance Professional Certificate, Maryland Department of Education

Barlow, Shirley (2008). Adjunct Faculty, Business Department, Ed.S., Lincoln Memorial University, M.D.S., Cambridge College; B.S., Morris Brown College; Advanced Study, Argosy University

Benion, Kimberly D. (2018). Adjunct Faculty, Business Department, MBA., University of Phoenix; M.S., University of Phoenix; B.B.A., Davenport University

Bell, Edward (2022). Adjunct Faculty, Psychology Department, Ed.D., Liberty University; M.A., East Carolina University; B.A., North Carolina Central University; A.A.S., Craven Community College

Boyd, Dionne (2024). Adjunct Faculty, Business Department, DBA, Argosy University. MBA, Mercer University B.S., Hampton University

Bradley, Darnell (2022). Adjunct Faculty, General Studies/Liberal Arts Department, Ed.D., Northern Illinois University, M.A., Eastern Illinois University, B.A., Eastern Illinois University

Brinson, Valetta (2022). Adjunct Faculty, Music Department, M.A., Middle Tennessee State University. B.A., Morris Brown College

Brown, Marvin (2024). Full-time Faculty, Psychology Department; Ph.D., Argosy University, M.A., M.S., Fort Valley State University, Northcentral University B.S.

Brown, Sunny (2025) Adjunct Faculty, General Studies Department,
M.A. in Social Justice and Community Organizing, Prescott College, B.S. in Human
Services, Springfield College, A.A.S. in American Sign Language Interpreting,
Cincinnati State Technical and Community College

Burton, Roberto (2022). Adjunct Faculty, Music Department,
D.M.E., Liberty University, M.Ed., Oakwood College General Studies; M.A., Alabama
A&M University

Caldwell, Sterline (2024). Full-Time Faculty, General Studies Department. Ph.D. Georgia State
M.S., NC A&T University; University B.S., NC A&T University

Carrillo, Ed (2024). Adjunct Faculty, Business Department,
DBA., Saint Leo University, MBA., American Intercontinental University, B.S.,
Colorado Technical University; Graduate Certificate, Rutgers University; Certificate,
University of California

Chaplin, Christen (2025) Adjunct Faculty, General Studies Department,
M.E. Education Administration and Policy, University of Georgia, B.S. Mathematics,
Savannah State University

Class, Rafael (2021). Adjunct Faculty, Business Department,
DBA., University of the Southwest (in progress), MBA, University of the Southwest;
B.S., Nyack College

Curry, Mack (2024). Full-Time Faculty, General Studies Department. Ph.D., Georgia State
University, M.F.A., Old Dominion University, B.A., Hampton University

Davis, Candace (2022). Adjunct Faculty, Business Department,
MBA., DeVry University (Keller-School of business); Culinary Arts Diploma, Auguste
Escoffier; B.B.A., Jackson State University

Duncan, Taylor (2025) Adjunct Faculty, General Studies Department,
Ed.S. Teacher Leadership, Mercer University, M.A. Teaching, Hampton University,
B.A. English Education, Hampton University

Ford, Adrian (2022). Full-Time Faculty, Music Department. Ed.D., Liberty University M.A.,
Liberty University, B.S., Morris Brown College

Fortune, Roncheros D. (2020). Adjunct Faculty, Psychology Department, J.D., Thomas Jones
School of Law, M.L., Thomas Jones School of Law; M.S., Troy University; B.S., Troy
University; Faulkner University

Fuqua, Richarne (2024). Adjunct Faculty, Psychology, Ph.D., Capella University.; M.A., Siena
Heights University B.A., Cleary University.

Graham, All'wyn (2024). Adjunct Faculty, Psychology Department, Ph.D., Arizona State University; M.Ed., Arizona State University, M.A., Counseling Psychology, University of West Alabama; M.A., Community Counseling, University of North Alabama; B.S., Alabama State University

Greene, Oliver (2022). Adjunct Faculty, Music Department, Ph.D., Ethnomusicology, Florida State University, College Conservatory of Music; M.S.M., Southern Methodist University, Perkins School of Theology; M.M., Meadows School of the Arts, B.Mus., University of Cincinnati,

Gurganious, Norris (2021). Adjunct Faculty, General Studies Department, Ph.D., Walden University, M.S., Florida A&M University; B.S.

Herrington, Marques (2025) Adjunct Faculty, General Studies Department, M.E. Secondary Math Education, University of Massachusetts, B.S. Physics, Morehouse College

Highsmith, Lauren (2025) Adjunct Faculty, General Studies Department, M.A. English, Emory University, B.A. English, Hampton University

Jackson, David E. (2022). Adjunct Faculty, Business Department, Ph.D. Candidate, Southeastern University, Lakeland (in progress), D. Min., New York Theological Seminary; M.Div., Union Theological Seminary of New York B.A., Cornell University

Jackson, LaToya Princess (2025) Adjunct Faculty, General Studies Department, M.L.A. Dramatic Arts, Harvard University, B.A. Mass Media Arts, Clark Atlanta University

Jacobs-Abbey, Samuel (2022). Adjunct Faculty, Business Department, Ph.D., Walden University; MBA., Saint Leo University, B.S., Purdue University Global A.A.S., Purdue University Global

Jones, Lynn Y. (2012). Adjunct Faculty, Psychology Department, Ph.D., Capella University; M.A., Clark Atlanta University, B.S., Bennett College

Jordan, Christopher (2022). Adjunct Faculty, Music Department, DMA, The University of Alabama Tuscaloosa; M.Ed., Florida State University; B.S., Florida Agricultural and Mechanical University

Lampkin, Derek (2019). Adjunct Faculty, Psychology Department, M.S., Fort Valley State University, B.S., Morris Brown College

Lesure, Darryl (2022). Adjunct Faculty, Business Department, B.S., Morris Brown College, Central Michigan University

Lindsay, LaShawnda (2024). Adjunct Faculty, Psychology Department, Ph.D. Georgia State University, M.Ed., Howard University; M.Ed., Georgia Regents University; B.S., Morris Brown College

Love, Yvette (2021). Adjunct Faculty, Business Department, MBA., Strayer University, B.A., LeMoyne-Owen College.

Mayfield, Jody (2018). Adjunct Faculty, Music Department, M.M.T., Southern University of Utah, B.A., Morris Brown College; B.A., Clark Atlanta University

McCoy, Damon (2024). Adjunct Faculty, Psychology Department. Ph.D., Argosy University, M.S., Southern New Hampshire University, B.S., Clayton State University.

McKinley, Cheryl (2019). Adjunct Faculty, Business Department, DD., Divinity, Apostolos Leadership University, MBA., South Carolina State University. B.A., South Carolina State University; Certified Life Coach, A.S., Atlanta Metropolitan College

Mitchell, Noah (2021). Adjunct Faculty, Business Department, Ph.D., Regent University; M.P.A., Central Michigan University, B.B.A., Averett University.

Moore, Melvin C. (2021). Adjunct Faculty, Business Department, MBA, Mercer University, B.S., Virginia Institute of Technology

Moore, Ralpheal (2019). Adjunct Faculty, Business Department, Ed.D., St. Thomas University; M.S., Texas A&M University; B.A., Talladega College

Mungo, Jamaine (2024). Adjunct Faculty, Business Department, DIT, Capella University; M.A., New Jersey Institute of Technology, B.S., Virginia State University, B.S., Virginia State University

Nasser, Jad-Evangelolo (2024). Adjunct Faculty, Business Department, M.A., The New School (Parsons), B.A., Notre Dame University (Lebanon)

Parker, Jerry (2020) Adjunct Faculty, General Studies Department, Ed. D., Educational Leadership, Southeastern Louisiana University, M.A. French, University of Louisiana at Lafayette, B.A. French Language and Literature, Southeastern Louisiana University

Richey, Rashad (2021). Adjunct Faculty, Business Department, Ph.D., Beulah Heights University, MBA., Beulah Heights University B.A., Scofield Theological Seminary

Rugless, Fedoria (2025) Adjunct Faculty, General Studies Department, Ph.D in Epidemiology, University of Cincinnati College of Medicine, B.S. in Biomedical Sciences, Oakwood University

Rutledge, Francina (2024). Adjunct Faculty, Business Department, MBA., Georgia Institute of Technology, Scheller College of Business; MBA., Beijing University of Posts and Telecommunications; Certificate of Completion, Agile & SCUM, Purdue University; Master Certificate, Strayer University, B.B.A., Central Michigan University

Sherman, Timothy (2019). Adjunct Faculty, Business Department
DBA, Argosy University, MBA, American Intercontinental University.
BBA, Georgia Southern University

Shipp, Heather (2021). Adjunct Faculty, Business Department
Ed.D., DeVry University (in progress) MBA, DeVry University, B.S.B.A, DeVry University

Simmons, Elise (2025) Adjunct Faculty, General Studies Department,
Ph.D in Curriculum and Instruction in Math Education, Florida State University, M.E. Math Education, Florida A&M University, M.S. Math Education and Computer Science, State University of West Georgia, B.S. Mathematics, Southern University A&M College

Short, Bernard (2020). Adjunct Faculty, Music Department
Ph.D., University of Iowa, M.M.Ed., University of Georgia, B.A., Morehouse College

Smith, Sandra (2021). Adjunct Faculty, Business Department
Clark Atlanta University; Ph.D., Walden University (in progress) M.S.W.
B.A., Georgia State University

Taylor, Alonzo (2024). Adjunct Faculty, Music Department.
DME, Doctorate in Music Education (ABD), Liberty University, M.DIV., Divinity, Luther Rice Seminary, M.A., Biblical Counseling, Luther Rice Seminary, M.A., Teaching, Grand Canyon University, B.S., Education/Vocal Performance, Morris Brown College

Trusclair, Shari (2025) Adjunct Faculty, General Studies Department,
M.A. Literary Studies, Georgia State University, B.A. English, Kennesaw State University

Tucker, Denise (2025) Adjunct Faculty, General Studies Department,
M.S. Information Technology, Kennesaw State University, M.S. Computer Information Systems, University of Phoenix, B.S. Computer Science, LeMoyne-Owen College

Umrani, Deborah (2024). Adjunct Faculty, General Studies Department. Ph.D., M.A, B.A., University of Illinois at Chicago.

Van Goes, Paula (2024). Adjunct Faculty, Music Department. University of Missouri-Kansas City; DMA, University of Nebraska-Lincoln; M.A, B.A, University of Nebraska-

Walters, David (2024). Adjunct Faculty, Music Department. B.M., M.M., Portland State University; DMA, Louisiana State University

Course Descriptions

GENERAL EDUCATION COURSE DESCRIPTIONS

<p>GED 101 Freshman Seminar</p>	<p>The course introduces students to the essential strategies for navigating college successfully, with a focus on personal development, academic preparedness, and career planning. Emphasis is placed on effective note-taking, active listening, concentration techniques, time management, and strategies for tackling challenging coursework. Students explore goal setting, educational planning, and vocational decision-making, while engaging in activities that promote self-awareness, resilience, and practical life skills. The course also provides foundational guidance in career exploration, job readiness, and professional communication to support lifelong learning and success. Credit Hours: 2</p>
<p>GED 102 Pathways to Success</p>	<p>This course is designed to support adult learners re-entering higher education, emphasizing the integration of prior life, work, and academic experiences into the learning process. The curriculum promotes self-directed learning, critical reflection, and goal-oriented planning while equipping students with strategies for academic success, personal growth, and professional advancement. Learners are encouraged to leverage their existing knowledge as assets in building confidence and skills necessary for degree completion and lifelong learning. Credit Hours: 2</p>
<p>PED 120 Health and Wellness</p>	<p>This course explores specific topics that 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. Credit Hours: 1</p>
<p>ENG 100 Intro to College Writing and Composition</p>	<p>This course is designed to equip students with the foundational skills necessary for effective writing and composition in a college setting. Through a combination of reading, writing exercises, and peer reviews, they will develop their abilities to express ideas clearly and persuasively in various genres and formats. Credit Hours: 3</p>
<p>ENG 101 Composition I</p>	<p>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. Credit Hours: 3</p>
<p>ENG 102 Composition II</p>	<p>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 skills 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. Credit Hours: 3 Prerequisite: ENG 101</p>

ENG 107 Public Speaking	This course is 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. Credit Hours: 3
ENG 290 Technical Writing	This course is designed for students who have successfully completed ENG 101 and ENG 102. It emphasizes advanced writing skills through letter writing; casework and life history interviews; current event reporting; book reviews and term papers on social, political, and economic topics; social research reporting; and written critiques. Credit Hours: 3
SPA 101 Conversational Spanish I	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 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 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. Credit Hours: 3
SPA 102 Conversational Spanish II	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. Credit Hours: 3 Prerequisite: SPA 101
HUM 201 Humanities I Music	This course is 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. Credit Hours: 3
HUM 202 Humanities II – Art	This course concentrates on art, music, 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. Credit Hours: 3
SOC 101 Introduction to Social Science	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. Credit Hours: 3
PSY 200 General Psychology	This course is a general overview of Psychology as a social science. Topics include the history of psychology, child development, maturation, aging, states of

	consciousness, stress and health, psychopathology, theories of personality, therapies, social psychology, and fields of application. Credit Hours: 3
SOC 201 Business and Society	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. Credit Hours: 3
SOC 211 American Government	This course provides an 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. Credit Hours: 3 Prerequisite: ENG 101
HIS 229 Survey of African American History	This course is 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. Credit Hours:3
MAT 101 College Algebra I	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. Credit Hours: 3
MAT 101A College Algebra I	This Learning Support course is intended to provide corequisite support for students requiring remediation in mathematics while they are enrolled in MATH 101 College Algebra I. Topics will be parallel topics being studied in MAT 101 as well as the essential quantitative skills needed to be successful in MAT 101. Taken with MAT 101, topics to be covered will include logic, basic probability, data analysis and modeling from data. Credit Hours: 3 Co-requisite: MAT 101
MAT 102 College Algebra II	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 global society. Credit Hours: 3 Prerequisite: A minimum grade of “C” in MAT 101 or by placement
MAT 120 Finite Mathematics	This course covers linear functions, systems of linear functions, matrices, linear programming, mathematics of finance, sets and Venn diagrams, combinatorial techniques and introduction to probability as well as applications from business, economics, social science, and personal finance. This course is transferable and satisfies the math general education requirement and is an excellent source for students who don’t need any additional math courses for their degree. Credit Hours: 3

BIO 101 Biological Science	The course includes an introduction to life, reproduction, and growth; heredity and genetics; metabolism, food cycle; energy relations; population structures and ecology; the study of systems (circulatory, excretory, digestive); conservation of resources; man, and his future. Credit Hours: 3
BIO 102 Biological Science	This course encompasses an overview of the entire field of animal and plant life and provides a foundation for advanced studies in the biological sciences and medicine. Credit Hours: 3 Prerequisite: A minimum grade of “C” in BIO 101 or by placement
CIS 101 Computer Applications	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. Credit Hours: 3.

