

MOREHOUSE COLLEGE



2022-2023 ACADEMIC CATALOG

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SECTION 1:

CONTEXT OF MOREHOUSE COLLEGE

MISSION STATEMENT

The mission of Morehouse College is to develop men with disciplined minds who will lead lives of leadership and service.

Morehouse College claims certain foundational principles upon which its entire existence stands. These include an appreciation for the ideals of justice, equality, democracy, liberation, the humane treatment of all people, and the development of the spiritual self and community. Guided by a commitment to excellence, Morehouse, a historically Black liberal arts college for men, assumes special responsibility for teaching students about the history and culture of Black people.

The College seeks to develop men with disciplined minds, emphasizing the continuing search for truth as a liberating force. Morehouse prepares its students for leadership and service through instructional programs and extracurricular activities that:

- develop skills in oral and written communications, analytical and critical thinking, and interpersonal relationships;
- foster an understanding and appreciation of the elements and evolution of various cultures and the nature of the physical universe;
- foster understanding and appreciation of the specific knowledge and skills needed for the pursuit of professional careers and/or graduate study; and
- cultivate the personal attributes of confidence, tolerance, morality, ethical behavior, humility, a global perspective, and commitment to social justice.

INTRODUCTION TO THE COLLEGE

MOREHOUSE COLLEGE

Located in Atlanta, Georgia, Morehouse College is the only historically Black college for men, with a rich and unique history of delivering an exceptional educational experience that meets the intellectual, moral, and social needs of students representing more than 35 states and 17 countries. In 1867, two years after the Civil War ended, Augusta Institute was established at Silver Bluff Springfield Baptist Church in Augusta, Georgia. Founded in 1787, Springfield Baptist is the oldest independent African American church in the United States. The school's primary purpose was to prepare Black men for ministry and teaching. Today, Augusta Institute is Morehouse College, located on a 66-acre campus in Atlanta.

Morehouse is the nation's top producer of Black males who continue their education and receive doctorates. The National Science Foundation also ranked Morehouse as the No. 1 producer of Black men who receive doctorates in education, life and physical sciences, math and computer sciences, psychology and social sciences, as well as humanities and the arts. Morehouse currently has more than 17,000 alumni.

Morehouse received full accreditation from the Southern Association of Colleges and Schools in 1957 and a chapter of Phi Beta Kappa in 1968. The Division of Business and Economics was accredited by the American Association of Schools and Colleges of Business (AACSB), making Morehouse one of only a handful of liberal arts colleges with both AACSB accreditation and a chapter of Phi Beta Kappa. Morehouse is the top producer of Rhodes Scholars among Historically Black Colleges and Universities.

HISTORY

Augusta Institute was founded by the Rev. William Jefferson White, an Augusta Baptist minister, cabinetmaker, and journalist, with the encouragement of the Rev. Richard C. Coulter, a former slave from Augusta, Georgia, and the Rev. Edmund Turney, organizer of the National Theological Institute for educating freedmen in Washington, D.C. The Rev. Dr. Joseph T. Robert, trained minister, physician, and the father of the author of Robert's Rules of Order, was appointed the Institute's first President by William Jefferson White.

In 1879, Augusta Institute was invited by the Rev. Frank Quarles to move to the basement of Friendship Baptist Church in Atlanta and changed its name to Atlanta Baptist Seminary. Later, the Seminary moved to a 4-acre lot near the Richard B. Russell Federal Building site now stands in downtown Atlanta. Following Robert's death in 1884, David Foster Estes, a professor at the Seminary, served as the institution's first Acting President.

In 1885, when Dr. Samuel T. Graves was named the second President, the institution relocated to its current site in Atlanta's West End community. The campus encompasses a Civil War historic site, where Confederate soldiers staged a determined resistance to Union forces during William Tecumseh Sherman's siege of Atlanta in 1864. The land was a gift from John D. Rockefeller. In

1897, Atlanta Baptist Seminary became Atlanta Baptist College during the administration of Dr. George Sale, a Canadian who served as the third and youngest President from 1890 to 1906. A new era, characterized by expanded academic offerings and increased physical facilities, dawned when Acting President John Hope became the fourth President in 1906. A pioneer in education and recognized as the first civil rights president in the American Academy, he was also the College's first African American President. Hope, a Phi Beta Kappa graduate of Brown University, encouraged an intellectual climate comparable to what he had known at his alma mater and openly challenged Booker T. Washington's view that education for African Americans should emphasize vocational and agricultural skills.

Atlanta Baptist College, already a leader in preparing African Americans for teaching and the ministry, expanded its curriculum and established educating leaders for all areas of American life. In addition to attracting many talented faculty and administrators, Hope contributed much to the institution we know today. Upon the death of the College's founder in 1913, Atlanta Baptist College was named Morehouse College in honor of Henry L. Morehouse, the corresponding secretary of the Northern Baptist Home Mission Society.

Dr. Samuel H. Archer became the fifth President of the College in 1931 and headed the institution during the Great Depression. He gave the school its colors, maroon and white, the same as those of his alma mater, Colgate University. Archer retired in 1937. Dr. Charles D. Hubert served as the third Acting President until 1940 when Dr. Benjamin Elijah Mays became the sixth President of Morehouse College.

A nationally noted educator and a mentor to the Rev. Martin Luther King Jr. '48, Mays is recognized as the architect of Morehouse's international reputation for excellence in scholarship, leadership, and service. During the presidency of Mays, a Phi Beta Kappa graduate of Bates College and the University of Chicago, the number of faculty members grew, and those holding doctoral degrees increased from two to 34 out of 65 teachers. The College earned global recognition as scholars from other countries joined the faculty, an increasing number of international students enrolled, and fellowships and scholarships for study abroad became available.

In 1967, Dr. Hugh Morris Gloster '31 was selected by Dr. Mays to become the first alumnus to serve as President of the College. Under his leadership, Morehouse strengthened its Board of Trustees, conducted a successful \$20-million fundraising campaign, grew the endowment from \$3 million to more than \$29 million, and added 12 buildings to the campus, including the Martin Luther King Jr. International Chapel. Dr. Lawrence Edward Carter Sr. became the first Dean of the Chapel in 1979. Morehouse established a dual-degree program in engineering with the Georgia Institute of Technology, the University of Michigan, and Boston University. Gloster founded the Morehouse School of Medicine, which became an independent institution in 1981. He appointed Dr. Louis Wade Sullivan '54, its first dean; Sullivan later became the school's first President.

In 1987, Dr. Leroy Keith Jr. '61 was named eighth President of Morehouse. The College's endowment increased to more than \$60 million during the Keith administration. The Nabrit-Mapp-McBay science building was completed, the Thomas Kilgore Jr. Campus Center and two

dormitories were built, and Hope Hall was rebuilt. In 1994, Nima A. Warfield, a member of the graduating class that year, was named the College's first U.S. Rhodes Scholar. Under Dr. Keith's leadership, the "A Candle in the Dark" Gala was founded in 1989 to raise scholarship funds.

In October 1994, Wiley Abron Perdue '57, vice president for business affairs, was appointed the fourth Acting President of Morehouse. Under his leadership, national memorials were erected to honor Dr. Benjamin E. Mays and internationally noted theologian Dr. Howard W. Thurman '23. Perdue launched an initiative to upgrade the College's academic and administrative computer information systems, finalized plans to build a dormitory, and undertook the construction of a 5,700-seat gymnasium to provide a basketball venue for the 1996 Summer Olympic Games. Today, this arena is named for the longtime basketball coach Franklin L. Forbes.

On June 1, 1995, Dr. Walter Eugene Massey '58 was named the ninth President of Morehouse College. A noted physicist and university administrator, Massey called on the Morehouse community to renew its longstanding commitment to a culture of excellence. Before joining the College, Massey held several notable positions, including Dean of the College and professor of physics at Brown University, professor of physics and vice president for research at the University of Chicago, director of the Argonne National Laboratory and the National Science Foundation, and senior vice president and provost of the University of California System. After leaving Morehouse, he served as chairman of the Bank of America and as President—and currently as chancellor emeritus—of The School of the Art Institute of Chicago.