GENERAL STUDIES COURSE DESCRIPTIONS

GSI 400 Internship for General Studies	The internship provides students with a supervised practical experience program in a specific career field. The student will be reported weekly, completing a weekly activity log and weekly report Credit Hours: 3
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GSC 400 General Studies Capstone Project	Capstone is an interdisciplinary project designed to apply what students have learned in their coursework over the past four years to real-world issues and/or problems. Students are expected to submit a minimum double-spaced, 25-page research paper on a topic and defend it via PowerPoint and video presentation. Credit Hours: 3
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GENERAL STUDIES RELATED COURSE DESCRIPTIONS

ENG 201 Writing and Music Analysis	This course delves into the intricate relationship between writing and music, encouraging students to explore how lyrical content, structure, and musical elements interact to create meaning. Through a combination of theoretical frameworks, analytical techniques, and creative writing exercises, students will develop a deeper understanding of both written and musical texts. Credit Hours: 3 Pre-Requisites: ENG 101 and 102
ENG 221 World Literature	This course explores a diverse range of literary works from around the globe, highlighting the cultural, historical, and social contexts that shape literature. Students will engage with texts from various genres, including poetry, prose, and drama, spanning multiple continents and time periods. Credit Hours: 3 Pre-Requisites: ENG 101 and 102
ENG 300 Intro to Poetry Writing	This introductory course is designed for aspiring poets who wish to explore the art of poetry and develop their unique voice. Through a mix of readings, discussions, and hands-on writing exercises, students will engage with various poetic forms, styles, and techniques. Credit Hours: 3 Pre-Requisites: ENG 101 and 102
ENG 305 African American Literature	This course focuses on reading, interpreting, and analyzing African American Literature from the 19 th century to now. These works will highlight aspects of race, gender, affordability, and other real-life concepts for students to explore. Credit Hours: 3 Pre-requisites: ENG 101 and 102

<p>ENG 311 Advanced Grammar and Composition</p>	<p>This course is designed for students seeking to refine their understanding of grammar and enhance their writing skills across various genres. Emphasizing clarity, coherence, and style, the course will delve into the complexities of English syntax, punctuation, and composition techniques. Credit Hours: 3 Pre-requisites: ENG 101 and 102</p>
<p>HIS 290 Social Justice</p>	<p>This course offers an in-depth exploration of social justice, examining the historical and contemporary struggles for equality and human rights. Through critical analysis of various social movements, policies, and theoretical frameworks, students will gain a comprehensive understanding of the complexities surrounding social justice issues. Credit Hours: 3</p>
<p>HUM 302 Black Music History and Songwriting</p>	<p>This proposed course is the first section of Black Music History and serves as an introduction to the art of songwriting through the lens of Black composers, lyricists, and songwriters who shaped popular music but were often overlooked. Students will examine the evolution of Black songwriting, from early classical compositions to blues, jazz, gospel, R&B, hip-hop, and contemporary pop. Through historical study, lyrical analysis, and hands-on songwriting workshops, students will develop both a critical understanding of Black music history and practical skills in lyric writing, melody construction, and song composition. Credit Hours: 3</p>
<p>HUM 305 Race, Gender, and Black Female Identity</p>	<p>This proposed course examines the intersection of race, gender, and Black female identity in contemporary pop music through the lens of Black Feminist Theory and Utopian Studies. Using Janet Jackson’s Rhythm Nation 1814 as a central text, students will analyze how Black women artists have used music, performance, and visual media to construct both utopian and dystopian narratives of identity, liberation, and resistance. Credit Hours: 3</p>

PRESIDENT HONOR COLLEGE COURSE DESCRIPTIONS

<p>HGED 101 Freshman Seminar</p>	<p>This course is an intensive first-year seminar designed exclusively for students in the President’s Honors College at Morris Brown College. HGED 101 introduces students to the principles of academic excellence, leadership, ethical engagement, and intellectual inquiry. Through interdisciplinary readings, critical discussions, and personalized academic planning, students will develop the habits of mind and professional skills necessary for high achievement in college and beyond. Emphasis is placed on honors-level scholarship, cultural awareness, and the unique legacy of Morris Brown College. Credit Hours:2</p>
<p>HONR 110 Honors Seminar I: Leadership</p>	<p>This seminar course will explore leadership through readings, class discussions, and guest presentations by those with expertise in various leadership capacities. Students will develop an awareness of challenges to and ideals of leadership, advocacy, and policy. Students will be encouraged to investigate their own leadership ideals, shortcomings, challenges, and explore the interconnectedness of advocacy, public policy, and leadership. Credit Hours: 1</p>
<p>HONR 210 Honors Seminar II: The African- American Experience</p>	<p>The course will provide students with an intellectual framework of the African American experience as interpreted by scholars of various academic disciplines. This course will utilize literature and visual media to cover topics such as: the African American Studies movement, relevancy of HBCU’s in the 21st century, issues of Social Justice, the role of religion in Black life, Hip-Hop and Literature, Pan- African relations, and the Black family. Credit Hours: 1 Prerequisite: HONR 110</p>
<p>HONR 310 Honors Seminar III: Academic and Professional Career Planning I</p>	<p>This seminar prepares students for a successful and confident launch into life after graduating from Morris Brown College. The course will help students create a plan of action for their financial, personal, career, and graduate and/or professional school goals. The course will also focus on networking, business and social etiquette, and conflict resolution for emerging leaders. Credit Hours: 1 Prerequisite: HONR 210</p>
<p>HONR 350 Research Methods Analysis</p>	<p>This course provides a foundational understanding of research methodologies essential for conducting empirical investigations in various disciplines. Students will learn the principles of research design, data collection, and analysis, preparing them to critically evaluate research literature and undertake their own research projects. The course covers qualitative, quantitative, and mixed methods approaches, emphasizing the application of these methods in both academic and practical settings. Topics include formulating research questions, designing studies, sampling techniques, ethical considerations, data interpretation, and communicating research findings effectively. By the end of the course, students will be equipped with the skills necessary to conduct rigorous research and contribute to evidence-based decision-making. Credit Hours: 3</p>

<p>HONR 360 Capstone: Ethical and Moral Theory and Application</p>	<p>Drawing from both philosophical and faith based moral theories and systems, moral theories to be evaluated and applied include virtue ethics of the Greeks, Christian virtues, Islam, Natural Law, Social Contract, Kantian Duty ethics, Utilitarian ethics, pluralistic ethical theory, Care based ethics, Case-based ethics and Asian ethical theories described in the writings of Confucius, Hinduism and Buddhism. An honor student is provided with a history and development of ethical theory as well as experience in applying the critical thinking process to these ethical systems in selected controversies in law, politics, and medicine. Ethical issues and controversies to be addressed may include but are not limited to the following issues: poverty, world hunger, racism, the death penalty, civil disobedience, civil rights, freedom of religious expression, institutional ethics in the private and public sector, privacy, abortion, reproductive and genetic technologies, genomics, termination of medical treatment, and just allocation of limited medical resources.</p> <p>Credit Hours: 3 Prerequisite: A minimum grade of “C” HMAT 201 and HONR 350.</p>
<p>HENG 111 Applications of Critical Thinking</p>	<p>The application of critical thinking will focus on the critical thinking process. Essential critical thinking skills within the process will introduce and refine their student cognitive, analytical skills and skills of synthesis. An application of advanced critical reasoning evaluation skills within the process will address how to remedy dilemmas vexing us today. The course will examine how language is used and structured to form arguments; how to identify an argument from non- arguments; create evidence-based arguments; categorize arguments as either inductive or deductive and the processes used to evaluate and assess the truth or falsity of an argument. An engaged student will be enabled to apply critical thinking processes and best practices in evaluating, applying, reasoning skill in formal logic through exercise in categorical propositions, syllogisms and propositional logic and inductive logic through analogy, legal and moral reasoning, probability, statistical reasoning and hypothetical reasoning. The course will provide engaged students with experience in applying the critical thinking process to a variety of fields of human inquiry to better prepare them for professional lives in law, medicine, social sciences, the natural and physical sciences, the arts and the humanities.</p> <p>Credit Hours: 3</p>
<p>HHUM 203 Integrated Humanities</p>	<p>Integrated Humanities is an interdisciplinary exploration of human culture, thought, and creativity through the lenses of history, literature, philosophy, and the arts. This course aims to provide students with a comprehensive understanding of the development and interconnectedness of various aspects of human civilization from ancient times to the present.</p> <p>Credit Hours: 3</p>
<p>HMAT 111 Precalculus</p>	<p>This course is part 1 of an intensive study of the basic functions needed for the study of calculus. Topics include fundamental concepts of Algebra, functions and graphs, polynomials and rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants, conic sections and analytic geometry, sequences, induction, probability, and an introduction to Calculus.</p> <p>CreditHours:3 Prerequisite: A minimum grade of “C” in MAT 101</p>

HMAT 201 Statistics	<p>This introductory course in statistics provides a comprehensive overview of essential concepts and techniques used in analyzing data. Students will develop skills in both descriptive and inferential statistics through a combination of theoretical study and practical applications. The topics covered include data collection methods, measures of central tendency and dispersion, probability distributions, hypothesis testing, correlation, and regression analysis. Emphasis will be placed on understanding the relevance of statistics in various fields, interpreting statistical results accurately, and applying statistical methods to real-world problems. By the end of the course, students will be proficient in using statistical software to analyze data sets and draw meaningful conclusions.</p> <p>Credit Hours: 3 Prerequisite: A minimum grade of “C” in MAT 101 and HMAT 111</p>
HSOC 202 Interdisciplinary Social Sciences	<p>This is an interdisciplinary course comprising of business and the social sciences (political science, psychology, social work, and sociology). The course will examine the multidimensional implications of the same theme from the viewpoint of each of these disciplines. Ultimately, students will acquire the theoretical perspectives needed to think critically as a businessman, political scientist, psychologist, social worker, and sociologist, and to synthesize these perspectives to address the theme, to improve conditions within the theme, and to provide solutions to eradicate its destructive impact on the global or local society. Taught by faculty from each of the disciplines, students will receive expert pedagogical instruction. Themes will vary from each semester.</p> <p>Credit Hours: 3</p>
HONR 110 Honors Seminar I: Leadership	<p>This seminar course will explore leadership through readings, class discussions, and guest presentations by those with expertise in various leadership capacities. Students will develop an awareness of challenges to and ideals of leadership, advocacy, and policy. Students will be encouraged to investigate their own leadership ideals, shortcomings, challenges, and explore the interconnectedness of advocacy, public policy, and leadership.</p> <p>Credit Hours: 1</p>
HONR 210 Honors Seminar II: The African American Experience	<p>The course will provide students with an intellectual framework of the African American experience as interpreted by scholars of various academic disciplines. This course will utilize literature and visual media to cover topics such as: the African American Studies movement, relevancy of HBCU’s in the 21st century, issues of Social Justice, the role of religion in Black life, Hip-Hop and Literature, Pan- African relations, and the Black family.</p> <p>Credit Hours: 1 Prerequisite: HONR 110</p>
HONR 310 Honors Seminar III: Academic and Professional Career Planning I	<p>This seminar prepares students for a successful and confident launch into life after graduating from Morris Brown College. The course will help students create a plan of action for their financial, personal, career, and graduate and/or professional school goals. The course will also focus on networking, business and social etiquette, and conflict resolution for emerging leaders.</p> <p>Credit Hours: 1 Prerequisite: HONR 210</p>

<p>HONR 350 Research Methods Analysis</p>	<p>This course provides a foundational understanding of research methodologies essential for conducting empirical investigations in various disciplines. Students will learn the principles of research design, data collection, and analysis, preparing them to critically evaluate research literature and undertake their own research projects. The course covers qualitative, quantitative, and mixed- methods approaches, emphasizing the application of these methods in both academic and practical settings. Topics include formulating research questions, designing studies, sampling techniques, ethical considerations, data interpretation, and communicating research findings effectively. By the end of the course, students will be equipped with the skills necessary to conduct rigorous research and contribute to evidence-based decision-making.</p> <p>Credit Hours: 3</p>
<p>HONR 360 Capstone: Ethical and Moral Theory and Application</p>	<p>Drawing from both philosophical and faith based moral theories and systems, moral theories to be evaluated and applied include virtue ethics of the Greeks, Christian virtues, Islam, Natural Law, Social Contract, Kantian Duty ethics, Utilitarian ethics, pluralistic ethical theory, Care based ethics, Case-based ethics and Asian ethical theories described in the writings of Confucius, Hinduism and Buddhism. An honor student is provided with a history and development of ethical theory as well as experience in applying the critical thinking process to these ethical systems in selected controversies in law, politics, and medicine. Ethical issues and controversies to be addressed may include, but are not limited to the following issues: poverty, world hunger, racism, the death penalty, civil disobedience, civil rights, freedom of religious expression, institutional ethics in the private and public sector, privacy, abortion, reproductive and genetic technologies, genomics, termination of medical treatment, and just allocation of limited medical resources.</p> <p>Credit Hours: 3.</p> <p>Prerequisite: A minimum grade of “C” HMAT 201 and HONR 350</p>
<p>HENG 111 Applications of Critical Thinking</p>	<p>The application of critical thinking will focus on the critical thinking process. Essential critical thinking skills within the process will introduce and refine their student cognitive, analytical skills and skills of synthesis. An application of advanced critical reasoning evaluation skills within the process will address how to remedy dilemmas vexing us today. The course will examine how language is used and structured to form arguments; how to identify an argument from non- arguments; create evidence-based arguments; categorize arguments as either inductive or deductive and the processes used to evaluate and assess the truth or falsity of an argument. An engaged student will be enabled to apply critical thinking processes and best practices in evaluating, applying, reasoning skill in formal logic through exercise in categorical propositions, syllogisms and propositional logic and inductive logic through analogy, legal and moral reasoning, probability, statistical reasoning and hypothetical reasoning. The course will provide engaged students with experience in applying the critical thinking process to a variety of fields of human inquiry to better prepare them for professional lives in law, medicine, social sciences, the natural and physical sciences, the arts and the humanities.</p> <p>Credit Hours: 3</p>

MUSIC COURSE DESCRIPTIONS

MUS 100 Fundamentals of Music	Course designed for music majors and minors that need preparatory study for MUS 201 Theory and covers basic notation (notes and rhythms); scales (modes, major and minor); intervals; basic triads; terminology; meter (simple and compound); popular chord symbols. Credit Hours: 3
MUS 109 Sight Singing and Ear Training	The study and application of sight singing and ear training (Aural Skills) through applied basic musicianship skills: melodic, rhythmic, and harmonic dictation. Credit Hours: 3
MUS 105A, 105B, 205A, 205B, 305A, 305B, 405A, 405B Applied Instruction	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, 9 - Strings) Credit Hours: 1
MUS 110A, 110B, 210A, 210B, 310A, 310B, 410A, 410B Music Ensemble	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- College Choir and 3-College Band, 4- Jazz Band, 5-Show Choir (<i>Contemporary Ensemble</i>) Credit Hours: 1
MUS 121, 221, 321, 421 Music Seminar	Designed to provide recitals, concerts, and lectures by classical artists and music-industry professionals. Also includes opportunities for students to perform in recital. Credit Hours: 1
MUS 130 Keyboard Harmony I	Introduction to fundamental keyboard skills and applied harmony. Course covers 6 major scales, 6 minor scales, simple harmonization, basic triads and inversions, and pedagogical exercises. Credit Hours: 1
MUS 131 Keyboard Harmony II	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. Credit Hours: 1 Pre-requisite: MUS 130
MUS 201 Theory I	Basics of music theory, including scales, key signatures, voice leading, melodic harmonization analysis. Credit Hours: 3 Pre-requisite: MUS 100 or Placement Exam

MUS 202 Theory II	Continuation of MUS 201. Analysis of triads, seventh chords, figured bass of various musical styles from Baroque to Jazz. Credit Hours: 3 Pre-requisite: MUS 201
MUS 203 Theory III	Continuation of MUS 202. Analysis of triads, seventh chords, figured bass of various musical styles from Baroque to Jazz. Credit Hours: 3 Pre-requisite: MUS 202
MUS 203 Theory IV	Continuation of MUS 203. Analysis of 20 th century theoretical concepts found in World music including Symphonic, Orchestra, Opera, Music Theater, Gospel, R & B, and an Introduction of Form and Analysis. Credit Hours: 3 Pre-requisite: MUS 203
MUS 206 Sight Singing and Ear Training II	The study and application of sight singing and ear training (Aural Skills) through applied basic to intermediate musicianship skills: melodic, rhythmic, and harmonic dictation. Credit Hours: 3 Pre-requisite: MUS 109
MUS 207 Sight Singing and Ear Training III	The study and application of sight singing and ear training (Aural Skills) through applied intermediate to advanced musicianship skills: melodic, rhythmic, and harmonic dictation. Credit Hours: 3 Pre-requisite: MUS 206
MUS 208 Sight Singing and Ear Training IV	The study and application of sight singing and ear training (Aural Skills) through applied advanced musicianship skills: melodic, rhythmic, and harmonic dictation. Credit Hours: 3 Pre-requisite: MUS 207
MUS 220 Exploration of Hip-Hop Lyrics	This course introduces students to the culture of hip-hop through exploration of lyrics. Students will learn how to translate the context of those lyrics. Credit Hours: 3
MUS 230 Intro the Christian Worship and Practices	Introduction to Christian Worship and Practices explores the biblical, historical, and theological foundations of Christian worship across diverse traditions. Students will engage with liturgical forms, music, and spiritual disciplines to develop a deeper understanding of worship in both personal and communal contexts. Credit Hours: 3

MUS 300 Intro to Music Industry	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. Credit Hours: 3
MUS 301A Music Technology I	Introduction to music notation software; creating lead sheets, basic guitar tablature; and chorale templates. Credit Hours: 3
MUS 302 Music Technology II	Continuation of Music Technology I. Course further exploits the notational system and sound recording software. Credit Hours: 3 Pre-requisite: MUS 301A
MUS 309 Sight Singing and Ear Training	The study and application of sight singing and ear training (Aural Skills) through applied intermediate to advanced musicianship skills: melodic, rhythmic, and harmonic dictation. Credit Hours: 3
MUS 315 Music History I – Western	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. Credit Hours: 3
MUS 316 Music History II – World	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. Credit Hours: 3
MUS 317 Music History III – African American	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. Credit Hours: 3
MUS 318 Marketing, Merchandise & Retail	An in-depth study of wholesaling and retailing of recorded and printed music, instruments, and software. Credit Hours: 3 Pre-requisite: MUS 300
MUS 329 Song Writing and Production	This course is designed for songwriters to learn the basics of music production using digital audio workstations (DAW). (Music Production Concentration Requirement) Credit Hours: 3 Pre-requisite: MUS 202
MUS 330 Music Theater I	The study and performance of stage works from Broadway, cabaret, operatic and thematic repertoire. Vocal students are required to take MUS 330 and 331. Credit Hours: 1.

MUS 331 Music Theater II	Music Theater I. The continuation of Music Theater I. Credit Hours: 1 Pre-req.: MUS 330
MUS 332 Intro to Composition I	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. Credit Hours: 3 Pre-requisite: MUS 202
MUS 334 Promotion of Recorded Music	The course is designed to develop basic skills needed for promoting and advertising commercial music. Credit Hours: 3 Pre-requisite: MUS 300
MUS 335 Basic Conducting I	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. Credit Hours: 3
MUS 337 Legal Aspects of the Music Industry	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. Credit Hours: 3 Pre-requisite: MUS 300
MUS 338 Vocal Diction I	The study of vocal techniques and proper elocution of singer's English and Italian utilizing the International Phonetic Alphabet. (English and Italian) Credit Hours: 2
MUS 339 Vocal Diction II	The study of vocal techniques and proper elocution of singer's French and German utilizing the International Phonetic Alphabet. (French and German) Credit Hours: 2 Pre-requisite: MUS 338
MUS 340 Intro to Church Music	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. Credit Hours: 3
MUS 354 Band Arranging	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. Credit Hours: 3 Pre-requisite: MUS 202

MUS 370 Hymnody	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. Credit Hours: 3
MUS 411 Form & Analysis	The study of musical form through analysis and stylistic characteristics of Western music from Medieval to the Post-Modern periods. Credit Hours: 3 Pre-requisite: MUS 202
MUS 412 Orchestration	Study of symphonic writing, instrument transposition and ranges and setting various chamber groups. Credit Hours: 3 Pre-requisite: MUS 202
MUS 415 Opera Workshop I	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 areas and songs to be performed in class and selected venues. Credit Hour: 1
MUS 416 Opera Workshop II	The continuation of Opera Workshop I. Credit Hours: 1
MUS 429 Vocal Literature	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 songs. Credit Hours: 3
MUS 430 Vocal Pedagogy	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 proper singing technique is accomplished. Credit Hours: 3 Pre-requisite: MUS 338 or MUS 206
MUS 435 Choral Conducting II	This course is designed to advance the student's proficiency as a choral conductor including the study of selected genres of choral literature, vocal development for the choral singer, and modules for rehearsal techniques and management. Credit Hours: 3 Pre-requisite: MUS 335

MUS 439 Church Music Methods	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. Credit Hours: 3 Pre-requisite: MUS 340
MUS 440 Special Project	Directed research in specialized topics. Students work directly with assigned instructors to determine research topics and strategies for developing the content. Credit Hours: 3
MUS 450 Music Internship I-II	Pre-approved internships for music students to intern with a recording studio, arts and entertainment organization, entertainment lawyer or professional full-time entertainer. Credit Hour: 3
MUS 451 Final Project	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. Credit Hour: 1
MUS 455 Independent Study	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. Credit Hours: 3
MUS 460 Recording Studio	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. Credit Hours: 3
MUS 490 Senior Recital	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 by Jury only. Credit Hours: 1
MUS 493 Senior Project	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 Capstone repertoire approved by the applied instructor. Approval by Jury only. Credit Hours: 1

PSYCHOLOGY DIVISION COURSE DESCRIPTIONS

<p>PSY 201 Introduction to the Science of Psychology</p>	<p>This foundational course introduces students to the systematic and scientific study of behavior and mental processes. It covers major subfields such as biological, cognitive, developmental, social, and clinical psychology. Students explore the evolution of discipline, major theoretical perspectives, and the scientific methods used to study human and animal behavior. Emphasis is placed on critical thinking, ethical considerations, and applying psychology to real-world issues. Credit Hours: 3. Prerequisite: “C” or better in PSY 200.</p>
<p>PSY 202 Physiological Psychology</p>	<p>This course examines the biological foundations of behavior, focusing on how the brain and nervous system influence mental functions and behavior. Topics include neural communication, sensory and motor systems, sleep, consciousness, emotion, learning, and neurological disorders. Students will gain hands-on experience through lab exercises and case analysis. Credit Hours: 3. Prerequisite: PSY 201.</p>
<p>PSY 203 Educational Psychology</p>	<p>Students explore how individuals learn across different educational contexts and how psychological principles inform instructional practices. Topics include learning theories, motivation, assessment, developmental differences, and classroom management. Special emphasis is placed on inclusive teaching and adapting instruction to meet diverse needs. Credit Hours: 3</p>
<p>PSY 204 Introduction Cognitive Psychology</p>	<p>This course provides an overview of the mental processes involved in attention, perception, memory, language, decision-making, and problem-solving. Students will study how information is processed, stored, and retrieved, and how cognitive research contributes to technology and education. Credit Hours: 3.</p>
<p>PSY 205 Child and Adolescent Development</p>	<p>This course provides an in-depth exploration of the physical, cognitive, emotional, and social development of children and adolescents from infancy through adolescence. Drawing on interdisciplinary perspectives from psychology, sociology, biology, and education, students will examine theories and research findings related to key developmental milestones, individual differences, and contextual influences on development. Special attention will be given to the implications of developmental principles for understanding and promoting optimal growth and well-being in children and adolescents. Credit Hours: 3</p>

<p>PSY 206 Introduction to Drugs, Behavior and Society</p>	<p>This course explores the complex interplay between drugs, human behavior, and society. Through a multidisciplinary approach, students will examine the historical, cultural, psychological, and pharmacological aspects of drug use and abuse. Topics will include the classification and effects of various drugs, patterns of drug use, addiction and dependence, societal attitudes and policies, and the impact of drugs on individual behavior and society. Emphasis will be placed on critical thinking, ethical considerations, and the application of empirical evidence to understand the multifaceted nature of drug-related phenomena. Credit Hours: 3</p>
<p>PSY 207 Psychology in the Workplace</p>	<p>This course provides an in-depth exploration of the application of psychological principles and theories within the workplace context. Students will examine various psychological concepts relevant to understanding individual and group behavior in organizational settings. Topics covered may include motivation, leadership, communication, decision-making, organizational culture, diversity, conflict resolution, and stress management. Through a combination of theoretical frameworks, case studies, and practical exercises, students will develop a comprehensive understanding of how psychology influences workplace dynamics and strategies for enhancing individual and organizational effectiveness. Credit Hours: 3</p>
<p>PSY 208 Philosophy of Psychology</p>	<p>This course explores the intersection of philosophy and psychology, delving into foundational questions concerning the nature of the mind, consciousness, perception, cognition, and self. Drawing from both historical and contemporary perspectives, students will critically examine philosophical theories and methodologies in psychology, as well as the philosophical implications of psychological research. Through readings, discussions, and critical analyses, students will engage in key philosophical debates that shape our understanding of the human mind and its place in the world. Credit Hours: 3</p>
<p>PSY 209 Evolution of Psychology</p>	<p>The Evolution of Psychology course offers an in-depth exploration of the historical, theoretical, and methodological foundations of psychology. Students will delve into the origins of psychological thought, tracing its development through various philosophical, cultural, and scientific movements. The course will examine key figures, pivotal experiments, and paradigm shifts that have shaped the field of psychology from its inception to the present day. Emphasis will be placed on understanding how different theoretical perspectives have influenced our understanding of human behavior and mental processes over time. Credit Hours: 3</p>
<p>PSY 283 Psychological Statistics</p>	<p>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. Credit Hours: 3 Prerequisite: A grade of "C" or better in Mathematics 101 or higher-level mathematics course</p>

<p>PSY 305 Abnormal Psychology</p>	<p>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. Credit Hours: 3</p>
<p>PSY 315 Social Psychology</p>	<p>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. Credit Hours: 3</p>
<p>PSY 321 Developmental Psychology</p>	<p>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. Credit Hours: 3</p>
<p>PSY 331 History of Psychology</p>	<p>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. Credit Hours: 3</p>
<p>PSY 340 Workplace Motivation and Employee Engagement</p>	<p>This course explores the psychological foundations and contemporary applications of motivation and engagement in organizational settings. Students will examine major theories of motivation—including Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Self-Determination Theory, and Expectancy Theory—as they relate to employee performance, satisfaction, and well-being. Emphasis is placed on how individual differences, leadership styles, organizational culture, and job design influence workplace motivation and engagement. The course will also delve into the psychology of burnout, reward systems, recognition programs, and strategies for fostering a resilient, high-performance workforce. Through case studies, role-plays, and applied projects, students will learn how to assess motivational climates and implement evidence-based interventions that improve productivity and employee morale. Ideal for students pursuing careers in industrial-organizational psychology, human resources, management, or leadership roles in any field. Credit Hours: 3</p>
<p>PSY 345 Human Resource Psychology and Talent Management</p>	<p>This course bridges the principles of psychology and modern human resource practices to explore how organizations attract, assess, develop, and retain top talent. Students learn about psychological tools used in hiring, job analysis, employee motivation, and performance appraisal systems. The course emphasizes diversity, equity, and inclusion in workplace structures, as well as the psychological implications of organizational culture, leadership, and employee engagement. Through case-based assignments and simulations, students will practice evidence-based HR decision-making and examine real-world talent management challenges. Credit Hours: 3</p>

<p>PSY 350 Conflict Resolution and Negotiation</p>	<p>This course delves into the psychological foundations of conflict and negotiation in organizational and interpersonal settings. Students will explore theories of conflict escalation, power dynamics, emotional intelligence, and communication breakdowns. The course provides training in both traditional and contemporary conflict resolution strategies, including interest-based negotiation, mediation, and culturally informed approaches. Through role-play, case analysis, and simulation exercises, students develop the skills to manage and resolve conflict constructively in diverse environments. Credit Hours: 3</p>
<p>PSY 355 AI and Technology in Organizational Psychology</p>	<p>Students explore how artificial intelligence, data analytics, and digital tools are transforming workplace psychology. Topics include AI-driven hiring, remote collaboration technologies, algorithmic bias, employee surveillance, and virtual leadership. The course also examines ethical and psychological challenges emerging from the integration of intelligent systems into work environments. Students will evaluate case studies and develop strategic recommendations for balancing technological efficiency with human well-being. Credit Hours: 3</p>
<p>PSY 360 Psychology of Stress and Resilience</p>	<p>This course examines the biopsychosocial effects of acute and chronic stress, along with the protective mechanisms of psychological resilience. Students analyze stress models, trauma responses, and the impact of adversity on physical and mental health. Topics include coping strategies, resilience training, post-traumatic growth, and mindfulness-based interventions. The course emphasizes evidence-based practices for enhancing well-being in clinical, educational, and occupational contexts. Credit Hours: 3</p>
<p>PSY 365 Behavioral Health Interventions and Public Health</p>	<p>Focusing on the intersection of behavioral science and public health, this course explores how psychological principles can be used to design, implement, and evaluate health interventions. Students will study health behavior theories such as the Transtheoretical Model and Health Belief Model, along with techniques for behavior change, risk communication, and culturally tailored outreach. Emphasis is placed on reducing health disparities and promoting mental and physical wellness at the community level. Credit Hours: 3</p>
<p>PSY 370 Neuropsychology and Brain Health</p>	<p>This course introduces the fundamental concepts of neuropsychology, focusing on the brain's role in cognition, emotion, and behavior. Topics include brain anatomy, neuroplasticity, executive function, and assessment of neurological conditions such as traumatic brain injury, dementia, and stroke. Students explore diagnostic tools, rehabilitation strategies, and emerging research on brain health across the lifespan. Credit Hours: 3</p>
<p>PSY 375 Mindfulness and Holistic Approaches to Health</p>	<p>Students explore integrative and non-traditional psychological practices aimed at enhancing mind-body wellness. The course covers techniques such as mindfulness meditation, breathwork, yoga, guided imagery, and body-based therapies. Cultural and historical perspectives are woven throughout, with a focus on evaluating scientific research and clinical applications. Ideal for students interested in counseling, wellness</p>

	coaching, or integrative health. Credit Hours: 3
PSY 380 Health Technology and Telepsychology	This course investigates the emerging field of digital mental health, focusing on how technology is reshaping therapy, diagnostics, and healthcare delivery. Topics include mobile health apps, wearable devices, online counseling platforms, artificial intelligence in diagnostics, and ethics in telehealth. Students assess issues related to access, equity, security, and professional boundaries in remote psychological practice. Credit Hours: 3
PSY 385 Cognitive Neuroscience in Education	Students explore how discoveries in brain science inform learning, instruction, and academic intervention. Topics include attention, executive functioning, working memory, and neural mechanisms behind learning disabilities. Emphasis is placed on translating neuroscience research into practical strategies for classroom settings, special education, and curriculum design. Credit Hours: 3
PSY 390 Psychology of Special Education and Inclusion	This course examines the psychological foundations of special education and inclusive practice. Students will study the identification, assessment, and support of children with diverse learning needs including ADHD, autism, and emotional-behavioral disorders. Emphasis is placed on the development of Individualized Education Programs (IEPs), collaboration with multidisciplinary teams, and culturally responsive approaches to inclusive education. Credit Hours: 3
PSY 392 Motivation and Learning Strategies	Students investigate psychological theories of motivation and their influence on academic achievement and self-regulation. Topics include intrinsic vs. extrinsic motivation, metacognition, growth mindset, and the role of feedback. Students develop and evaluate strategies to support motivation and learn across different age groups and educational contexts. Credit Hours: 3
PSY 394 The Psychology of Online Learning and Ed Tech	This course analyzes the cognitive, emotional, and behavioral dynamics of online learning. Students explore the impact of screen time, gamification, learning analytics, and digital accessibility on academic performance and engagement. Research on asynchronous learning, virtual collaboration, and the digital divide is critically evaluated to inform future educational practices. Credit Hours: 3
PSY 396 Child & Adolescent Mental Health in Schools	Provides students with an overview of common psychological issues affecting children and adolescents in school settings. Topics include anxiety, depression, trauma, suicide prevention, and behavioral challenges. Students learn about school-based mental health services, behavioral intervention plans, collaboration with families, and the role of psychologists in educational settings. Credit Hours: 3
PSY 397	This course investigates how music influences emotional processes, affects regulation,

Psychology of Music and Emotion	memory, and identity. Drawing from affective neuroscience, students study how tempo, genre, rhythm, and lyrics impact psychological states. Applications include music therapy, mood management, and cultural expression. Credit Hours: 3
PSY 398 Music Therapy and Mental Health	Introduces students to the principles and practices of music therapy in mental health treatment. Topics include receptive listening, improvisation, songwriting, and rhythm-based interventions for conditions such as PTSD, depression, anxiety, and autism. Students also examine cultural competence, clinical ethics, and case studies from various therapeutic settings. Credit Hours: 3
PSY 399 Cognitive Neuroscience of Music	Explores the relationship between music and the brain through the lens of cognitive neuroscience. Students learn how the brain processes rhythm, melody, harmony, and musical memory. Topics include language-music parallels, music's impact on motor systems, and implications for education, rehabilitation, and creative performance. Credit Hours: 3
PSY 401 The Business of Music Psychology	Students analyze how psychological science applies to consumer behavior, branding, and influence in the music industry. Topics include fan engagement, auditory branding, music marketing, and the psychology behind streaming algorithms and playlist design. Emphasis is placed on ethical promotion and data-informed decision-making in the digital music economy. Credit Hours: 3
PSY 402 Sound, Sensory Perception, and Healing	This interdisciplinary course examines how sound and vibration affect the human mind and body. Topics include bioacoustics, binaural beats, psychoacoustics, and the use of sound in ritual and healing across cultures. Students evaluate both empirical research and traditional healing systems, gaining a foundation for work in integrative health, therapy, and sensory design. Credit Hours: 3
PSY 405 African American Psychology: Cultural Foundations and Perspectives	This course provides a comprehensive examination of African American psychology through historical, cultural, and theoretical perspectives. It explores the lived experiences of African Americans using frameworks rooted in African-centered psychology, liberation psychology, and intersectionality. Students will investigate the impact of slavery, racism, systemic oppression, and resilience on psychological development, identity formation, and community well-being. Topics include African worldviews, family and kinship systems, spirituality, educational disparities, mental health stigma, trauma, colorism, and culturally responsive therapeutic approaches. Special emphasis is placed on how African American psychology challenges Eurocentric models and redefines wellness, strength, and success through a culturally affirming lens. Students will critically analyze case studies, media, and scholarly texts to understand how Black psychological thought contributes to both academic knowledge and community

	transformation. Credit Hours: 3
PSY 406 The Psychology of African American Masculinity and Femininity	This course critically explores the psychological development, expression, and lived experiences of African American masculinity and femininity through historical, cultural, and sociopolitical lenses. Drawing from theories of identity development, gender psychology, intersectionality, and African-centered thought, students will examine how Black gender identities are shaped by systemic oppression, resistance, media portrayals, spirituality, family structure, and community. The course will interrogate stereotypes, racialized gender roles, and the enduring psychological impacts of slavery, segregation, and institutional racism, while also celebrating resilience, creativity, and empowerment. Topics include double consciousness, the myth of the “strong Black woman,” hypermasculinity, the role of the Black church, and evolving representations in music, art, and activism. Students will engage in dialogue, case studies, and personal reflection to develop a nuanced understanding of the complexities of Black gendered identity in America. Credit Hours: 3
PSY 407 Psychology of African American Spirituality and Religion	This course explores the psychological dimensions of spirituality and religion within the African American experience, tracing their roots from African cosmologies to contemporary expressions of faith and healing. Students will examine how spirituality functions as a source of identity, resilience, resistance, community, and psychological well-being. Topics include the psychological legacy of slavery and the Black church, religious coping mechanisms, the role of pastors and spiritual leaders in mental health, sacred music and ritual, Afro-Caribbean spiritual traditions, womanist theology, and the intersection of religion with gender, race, and class. The course also critiques Western psychological models that overlook or pathologize Black spirituality and highlights culturally affirming approaches to therapy, pastoral counseling, and spiritual direction. Through case studies, reflection, and multimedia analysis, students will engage with the rich tapestry of African American spiritual life and its profound impact on mental health and cultural identity. Credit Hours: 3
PSY 410 Theories of Learning	The study of theories of learning and research of both historical and current significance. Students study basic concepts 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. Credit Hours: 3
PSY 425 Theories of Personality	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. Credit Hours: 3

PSY 430 Psychological Testing	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. Credit Hours: 3 Prerequisite: PSY 283 and one computer course
PSY 435 Psychology Research Design	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. Credit Hours: 3 Prerequisite: A grade of "C" or better in PSY 283
PSY 443 Internship I	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. Credit Hours: 3
PSY 444 Health Psychology	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. Credit Hours: 3 Prerequisite: PSY 200 and PSY 201
PSY 499 Senior Seminar in Psychology	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. Credit Hours: 3
SOC 302 Social Research Methods	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. Credit Hours: 3
SOC 350 Social Gerontology	The biological process of aging analyzed in terms of roles transition and adaptations as revealed in emergent group patterns. Credit Hours: 3
CRM 201 Introduction to Criminology	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. Credit Hours: 3

BUSINESS DIVISION COURSE DESCRIPTIONS

<p>BUS 121 Literary Business Negotiating</p>	<p>This course offers an in-depth exploration of negotiation strategies and practices specific to the literary and publishing industries. Designed for aspiring authors, agents, and publishing professionals, the course will equip students with the skills needed to navigate complex negotiations in a competitive marketplace.</p> <p>Credit Hours: 3</p>
<p>BECE 201 Introduction to Social Media Management</p>	<p>This course provides an overview of the principles and practices of social media management. Students will explore the role of social media in contemporary communication strategies, focusing on platforms, content creation, audience engagement, and analytics. Through practical assignments and case studies, learners will develop skills to effectively manage social media accounts for various organizations while understanding the ethical considerations and challenges associated with digital communication.</p> <p>Credit Hours: 3</p>
<p>BECE 301 Behavioral Economics and Decision Making</p>	<p>This course explores the intersection of psychology and economics, focusing on how cognitive biases and social influences affect decision-making processes. Students will examine key theories and models of behavioral economics, analyze real-world applications, and consider implications for policy and business practices. Through discussions, case studies, and experiments, learners will gain insight into how individuals and groups make choices, often deviating from traditional economic predictions.</p> <p>Credit Hours: 3</p>
<p>BECE 302 Society and the Workplace: Power, Diversity, and Management Communication</p>	<p>This course examines the complex dynamics of power and diversity within workplace settings and their impact on communication practices. Students will explore how social identities, cultural backgrounds, and organizational hierarchies influence interpersonal and group communication. The course will cover strategies for effective management communication that foster inclusivity and collaboration. Through case studies, role-playing, and group discussions, learners will develop skills to navigate and enhance communication in diverse workplace environments.</p> <p>Credit Hours: 3</p>
<p>BECE 303 Grant and Proposal Writing</p>	<p>This course focuses 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 learn 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. Students will also discover what funders look for in nonprofits seeking grants and how to find potential funders.</p> <p>Credit Hours: 3</p>

BECE 304 Studies in Innovation and Entrepreneurship	This course covers the principles and methods of idea generation and development, such as design thinking, systems thinking, and creativity. Students will learn to foster and manage an organization or group culture of innovation and entrepreneurship/intrapreneurship. The course also covers business frameworks and models, connecting innovation and entrepreneurial initiatives to organizational objectives and goals, and communicating, financing, or marketing new ideas. Credit Hours: 3
BECE 305 Public Relations in Business and Entrepreneurship	Students will learn to identify business opportunities, evaluate ideas, and assess local economies. The course covers exploring the risks and rewards of entrepreneurship, leveraging experiments to validate concepts, refining business strategies, making key financial decisions in the early stages of a startup, raising capital, and speaking to investors. Credit Hours: 3
BECE 306 Business, Government, and Society: Understanding Nonmarket Strategies	This course examines the political, regulatory, societal, cultural, and natural factors that shape the nonmarket environment of businesses. Students learn to analyze and proactively manage the nonmarket environment through integrated market and nonmarket strategies. Credit Hours: 3
BECE 401 Leading and Managing the Global & Regional Business Environment II	The second part of this course deals with the regional business environment. Building on the foundation established in GML 324, this course delves deeper into the complexities of leading and managing within the regional business landscape. Students will explore advanced analytical tools and frameworks to address contemporary challenges such as digital transformation, supply chain management, and corporate social responsibility in a regional context. The course will also examine strategic decision-making processes, risk management, and innovative leadership approaches necessary for navigating the rapidly evolving regional business environment. Credit Hours: 3
BUS-ES 101 Introduction to Esports	This introductory course provides a comprehensive overview of the rapidly evolving world of Esports. Students will explore the history, growth, and current landscape of the eSports industry, while also gaining an understanding of the fundamental principles, strategies, and technologies that drive competitive gaming. Credit Hours: 3
BUS-ES 102 Introduction to Business Modeling	This introductory course provides students with a comprehensive understanding of the fundamental principles and practices of business modeling in the context of the esports industry. Students will explore various techniques and tools used to analyze, design, and optimize business strategies and operations within the rapidly evolving esports ecosystem. Credit Hours: 3

BUS-ES 201 Introduction to Social Media Management	Similar to BECE 201, this course provides an in-depth exploration of social media management within the esports industry. Students will examine the unique dynamics of esports culture and how social media platforms can be leveraged to build communities, engage audiences, and promote events. The course will cover strategies for content creation, audience analysis, and brand development specific to esports. Through practical assignments and case studies, learners will develop the skills necessary to effectively manage social media for esports teams, organizations, and events while understanding the ethical considerations involved. Credit Hours: 3
BUS-ES 202 Esports Performance & Contemporary Issues	This course covers the fundamentals of color casting in Esports, focusing on enhancing the viewer experience through effective communication and performance techniques. Students will learn how to prepare for broadcasts, collaborate with play-by-play casters, and manage key elements such as tone, energy control, background hype, and topic prioritization. The course will also address contemporary issues in esports, including ethics, representation, and the evolution of the competitive landscape. Through practical exercises and analysis of live broadcasts, students will develop the skills necessary to excel in esports commentary and performance. Credit Hours: 3
BUS-ES 301 Intro to Desk Hosting	This course teaches the fundamentals of hosting both offline and online Esports events. Students will learn essential skills such as tone modulation, camera presence, and effective presentation techniques. The curriculum covers anchoring, maintaining panel balance, collaborating with directors, and thorough event preparation. Through practical exercises and real-world simulations, learners will develop the confidence and competence needed to host engaging esports events, whether in a studio or virtual setting. Credit Hours: 3
BUS-ES 302 Introduction to Team Management	This course provides a comprehensive introduction to the principles and best practices of team management in the Esports industry. Students will explore the key responsibilities and challenges faced by Esports team managers, with a focus on building and leading high-performing teams, fostering a positive team culture, and ensuring the overall well-being and success of Esports athletes. Credit Hours: 3
BUS-ES 401 Intro to Television Production	This course provides a comprehensive introduction to the fundamentals of television production, with a specific focus on its application within the eSports industry. Students will learn the essential technical and creative skills required to conceptualize, plan, and execute high-quality eSports broadcasts and event coverage. Key topics include television production equipment, camera operation, lighting, audio design, nonlinear editing, live production techniques, graphic design, and the integration of virtual and augmented reality. Through a combination of lectures, hands-on workshops, and real-world project-based learning, students will gain the practical skills and knowledge necessary to work effectively as part of a television production team in the eSports sector. Credit Hours: 3

BUS-ES 402 Esports Career Planning (Capstone)	This Capstone course is designed to provide students with tools and strategies to effectively plan and manage their careers in the rapidly evolving Esports industry. Through a combination of interactive lectures, guest speaker sessions, and hands-on projects, students will explore a wide range of career paths, develop essential professional skills, and create a personalized career plan to navigate their transition from academia to the workforce. Credit Hours: 3
OML 201 Introduction to Organizational Behavior	This course introduces the field of organizational behavior, focusing on understanding and managing people at work. Topics include motivation, leadership, team dynamics, communication, decision-making, organizational culture, and change management. The course is designed for students pursuing a degree in business or related fields and is a required course for the Business Administration program. Credit Hours: 3
OML 202 Principles of Leadership	This course is designed to provide students with a comprehensive understanding of the theory and practice of effective leadership within contemporary organizations. The course aims to explore various leadership styles, develop essential leadership skills, and equip students with the knowledge and tools necessary to adapt leadership approaches to diverse organizational contexts. By delving into the principles of leadership, the course aims to prepare students to become effective leaders capable of driving organizational success and fostering positive organizational cultures. Credit Hours: 3
OML 203 Strategic Management	The course aims to equip students with a comprehensive understanding of strategic management principles and techniques essential for organizational success. The course focuses on providing students with the knowledge and skills necessary to analyze internal and external environments, formulate effective strategies, and implement strategic plans to achieve and sustain competitive advantage in dynamic business environments. Credit Hours: 3
OML 204 Introduction to Human Resource Management	This course aims to provide students with a foundational understanding of the key principles and practices of human resource management (HRM). The course is designed to familiarize students with various HRM functions, including recruitment, selection, training, performance management, and employee relations. By exploring these topics, the course seeks to illustrate the critical role of HRM in supporting organizational objectives, fostering a positive work environment, and maximizing employee performance and satisfaction. Credit Hours: 3
OML 205 Organizational Team Dynamics and Collaboration	This course is designed to explore the dynamics of teamwork and collaboration within organizational settings. The course aims to provide students with a comprehensive understanding of how effective teams are built, led, and managed to achieve common goals. By examining various aspects of team dynamics, collaboration, and diversity, the course seeks to equip students with the knowledge and skills necessary to foster productive and cohesive teams within organizational contexts. Credit Hours: 3

<p>OML 206 Ethical Leadership and Decision- Making</p>	<p>This course aims to delve into the ethical dimensions inherent in leadership roles and decision-making processes within organizational contexts. The course seeks to provide students with a profound understanding of various ethical theories, dilemmas, and frameworks, empowering them to cultivate ethical leadership skills. By navigating through real-world ethical scenarios, the course fosters the development of ethical decision-making capabilities essential for effective leadership in contemporary workplaces.</p> <p>Credit Hours: 3</p>
<p>OML 207 Change Management</p>	<p>This course aims to provide students with a deep understanding of the theory and practice of managing organizational change effectively. The course focuses on equipping students with the knowledge and skills necessary to diagnose change needs, developing change strategies, and facilitating the transition process within organizations. By exploring various change management models and methodologies, the course seeks to empower students to lead organizational change initiatives successfully and foster resilience and adaptability in dynamic business environments.</p> <p>Credit Hours: 3</p>
<p>OML 208 Project Management Fundamentals</p>	<p>This course aims to provide students with a comprehensive understanding of the principles and practices of project management within organizational contexts. The course is designed to introduce students to the fundamental concepts and methodologies of project management, including project initiation, planning, execution, monitoring, and closure. By exploring various project management tools and techniques, the course seeks to equip students with the knowledge and skills necessary for successful project delivery in diverse organizational settings.</p> <p>Credit Hours: 3</p>

OML 209 Principles of Innovation and Entrepreneurship	This course aims to provide students with a foundational understanding of innovation and entrepreneurship principles within organizational contexts. The course is designed to explore the dynamics of innovation and entrepreneurship, equipping students with the knowledge and skills necessary to identify opportunities, develop innovative ideas, and cultivate an entrepreneurial mindset. By fostering creativity, risk-taking, and strategic thinking, the course seeks to empower students to drive organizational growth and competitiveness through innovation and entrepreneurial initiatives. Credit Hours: 3
OML 210 Conflict Resolution and Negotiation	This course aims to provide students with a comprehensive understanding of the theory and practice of conflict resolution and negotiation within organizational settings. The course is designed to explore various conflict resolution strategies and negotiation techniques, equipping students with the knowledge and skills necessary to manage conflicts constructively, resolve disputes effectively, and negotiate win-win outcomes. By fostering communication, collaboration, and problem-solving skills, the course seeks to enhance organizational productivity, teamwork, and collaboration. Credit Hours: 3
OML 211 Quantitative Analysis	This course covers the mathematical background necessary for understanding the quantitative aspects of organizational planning, problem-solving, analysis, and decision-making. It uses cases and materials to demonstrate business and organizational applications of mathematical techniques, including linear equations, mathematics of finance, probability concepts, forecasting, and linear programming. Credit Hours: 3
OML 212 Generative AI and Machine Learning in Business	This course introduces undergraduate business students to the transformative technologies of generative artificial intelligence (AI) and machine learning (ML) and explores their growing impact on modern business practices. Students will gain a foundational understanding of how AI systems learn from data, make predictions, and generate content, while critically examining their applications across marketing, finance, operations, human resources, and entrepreneurship. Through hands-on projects, case studies, and simulations, students will explore tools like ChatGPT, DALL·E, and other generative models, learning how to leverage these technologies for problem-solving, innovation, and strategic decision-making. The course also addresses key topics such as data ethics, algorithmic bias, automation, intellectual property, and the future of work in an AI-powered economy. Credit Hours: 3
OML 213 Principles of Accounting I	This course provides a solid conceptual and practical understanding of the basic principles of accounting, enabling students to understand financial accounting procedures and apply concepts related to balance sheet accounting, income determination, and financial reporting. Credit Hours: 3

OML 214 Prior Learning Assessment	This course is designed to help students identify, document, and evaluate their prior learning experiences for college credit. The Prior Learning Assessment (PLA) process enables students to gain academic recognition for knowledge and skills acquired outside traditional academic settings, such as through work experience, military service, independent study, community service, and professional training. The student may receive up to 30 credit hours, subject to evaluation by relevant faculty. Through this course, students will learn how to compile a comprehensive portfolio that demonstrates their prior learning and aligns with academic standards. The course covers the principles and methodologies of PLA, including reflective writing, documentation of evidence, and alignment with learning outcomes. Students will receive guidance on how to articulate their experiences in a way that meets the criteria for academic credit. Credit Hours: 3
OML 216 Business Computer Applications	This course covers advanced word processing concepts using state-of-the-art software programs, including database management, spreadsheets, accounting software, graphics elements, charts with data, research business reports with footnotes and endnotes, and other software applications. Credit Hours: 3 Prerequisites: BCIS 101
OML 241 Economic Survey (Micro-Macro)	This course discusses basic economic concepts and contributions of major economic thinkers, evaluating significant events that led to the contemporary economy. It highlights human welfare and freedom, using history and economic concepts to explain welfare, emphasizing the free-market system and contrasting market participant behavior in a contemporary economy. Credit Hours: 3
OML 300 Adult Development and Life Assessment	This course helps students consider their current activities, plan and log them, and reflect on work-life balance. It introduces adult development theory and links these concepts to life through individual reflection. Credit Hours: 3
OML 301 Group and Organizational Behavior	This course studies group behavior and how group functioning affects 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 individuals. Credit Hours: 3
OML 302 Managing Cultural Differences	This course enables students to become more competitive in their chosen career fields by developing an understanding of the importance of increasing global economic interdependence and the challenges of relating to people from other countries or cultures. Credit Hours: 3
OML 304 Organizational Concepts	This course examines formal and informal functions of organizations and analyzes them using a system's model. Students analyze and solve organizational problems using a step-by-step method and apply this analysis to work-related independent study projects. Credit Hours: 3

<p>OML 305 Issues in Management</p>	<p>The course explores contemporary challenges and trends that organizations face in today’s dynamic business environment. This course examines critical topics such as ethical decision-making, diversity and inclusion, remote work dynamics, technological advancements, and sustainability. Students will engage in discussions about the impact of globalization on management practices and the importance of adaptive leadership in navigating change. Through case studies, interactive discussions, and real-world examples, students will analyze how these issues affect organizational effectiveness and employee engagement. The course emphasizes the development of strategic thinking and problem-solving skills, enabling students to propose innovative solutions to complex management dilemmas. By the end of the course, students will be equipped to address contemporary management issues with a nuanced understanding of their implications for organizations and society.</p> <p>Credit Hours: 3</p>
<p>OML 306 Principles of Management and Leadership</p>	<p>This course covers motivational theory and its application to individual and group functioning in work situations. It analyzes leadership styles related to specific circumstances and studies negotiation through reading and class practice, analyzing its effect on productivity.</p> <p>Credit Hours: 3</p>
<p>OML 215 Organizational Communication</p>	<p>The course delves into the critical role of communication in modern organizations, emphasizing its impact on collaboration, culture, and overall effectiveness. This course explores contemporary issues such as digital communication trends, remote team dynamics, cross-cultural communication, and the influence of social media on organizational messaging. Students will learn how to develop effective communication strategies that foster engagement, transparency, and trust within diverse teams. Through case studies and practical exercises, the course will address the challenges of navigating communication barriers and leveraging technology to enhance organizational communication. By the end of the course, students will be equipped with the skills to analyze communication processes, design effective communication plans, and implement the best practices that align with organizational goals in an increasingly interconnected and fast-paced business environment.</p> <p>Credit Hours: 3</p>
<p>OML 310 Grant and Proposal Writing (Elective)</p>	<p>Similar to BECE 303, this course focuses on grant and proposal writing covering the research and prospect identification process, foundation grants, government grants, and the relational process of grant approvals. Students learn how to write standard project proposals and follow up with funders after submitting a proposal, discovering what funders look for in nonprofits seeking grants and how to find potential funders.</p> <p>Credit Hours: 3</p>
<p>OML 311 Introduction to Business Law (Elective)</p>	<p>This course provides an initial understanding of the methods and goals of law studies, offering an overview of the origin and development of American law. It covers broad and specific legal topics using case studies, individual research, group discussion/debate, guest speakers, and mock trials to give students a better understanding of law and its real-life applications.</p> <p>Credit Hours: 3</p>

<p>OML 312 Studies in Innovation and Entrepreneurship (Elective)</p>	<p>Similar to BECE 304, this course covers the principles and methods of idea generation and development, such as design thinking, systems thinking, and creativity. Students develop knowledge and skills to foster and manage an organization or group culture of innovation and entrepreneurship/intrapreneurship, gaining an understanding of business frameworks and models and how to communicate, finance, or market new ideas. Credit Hours: 3</p>
<p>OML 313 Behavioral Economics and Decision Making (Elective)</p>	<p>Similar to BECE 301, this course provides fundamental insight into how people think and how altering the decision-making context can impact their choices. Students learn to design and rigorously test a “choice architecture” to help managers make better decisions, create greater value for customers, and improve business outcomes. Credit Hours: 3</p>
<p>OML 314 Public Relations in Business and Entrepreneurship (Elective)</p>	<p>Similar to BECE 305, this course teaches students to identify business opportunities, evaluate ideas, assess local economies, explore risks and rewards of entrepreneurship, leverage experiments to validate concepts, refine business strategies, make key financial decisions in the early stages of a startup, raise capital, and speak to investors. Credit Hours: 3</p>
<p>OML 315 Society and the Workplace: Power, Diversity, and Management Communication</p>	<p>Similar to BECE 302, this course develops students’ understanding of global economic interdependence and challenges of relating to people from other countries or cultures, enhancing competitiveness in their chosen career fields. Credit Hours: 3</p>
<p>OML 316 Business, Government, and Society: Understanding Nonmarket Strategies</p>	<p>Similar to BECE 306, this course examines political, regulatory, societal, cultural, and natural factors shaping the nonmarket environment of businesses, teaching students to analyze and proactively manage the nonmarket environment through integrated market and nonmarket strategies. Credit Hours: 3</p>
<p>OML 317 Introduction to Business Legal Issues</p>	<p>This course provides an overview of the key legal issues that businesses face in today's complex legal environment. Students will explore the principles of business law, including contracts, torts, intellectual property, employment law, and regulatory compliance. The course emphasizes the practical application of legal concepts to real-world business scenarios, helping students understand how to navigate legal challenges and make informed decisions. Through case studies, discussions, and practical exercises, students will gain insights into the legal frameworks that govern business operations. Credit Hours: 3</p>

<p>OML 334 Practice of Statistics</p>	<p>This course assists students in using data analysis to improve decision-making accuracy and test new ideas in education, social sciences, and business administration. Students learn traditional statistical techniques for problem-solving using statistics, equations, and tables, forming the mathematical basis for research. Credit Hours: 3</p>
<p>OML 350 Methods of Research Analysis</p>	<p>This course covers problem analysis and evaluation techniques, including defining, researching, analyzing, and evaluating problems in the work environment for a research project. It includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires. Credit Hours: 3 Prerequisite: MAT 101 and MAT 102</p>
<p>OML 351 Human Resource Administration</p>	<p>This course explores values and perceptions affecting social and economic life through analyzing policies and practices of recruitment, selection, training, development, and compensation of employees, with special attention to Equal Opportunity and Office of Safety and Health Administration legislation through case studies and simulations. Prerequisite: Department Chair Approval. Credit Hours: 3</p>
<p>OML 352 Managerial Accounting and Finance</p>	<p>This course provides an overview of financial tools available to managers in decision-making processes. Students will explore key financial statements, including income statements, balance sheets, and cash flow budgets, along with changes in financial position and ratio analysis. The emphasis is on understanding these documents and their implications for managerial decisions rather than on their preparation. By applying financial concepts to real-world scenarios, students will develop the skills necessary to analyze financial data and make informed business decisions. Credit Hours: 3 Prerequisites: OML 213</p>

OML 354 Organizational Ethics	This course reviews several major ethical theories, exposing students to the basic tenets of morality and asking them to examine personal values through readings and workplace analysis, formulating a management philosophy incorporating business ethics, government accountability, human rights, and a responsible lifestyle. Credit Hours: 3
OML 355 Processes of Management	This course introduces basic management concepts and processes, including legal, social, and political environments with a focus on behavior perspectives in organizations. It covers motivational theory, leadership styles, negotiation concepts and skills, Total Quality Management (TQM), and Management by Objective (MBO). Credit Hours: 3 Prerequisite: Pre-OML courses
OML 309 Global Leadership (Elective)	This course explores the principles and practices of leadership in a global context, focusing on the challenges and opportunities that arise in diverse cultural, economic, and political environments. Students will examine various leadership theories and styles, with an emphasis on cross-cultural communication, global team dynamics, and ethical decision-making. The course also addresses the impact of globalization on leadership practices and how leaders can effectively navigate complex international landscapes. Through case studies, discussions, and experiential learning activities, students will develop the skills necessary to lead effectively in a globalized world. Credit Hours: 3
OML 401 Internship in Management	Offered in the final semester, this course provides students with practical work experience in a management role within an organization, government agency, or business institution at the local or state level. The internship allows students to apply theoretical knowledge gained throughout their studies to real-world challenges. Students will be required to submit and defend an internship report that documents their experiences, identifies organizational problems, analyzes the issues, and recommends viable solutions. This course aims to bridge the gap between academic learning and professional practice, enhancing students' readiness for their careers in management. Credit Hours: 3 Prerequisite: Pre-OML courses and Department Chair Approval
OML 405 Internship in Leadership	Building on the foundation established in OML 401, the internship focuses on applying leadership theories and practices to real-world situations. Students will engage in leadership activities, enhance their decision-making skills, and develop strategies to address organizational challenges. A key component of the course is the submission and defense of an internship report that reflects on their leadership experiences, analyzes organizational issues, and proposes actionable solutions. This course aims to cultivate effective leadership skills and prepare students for successful careers in management and leadership roles. Credit Hours:3 Prerequisite: OML 401 course and Department Chair Approval
OML 402 Organizational Leadership	This course emphasizes theoretical approaches to organizational leadership while developing practical skills and methods for immediate application in real-world settings. Students will explore various leadership theories, styles, and practices that influence organizational culture and effectiveness. Through case studies, group discussions, and interactive activities, learners will gain insights into the dynamics of leadership within organizations. The course aims to equip students with the tools necessary to lead teams

	effectively, navigate organizational change, and foster a positive work environment. Credit Hours: 3
OML 403 Living in the Global Community	This course explores the complexities of living and working in an increasingly interconnected global community. Students will examine cultural, economic, political, and environmental factors that influence global interactions and relationships. The course emphasizes the importance of cultural awareness, global citizenship, and ethical decision-making in addressing global challenges. Through case studies, simulations, and collaborative projects, students will develop the skills necessary to navigate diverse perspectives and contribute positively to the global community. Credit Hours: 3 Prerequisite: Department Chair Approval
OML 411 Strategic Planning	This course focuses on the principles and practices of strategic planning within organizations. Students will learn how to analyze internal and external environments, set strategic goals, and develop actionable plans to achieve those goals. The course covers key concepts such as SWOT analysis, competitive advantage, resource allocation, and performance measurement. Through case studies, group discussions, and practical exercises, students will develop the skills necessary to formulate, implement, and evaluate strategic plans that drive organizational success. Credit Hours: 3
OML 421 Senior Research Project	The Senior Research Project is a capstone course designed for students to synthesize and apply the knowledge and skills gained throughout their academic program. Students will engage in independent research on a topic related to management, addressing a real-world problem or challenge within an organization or industry. The course involves developing a research proposal, conducting thorough literature reviews, collecting and analyzing data, and presenting findings in a formal research paper. Through this project, students will demonstrate their ability to think critically and analytically, communicate effectively, and contribute to the field of management. Note: Student must be classified as a Senior (90 earned credits or more) to enroll. Credit Hours: 3
BUS-ES 303 Introduction to Unmanned Aircraft Systems (Part 107)	This course aids participants in preparing for the Part 107 licensure examination, covering Part 107 content and distinctions between commercial and hobbyist flying. Upon successful completion, students will be equipped to pilot unmanned aircraft in compliance with federal, state, and local laws/regulatory guidelines. Credit Hours: 3
BUS-ES 304 Commercial Drone Operations	This course covers commercial drone operation, integrating business components such as business plan development, marketing and selling commercial services, insurance and liability topics, and privacy/data concerns. It culminates in the development of a business plan with written marketing and branding strategies. Credit Hours: 3
BUS-ES 305 Fundamentals of	This course provides foundational knowledge of first-person view (FPV) and drone racing, offering a fast-paced, highly interactive experience with

FPV and Drone Racing	theoretical and practical knowledge of technological, mechanical, and legal aspects of the field, preparing trainees to engage in competitive sport. Credit Hours: 3
BUS-HM 125 Guest Lecture Series (Mandatory departmental series requirement) (.5 Credit hours each)	This lecture series provides students with firsthand information on current trends, procedures, and practices in the hospitality industry through guest lectures and workshops conducted by industry leaders. Credit Hours: 0.5
BUS-HM 104 Introduction to Hospitality Operations	This course provides a comprehensive overview of hospitality operations, introducing students to the various sectors of the industry, including lodging, food and beverage, events, and tourism. Students will learn about the foundational principles of hospitality management, including service delivery, operational efficiency, and customer satisfaction. The course covers key topics such as front office operations, housekeeping management, food service operations, and the integration of technology in hospitality. Through case studies, group discussions, and practical assignments, students will gain insights into the daily operations of hospitality businesses and the skills necessary for effective management in a dynamic environment. Credit Hours: 3
BUS-HM 206 Employment Law	This course provides an in-depth examination of employment law as it pertains specifically to the hospitality industry. Students will explore key legal principles, regulations, and case law that impact the employer-employee relationship within hospitality settings. Topics include hiring practices, workplace discrimination, employee rights, wage and hour laws, safety regulations, and termination procedures. Through case studies, legal analyses, and practical applications, students will gain the knowledge and skills necessary to navigate legal challenges and ensure compliance with employment laws in hospitality organizations. Credit Hours: 3
BUS-HM 208 H & M Sanitation and Safety	This course focuses on the essential principles and practices of sanitation and safety in food service operations. This course covers the tools, cleaning compounds, and procedures necessary to maintain a safe and sanitary environment in the hospitality and food service industry. Students will learn about food safety regulations, hazard analysis, and risk management, as well as best practices for preventing foodborne illnesses. Additionally, the course prepares students for the “Serve Safe” Certification Examination, a nationally recognized credential that demonstrates proficiency in food safety practices. Through lectures, practical demonstrations, and assessments, students will gain the knowledge and skills needed to ensure compliance with health and safety standards. Credit Hours: 3
BUS-HM 212 Food Selection and Preparation	This course provides an in-depth exploration of food selection, preparation techniques, and the principles of nutrition as they relate to the food service industry. Students will learn how to choose quality ingredients, understand seasonal availability, and apply culinary methods to create nutritious and appealing dishes. Emphasis will be placed on

	<p>both traditional and contemporary cooking techniques, as well as food safety and sanitation practices. Through hands-on cooking labs and practical assignments, learners will develop essential skills for effective food preparation and menu planning in various food service settings.</p> <p>Credit Hours: 3</p>
<p>BUS-HM 212L Food Selection and Preparation Lab</p>	<p>This laboratory course is a continuation of BUS-HM 212 and provides hands-on experience in food selection and preparation techniques. This lab course guides students through the fundamentals and principles of food preparation, from the recipe to the table, and from raw ingredients to the final product. Students will engage in practical cooking sessions that reinforce theoretical concepts learned in the lecture course, focusing on advanced culinary skills, menu development, and the application of food safety practices. Emphasis will be placed on collaborative cooking projects, seasonal menu planning, and the exploration of diverse cuisines. Through this experiential learning environment, students will enhance their culinary competencies and gain confidence in food preparation.</p> <p>Credit Hours: 1</p>
<p>BUS-HM 215 Labor Relations</p>	<p>This course explores labor relations within organizations, clarifying and managing relationships with employees, particularly in unionized environments. Students will examine the dynamics between management and employees, including the role of labor unions, collective bargaining, and conflict resolution. Key topics will include legal frameworks governing labor relations, negotiation strategies, and the impact of labor relations on organizational culture and employee satisfaction. The course assesses how union, governmental, and workforce policies affect business and human resource management, with an emphasis on both public and private sectors. Through case studies and practical applications, students will develop the skills necessary to navigate labor relations challenges effectively within hospitality settings.</p> <p>Credit Hours: 3</p>
<p>BUS-HM 225 Guest Lecture Series (Mandatory departmental series requirement) (.5 Credit hours each)</p>	<p>This advanced course continues to explore current trends, procedures, and practices in the hospitality industry through guest lectures and interactive workshops. Students will engage with industry leaders to deepen their understanding of specialized topics such as sustainability, technology integration, and customer experience. The course emphasizes critical thinking, and the application of insights gained from experts.</p> <p>Credit Hours: 0.5 Prerequisite: BUS-HM 125</p>
<p>BUS-HM 230 Leading a Team</p>	<p>This course focuses on the principles and practices of effective team leadership within the hospitality industry. Students will explore various leadership styles, team dynamics, and strategies for motivating and managing diverse groups. Key topics include communication, conflict resolution, performance management, and the development of a positive organizational culture. Through case studies, role-playing exercises, and group projects, students will learn how to lead teams successfully in dynamic hospitality environments, fostering collaboration and enhancing overall team performance.</p>

	Credit Hours: 3
BUS-HM 100 Quality Food and Restaurant Sanitation	<p>This course examines the principles of hygiene and their application to food service operations, focusing on key safety elements, maintenance, equipment operation, and OSHA regulations. Emphasis is placed on supervisor responsibilities and maintaining high sanitation and safety standards within food service environments. Students will learn about best practices for preventing foodborne illnesses, implementing sanitation protocols, and ensuring compliance with health regulations. Upon completion of the course, students will be eligible to apply for the Quality Food and Restaurant Certification with the National Restaurant Association.</p> <p>Credit Hours: 3</p>
BUS-HM 207 H & M Cost Control	<p>This course covers cost control in the hospitality industry, focusing on effective revenue and expense management in food and lodging facilities. Students will explore key concepts of budgeting, financial analysis, and cost forecasting, with an emphasis on purchasing techniques and product information crucial for successful hospitality operations. Through case studies and practical applications, students will develop the skills necessary to implement cost control measures that enhance profitability and operational efficiency in various hospitality settings.</p> <p>Credit Hours: 3</p>
BUS-HM 308 Global Hospitality Management (E)	<p>This course provides an in-depth exploration of global hospitality management, focusing on the challenges and opportunities presented by operating in an international context. Students will examine cultural differences, global market trends, and the strategic management of hospitality businesses across borders. Key topics include international marketing strategies, global service standards, cross-cultural communication, and the implications of globalization on hospitality practices. Through case studies, discussions, and collaborative projects, students will develop the skills necessary to manage and lead hospitality operations in a diverse and dynamic global environment.</p> <p>Credit Hours: 3</p>
BUS-HM 110 Managing the Customer Experience	<p>This course focuses on the essential principles and practices of managing the customer experience in the hospitality industry. Students will explore strategies for enhancing customer satisfaction, loyalty, and engagement through effective service delivery, communication, and relationship management. Key topics include customer journey mapping, service design, feedback mechanisms, and the role of technology in shaping customer experiences. Through case studies, role-playing exercises, and practical applications, students will develop the skills needed to create memorable and positive experiences for guests in various hospitality settings.</p> <p>Credit Hours: 3</p>

BUS-HM 315 Hospitality Services Marketing and Demand Management	<p>This course provides a comprehensive overview of marketing strategies and demand management practices specifically tailored for the hospitality industry. Students will explore key concepts such as market segmentation, branding, promotional strategies, and the role of digital marketing in attracting and retaining customers. Emphasis will be placed on understanding consumer behavior and managing demand fluctuations through effective pricing and service delivery strategies. Through case studies, group projects, and practical applications, students will develop the skills needed to create and implement successful marketing campaigns in various hospitality contexts.</p> <p>Credit Hours: 3</p>
BUS-HM 316 Managerial Principles/ Practices in the Hospitality Industry	<p>This course offers an in-depth exploration of managerial principles and practices specifically within the hospitality industry. Students will examine key management functions, including planning, organizing, leading, and controlling, as they apply to various hospitality settings. The course covers topics such as human resource management, financial decision-making, operational efficiency, and strategic planning. Through case studies, role-playing exercises, and group projects, students will develop practical skills and theoretical knowledge necessary for effective management in the fast-paced and dynamic environment of hospitality.</p> <p>Credit Hours: 3</p>
BUS-HM 318 International Business Management	<p>This course covers fundamental international business topics specifically tailored to the hospitality industry. It includes major theories of international trade, operational procedures, financial variables, balance of payments, exchange rates, and capital markets. Students will explore the cultural, legal, political, and economic institutions that influence hospitality firms operating globally. The course integrates environmental and firm-specific variables into a comprehensive framework, equipping students with the knowledge necessary to navigate the complexities of international hospitality management.</p> <p>Credit Hours: 3</p>
BUS-HM 325 Guest Lecture Series (Mandatory departmental series requirement) (.5 Credit hours each)	<p>Building on the previous course, this lecture series focuses on leadership practices within the hospitality industry. Students will hear from leaders in various sectors, discussing topics such as team dynamics, conflict resolution, and organizational culture. The course aims to cultivate leadership skills through mentorship and networking opportunities.</p> <p>Credit Hours: 0.5 Prerequisite: BUS-HM 225</p>
BUS-HM 231 Legal Aspects of the Hospitality Industry	<p>This course introduces the fundamental laws, rules, and regulations applicable to the hospitality and tourism industry. Using a case study approach, students will develop awareness and understanding of the legal problems confronting managers in their policy-making roles. Key areas of focus include contracts, liability, employment law, licensing, and health and safety regulations. The course emphasizes the importance of understanding legal frameworks to mitigate risks and ensure compliance in various hospitality settings, equipping students with practical insights for navigating legal</p>

	<p>challenges.</p> <p>Credit Hours: 3</p>
<p>BUS-HM 338 Hospitality Front Desk and Room Division Management</p>	<p>This course acquaints students with the total room division of a lodging facility, focusing on the operation of the front office area while exploring all aspects of Rooms Division management. Students will learn about front desk operations, reservations, guest services, and housekeeping coordination. The course emphasizes the importance of effective communication, customer service, and operational efficiency in delivering a positive guest experience. Through practical applications and case studies, students will develop the skills necessary to manage the front desk and overall room division effectively.</p> <p>Credit Hours: 3</p>
<p>BUS-HM 340 New Media Marketing for Hospitality Services</p>	<p>This course covers digital and social media strategies essential for understanding hospitality industry customers, building brand awareness, promoting hospitality goods and services, and building ongoing relationships with customers. It analyzes and applies new media marketing strategies to hospitality management organizations and business objectives.</p> <p>Credit Hours: 3</p>
<p>BUS-HM 243 Hospitality Sales Management</p>	<p>This course provides an in-depth understanding of sales management practices within the hospitality industry. Students will explore the strategies and techniques essential for driving sales and enhancing revenue in various hospitality segments, including hotels, restaurants, and event management. Key topics include customer relationship management (CRM), sales strategies, negotiation techniques, and performance metrics. Through case studies, role-playing exercises, and practical applications, students will develop the skills necessary to lead successful sales teams and create effective sales plans that align with organizational goals.</p> <p>Credit Hours: 3</p>
<p>BUS-HM 401 Event Management</p>	<p>This course provides a comprehensive overview of the principles and practices of event management within the hospitality industry. Students will explore the planning, organization, and execution of various events, including conferences, weddings, corporate meetings, and festivals. Key topics include event marketing, budgeting, logistics, vendor management, and risk assessment. Through case studies, hands-on projects, and collaborative activities, students will develop the skills necessary to design and manage successful events that meet client expectations and achieve organizational goals.</p> <p>Credit Hours: 3</p>

BUS-HM 419 Foundations of Hospitality Travel & Tourism Management	This course is an in-depth study of travel and tourism as a global industry, including analysis of the regional framework between human society and the physical environment, international organizations of tourism, facilitation procedures, tourism as a factor in international economic development, and its cultural and sociological factors. Credit Hours: 3
BUS-HM 421 Conventions & Meetings Management	This course explores sales, marketing, and meeting planning within the hospitality industry, focusing on the planning process for corporate business groups, conventions, trade shows, expositions, and small events. Students will learn about event logistics, budgeting, promotion, and the role of technology in managing successful events. The course emphasizes the importance of strategic planning and effective communication in delivering memorable experiences for attendees. Through case studies and hands-on projects, students will gain practical skills essential for managing various types of meetings and events. Credit Hours: 3
BUS-HM 223 Facility Management	This course introduces the management of various types of facilities, including residential, commercial, and industrial spaces. It covers essential systems such as heating, air conditioning, electrical, plumbing, and communications, as well as key management areas like accounting, finance, and human resources. Students will gain an overview of the knowledge required for managing diverse facilities, including office buildings, hotels, convention centers, sports arenas, shopping malls, and college campuses. The course emphasizes operational efficiency, safety standards, and effective resource management in facility operations. Credit Hours: 3
BUS-HM 425 Guest Lecture Series (Mandatory departmental series requirement) (.5 Credit hours each)	This capstone course focuses on strategic innovation in the hospitality industry, integrating knowledge and skills acquired in previous courses. Students will engage with leaders who have successfully implemented innovative practices and strategies in their organizations. The course encourages students to think creatively and develop innovative solutions to industry challenges. Credit Hours: 0.5 Prerequisite: BUS-HM 325
BUS-HM 441 Small Business Management	This course takes a holistic view of managing a small business, covering the critical phases of start-up, operations, and growth and development. Students will explore business planning for external financing, develop an understanding of organizational structure, and learn effective operations processes. The course emphasizes practical strategies for overcoming common challenges faced by small businesses, including marketing, finance, and human resources. Through case studies and real-world applications, students will gain the skills needed to successfully manage and grow a small business. Credit Hours: 3

BUS-HM 445 Marketing Strategy and Policy	This course extends student knowledge of marketing principles and management, covering marketing environment, analyzing marketing situations, identifying and organizing strategic marketing problems, and using marketing tools to win and retain customers. It blends practicality and realism, drawing on major marketing principles, policies, and strategies. Credit Hours: 3
BUS-HM 449 Human Resource Management	This course centers on employer-employee relationships in the workplace, focusing on the development of decision-making skills essential for the selection, management, and retention of personnel. Students will analyze various aspects of human resource practices, including recruitment, performance management, fringe benefits, and retirement plans for employees and the self-employed. The course emphasizes the strategic role of human resources in enhancing organizational effectiveness and fostering a positive workplace culture. Through case studies and practical applications, students will gain the skills necessary to manage human capital effectively. Credit Hours: 3
BUS-HM 450 Hospitality Management Innovation Capstone	This capstone course involves independent research to propose a new product, service, or system innovation within a hospitality management setting. Students conduct background research, provide analysis of financial, marketing, and organizational components necessary to implement the innovation, and deliver a comprehensive proposal. Credit Hours: 3
BUS-HM 451 Hospitality Internship	BUS-HM 451 is a structured internship course designed for students in the hospitality management program, providing an opportunity for hands-on experience in the hospitality industry. This internship requires a minimum of 280 hours of supervised work experience during the summer prior to the senior year. Students will apply theoretical knowledge gained in the classroom to real-world situations, enhancing their understanding of hospitality operations and management. The course includes regular meetings with an internship advisor to discuss progress, challenges, and learning outcomes, following the guidelines outlined in the approved departmental internship manual. Credit Hours: 6
BUS-HM 471 Resources Allocation Management	This course focuses on project management, covering the essential hospitality components of planning, scheduling, organizing, and controlling projects across various domains, including product development, construction, information systems, new businesses, and special events. Emphasizing the project management process and tools, the course aims to equip students with practical skills that provide a significant competitive advantage in the marketplace. Students will learn to effectively allocate resources, manage project timelines, and ensure successful project outcomes through strategic decision-making. Credit Hours: 3

<p>GML 211 Methods of Research Analysis</p>	<p>This course introduces students to basic ideas behind quantitative and qualitative research in the social sciences, covering data collection, description, analysis, and interpretation in scholastic research, with a focus on qualitative research involving iterative processes. It emphasizes data collection through observation and interviewing and analyzing and interpreting collected data. Credit Hours: 3</p>
<p>GML 309 Business Law</p>	<p>This course provides an in-depth exploration of key legal principles relevant to global commerce and leadership. Topics include commercial paper, real and personal property, creditors' rights and bankruptcy, agency, and business organizations. Students will also examine international considerations in estate planning and cross-border regulatory frameworks affecting global businesses. Emphasis is placed on understanding legal systems across different jurisdictions, international treaties and trade laws, and comparative approaches to government regulation of business. Designed for students pursuing careers in Global Management and Applied Leadership, this course equips learners with practical legal tools and analytical frameworks necessary to navigate the legal complexities of international business environments, mitigate risk, and promote ethical global leadership. Credit Hours: 3</p>
<p>GML 214 Prior Leadership Assessment</p>	<p>This course is designed to help students identify, document, and evaluate their prior global leadership experiences for college credit. The Prior Leadership Assessment (PLA) process enables students to gain academic recognition for knowledge and skills acquired through international work experience, military service abroad, cross-cultural community service, and professional training in global contexts. Students may receive up to 30 credit hours, subject to evaluation by relevant faculty. Emphasizing global leadership, this course examines leadership as an interpersonal and intra-organizational phenomenon across diverse cultural settings. Students will compile a comprehensive portfolio that demonstrates their prior global leadership experiences and aligns with academic standards. The course includes current readings, research, simulations, and exercises that focus on effective leadership styles and theories in a global environment. Credit Hours: 3</p>
<p>GML 215 Managing Organizational Change</p>	<p>This course focuses on the effective global management of human resources during organizational change, emphasizing change management as a critical tool for survival, growth, increased productivity, and conflict resolution in complex and volatile business environments. Students will explore the dynamics of change in an international context, examining strategies to lead and manage change initiatives across diverse cultural landscapes. The course will incorporate case studies, discussions, and practical applications to prepare students for the challenges of managing organizational change on a global scale. Credit Hours: 3</p>
<p>GML 216 Project Management</p>	<p>This course provides a comprehensive overview of project management principles and practices, utilizing a structured framework to cover the entire project lifecycle. Students will explore key stages including organizing, planning, monitoring, and controlling projects. The course emphasizes methodologies and tools essential for effective project management, focusing on critical aspects such as time, cost, quality, risk, and resource management. Through practical applications, case studies, and hands-on exercises,</p>

	<p>students will develop the skills necessary to successfully manage projects in various organizational settings.</p> <p>Credit Hours: 3</p>
<p>GML 220 Global Supply Chain Management</p>	<p>This course provides a comprehensive understanding of supply chain management principles and practices within a global context. Students will explore the critical components of supply chains, including logistics, procurement, production, and distribution activities across international borders. Key topics include supply chain design, risk management, sustainability, and the utilization of technology to enhance efficiency and effectiveness. Through case studies, practical applications, and collaborative projects, students will develop the skills necessary to manage and optimize global supply chains while addressing contemporary challenges and opportunities.</p> <p>Credit Hours: 3</p>
<p>GML 221 Cross-Cultural Management</p>	<p>This course explores the complexities of managing in a global environment where cultural diversity plays a crucial role in organizational effectiveness. Students will examine the impact of cultural differences on management practices, communication styles, and team dynamics. The course emphasizes strategies for effective cross-cultural leadership, conflict resolution, and negotiation in diverse settings. Through case studies, group discussions, and experiential learning, students will develop the skills necessary to navigate the challenges and opportunities presented by cross-cultural interactions in international business.</p> <p>Credit Hours: 3</p>
<p>GML 222 Global Business Ethics and Corporate Social Responsibility</p>	<p>This course examines the ethical considerations and corporate social responsibility (CSR) practices within a global business context. Students will explore the principles of ethical decision-making, the impact of cultural values on business practices, and the role of corporations in addressing social and environmental challenges. The course emphasizes the importance of ethical leadership and sustainable practices in fostering trust and accountability in international markets. Through case studies, discussions, and practical applications, students will develop the skills necessary to navigate ethical dilemmas and implement effective CSR strategies in a global environment.</p> <p>Credit Hours: 3</p>
<p>GML 223 Global Business Law and Regulatory Compliance</p>	<p>This course provides an overview of the legal frameworks and regulatory environments that impact global business operations. Students will explore key aspects of international trade law, contract law, intellectual property rights, and compliance issues faced by multinational corporations. The course emphasizes the importance of understanding diverse legal systems and the implications of regulatory compliance on business strategy and operations. Through case studies and practical applications, students will develop the skills necessary to navigate legal challenges in a global marketplace.</p> <p>Credit Hours: 3</p>

<p>GML 224 Innovation and Entrepreneurship in the Global Economy</p>	<p>This course explores the interplay between innovation, entrepreneurship, and the global economy. Students will examine how entrepreneurial ventures can drive economic growth, foster innovation, and address global challenges. The course focuses on the characteristics of successful entrepreneurs, the role of innovation in business strategy, and the impact of global markets on entrepreneurial opportunities. Through case studies, group projects, and interactions with industry experts, students will develop a comprehensive understanding of the dynamics of innovation and entrepreneurship in an interconnected world.</p> <p>Credit Hours: 3</p>
<p>GML 300 Social Environment of Business</p>	<p>This course examines interrelationships among business, government, and society, and how these relationships evolve over time, impacting the global business environment. It covers topics such as business power, corporate social responsibility, business ethics, regulation, multinational corporations, globalization, pollution, and environmental quality. It emphasizes historical origins of wealth, virtue, and business tensions in developed and developing economies.</p> <p>Credit Hours: 3</p>
<p>GML 311 Principles of Management Accounting</p>	<p>This course examines the fundamentals and principles of management accounting to develop a comprehensive understanding of management within formal organizations. Emphasizing planning and decision-making processes, the course covers key topics such as budgeting, cost analysis, performance measurement, and variance analysis. Special attention is given to international management practices and how they influence accounting decisions in a global context. As a writing-intensive course, students will engage in assignments that enhance their analytical and communication skills, preparing them for effective decision-making in diverse organizational environments.</p> <p>Credit Hours: 3</p>
<p>GML 312 Global Leadership & Personal Development</p>	<p>This course focuses on personal leadership development by optimizing skills through grounded reflection, self-knowledge, and continuous learning. Students will cultivate introspective and skill-building competencies through experiential learning, group interactions, and self-assessments. The course emphasizes the importance of cultural awareness and adaptability in leadership, preparing students to lead effectively in diverse organizational settings around the globe. By exploring various leadership styles and theories, students will develop their unique leadership identity and enhance their ability to inspire and influence others.</p> <p>Credit Hours: 3</p>
<p>GML 313 Behavioral Economics and Decision Making</p>	<p>This course provides fundamental insights into how individuals think and make decisions, emphasizing the role of choice architecture in influencing behavior. Similar to BECE 301, students will learn how altering the decision-making context can impact choices and outcomes. The course focuses on designing and rigorously testing choice architectures to assist managers in making better decisions, creating value for customers, and improving overall business performance. Through case studies and empirical research, students will explore behavioral biases, decision-making frameworks, and their applications in a global business environment. Credit Hours: 3</p>

<p>GML 314 Supply Chain Management</p>	<p>This course provides an integrated view of how supply management, operations, and logistics functions together to create value for customers. Students will explore key concepts related to the design of operations and supply chain strategies, systems, and processes. The course covers the coordination and control of material and information flows, emphasizing decision-making tools for effective supply chain management. Additionally, students will learn how supply chain management integrates with other business functions, preparing them to operate in a global marketplace. Credit Hours: 3</p>
<p>GML 316 International Human Resource Management</p>	<p>This course enables managers to respond effectively to IHRM demands, covering strategic choices in staffing, compensation, performance appraisal, and labor relations. It develops skills in diagnosing and responding to HR problems in international settings through case materials. Credit Hours: 3 Prerequisite: GML 315</p>
<p>GML 317 American Politics</p>	<p>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. Credit Hours: 3</p>
<p>GML 318 Comparative Political Economy</p>	<p>This course provides an applied understanding of international business and trade, emphasizing competitive opportunities affected by politics. It covers overseas investment, political economy of international business, economic behavior, behavioral economics, and other diverse topics, presenting them from new perspectives. Credit Hours: 3</p>
<p>GML 319 Policy Analysis and the Role of the Public</p>	<p>This course explores the role of policy in public administration, public influence on policy, and policy impact on decision-making. It covers stages of the public policy process and how public involvement in policymaking has evolved, developing techniques for managing and interacting with the public. Credit Hours: 3</p>
<p>GML 320 Talent Management and Performance Effectiveness</p>	<p>This course covers managing performance to compete in the global economy, exploring and criticizing popular theories and practices of talent management and performance effectiveness in organizations. It equips students with instruments to manage performance effectively in individual, group, and organizational contexts. Credit Hours: 3</p>

GML 321 Recruitment, Selection & Career Development	This course covers HR sub-field principles and analytical methods associated with staffing, recruitment, selection, and career development, including external and internal labor market analysis, job analysis application to recruitment, selection techniques and decision-making, organizational and occupational career development, and quantitative forecasting application techniques. Credit Hours: 3
GML 323 Sustainable Development Through Globalization	This course identifies and critiques international development theories and approaches adopted by governments and developing agencies, examining real- life case studies of companies profiting from globalization, and the role of religion and culture in profit margins. Credit Hours: 3
GML 324 Leading and Managing the Global & Regional Business Environment I	This course develops analytical tools for understanding the global business environment, covering globalization's impact on international trade, investment, and economic development, and addressing trade disputes, financial crises, political risks, international environmental regulations, and ethical dilemmas in global business. Credit Hours: 3
GML 327 Internship in Management (Senior Resource Project)	This internship requires work experience with an organization, government agency, or business/educational facility, state or private. Students complete an independent study research project related to course material, identifying management or organizational problems in their employment environment, submitting a final research term paper, and presenting research findings. Credit Hours: 3
GML 350 Global Business and Macroeconomics	This course helps students assess opportunities, mitigate risk, create and capture value for their organization, exploring economic, political, and social factors driving change, and learning how decisions affect global markets and businesses. Credit Hours: 3
GML-OML 352 Managerial Accounting and Finance	Similar to OML 352, this course provides an overview of financial tools available to managers in decision-making, emphasizing understanding accounting and financial documents rather than their preparation. Credit Hours: 3
GML 354 Organizational Ethics	Similar to OML 354, this course reviews several major ethical theories, exposing students to basic tenets of morality, asking them to examine personal values through reading and workplace analysis, and formulating a management philosophy incorporating business ethics, government accountability, human rights, and a responsible lifestyle. Credit Hours: 3
GML 355 Leadership Strategy in a Competitive World	This course focuses on organizational decisions and their impact, examining decision-making and problem analysis from the perspective of founders, general managers, or chief executives, and exploring management and deployment of resources to pursue profitability within a competitive world. Credit Hours: 3

GML 402 Managing Cultural Differences	Similar to OML 302, this course enables students to become more competitive in their chosen career fields by developing an understanding of global economic interdependence and challenges of relating to people from other countries or cultures. Credit Hours: 3
GML 415 Supply Management & Global Sourcing Strategies	This course covers sourcing and supply management's impact on firm success and profitability, considering costs, prices, ethics, globalization, risks, and influence on product design, inventory management, and other functional activities, using lectures, case discussions, simulations, and movie clips. Credit Hours: 3
GML 416 International Human Resource Management	This course delves into the complexities of managing human resources in an international context. Students will explore the impact of cultural diversity, global labor markets, and international regulations on HR practices. The course emphasizes strategic approaches to recruitment, training, performance management, and employee relations in multinational organizations. Through case studies, discussions, and practical applications, students will develop the skills necessary to navigate the challenges of international HR management and effectively manage a diverse workforce. Credit Hours: 3
GML 420 Communicating & Negotiating in a Dynamic World	This course focuses on the essential skills of communication and negotiation in a global context. Students will explore various communication styles and negotiation strategies that are effective across different cultures and environments. The course emphasizes the importance of adaptability, active listening, and emotional intelligence in fostering successful interactions. Through case studies, role-playing exercises, and real-world simulations, students will develop the skills necessary to navigate complex negotiations and communicate effectively in diverse settings. Credit Hours: 3
GML 422 International Business and Entrepreneurship	This course covers entrepreneurial action in an international context, familiarizing students with business plan elements and what venture capitalists look for in evaluating plans. Students critically analyze entrepreneurial ventures from history, identifying success or failure factors, and learning to identify bases of sustainable competitive advantage essential for success in an international context. Credit Hours: 3
GML 425 Managing the Global & Regional Business Environment II	The second part of this course deals with the regional business environment. Building on the foundation established in GML 324, this course delves deeper into the complexities of leading and managing within the regional business landscape. Students will explore advanced analytical tools and frameworks to address contemporary challenges such as digital transformation, supply chain management, and corporate social responsibility in a regional context. The course will also examine strategic decision-making processes, risk management, and innovative leadership approaches necessary for navigating the rapidly evolving regional business environment. Credit Hours: 3 Prerequisite: GML 324

GML 426 Leadership Communication and Conflict Resolution	This course broadens students' global mindset and negotiation skills, focusing on cross-cultural issues, communication, and negotiation in cross-cultural environments. It explores methodologies to understand and measure national cultures and examines the impact of national culture through rigorous and practical approaches. Credit Hours: 3
GML 428 Strategic Planning	This course introduces students to various management models and techniques, applying them to selected business cases, stressing strategic planning and strategic management. It includes activities and assignments designed to help students critically and innovatively think through the decision-making process. Credit Hours: 3
NPML 201 Leading and Managing Nonprofit Organizations	This course covers creating and managing a non-profit organization, considering the necessary steps, details, and smaller steps in the creation process, aiming to achieve organizational goals. Credit Hours: 3
NPML 202 Corporate Governance	This course covers setting up robust corporate governance through internal and external governance systems, understanding laws, regulations, market forces, and ensuring corporate fairness and smooth, professional, and consistent organizational operation. Credit Hours: 3
NPML 203 Principles and Practices of Fundraising	This course teaches practical skills for effective fundraising, strengthening fundraising abilities, and drafting specific fundraising plans to grow organizations. It serves as the foundation for the rest of the curriculum. Credit Hours: 3
NPML 204 Marketing Social Change	This course teaches current and future business leaders, entrepreneurs, and executives to create business and social value through marketing principles, exploring product brand-based, corporate, and nonprofit purpose-led marketing, analyzing successful marketing and organizational strategies delivering mutual benefits for business and society. It includes cause-related marketing, cause branding, nonprofit branding, social movements, strategic philanthropy, corporate social responsibility, and shared value. Credit Hours: 3
NPML 205 Introduction to Social Media Management	Like BECE 201, this course introduces the fundamentals of social media management within the nonprofit sector, focusing on the strategic use of social media to enhance organizational visibility, engagement, and impact. Topics include content planning, the creation of content calendars, meeting deadlines, effective team communication, and leveraging analytics for decision-making. The course also explores financial planning and budgeting for social media initiatives, as well as how social media strategies compare traditional and alternative business models in nonprofit management and leadership. Credit Hours: 3

NPML 301 Principles of Management Accounting	This course is designed to examine the fundamentals and principles of management & accounting 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 an intensive writing course). Credit Hours: 3
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