Under Massey's leadership, the College embraced his vision of becoming one of the nation's finest liberal arts colleges and accepted the challenge of providing students with a top-quality, 21st-century education. Morehouse expanded its dual-degree program in natural sciences with Georgia Tech, launched the Center for Excellence in Science, Engineering and Mathematics with a \$6.7-million U.S. Defense Department grant, and established a new African American studies program and a Center for International Studies named for former U.N. Ambassador Andrew Young.

The physical infrastructure was also significantly enhanced. Construction was completed on Davidson House Center for Excellence, which serves as the President's official residence. In 2005, a new Leadership Center was opened with a comprehensive conference center, the Executive Conference Center. Other additions included the John H. Hopps Technology Tower, a 500-car parking deck, and an expanded campus bookstore. Renovations were made to several residential halls, classroom buildings, Archer Hall Recreation Center, Chivers-Lane Dining Hall, and the Martin Luther King Jr. International Chapel.

In June 2006, the College completed Morehouse's most ambitious capital campaign—raising a record \$112 million, which exceeded the Campaign's goal of \$105 million. The same year, Atlanta Mayor Shirley Franklin raised \$34 million to Morehouse College for the Martin Luther King Jr. Collection. Today, Morehouse is the permanent custodian of this coveted collection, which includes more than 13,000 hand-written notes, sermons, letters, books, and other artifacts belonging to the College's most noted alumnus, Dr. Martin Luther King Jr. '48.

On July 1, 2007, the Rev. Dr. Robert Michael Franklin Jr. '75 was appointed the 10th President of Morehouse College. The former President of the Interdenominational Theological Center had previously served as Presidential Distinguished Professor of Social Ethics at the Candler School of Theology and senior fellow at the Center for the Study of Law and Religion, both at Emory University. He was a program officer in the Human Rights and Social Justice Program at the Ford Foundation. He served as Theologian-in-Residence for the Chautauqua Institution, both in New York.

During his tenure, Franklin led the institution forward with his vision of the “Morehouse Renaissance,” further elevating public confidence in the College’s continuing stature as a premier institution providing a high-quality education along with enhancing the intellectual and moral dimension of Morehouse’s mission and mystique. In part, he accomplished this by establishing the concept of the “Five Wells,” an idea to cultivate men of Morehouse as “Renaissance men with a social conscience and global perspective” who are well-read, well-spoken, well-traveled, well-dressed, and well-balanced.

In a \$20-million project initiated by Massey, Franklin oversaw the Ray Charles Performing Arts Center and Music Academic Building, a 75,000 square-foot facility named after the legendary musician.

Franklin led and supported cultivation efforts—such as establishing the Renaissance Commission, a blue-ribbon group of 150 influential volunteer stakeholders—that increased the number of new donors by 4,500. The College had generated over \$68 million in institutional funds, \$33 million during the silent phase of the comprehensive capital campaign, and \$60 million in restricted funds from federal sources, including congressional appropriations and competitive federal grants.

Dr. Willis Sheftall Jr. '64 served as the fifth Acting President until January 2013.

On January 28, 2013, Dr. John Silvanus Wilson Jr. '79, an accomplished university administrator, professor, and former executive director of the White House Initiative on Historically Black Colleges and Universities, stepped into office as the College’s 11th President. Under his leadership, the College improved student achievement across various metrics. A champion for STEAM (science, technology, engineering, arts, and math) initiatives for Morehouse students, he increased the College’s private gifts, grants, and contracts. Wilson played a pivotal role in bringing President Barack Obama to Morehouse as the Commencement speaker in 2013 and, in 2015, hosting Vice President Joseph Biden. President Wilson served the College for four years, ending his tenure on April 7, 2017.

William James Taggart, a graduate of Howard and Harvard universities, assumed the role of the sixth Acting President of the College after serving as the chief operating officer of Morehouse since 2015. With over 30 years of experience with Fortune 500 companies, higher education, boutique firms, and federal government agencies, Taggart distinguished himself as a results-driven leader in the public and private sectors.

Tragically, just two months after his appointment, Taggart suddenly passed away on June 8, 2017. Acting Provost Michael Hodge then served as the seventh Acting President of Morehouse College.

On June 26, 2017, Harold Martin Jr. '02 left the Morehouse Board of Trustees temporarily to accept an appointment as the eighth Acting President of Morehouse College. The attorney and business consultant, who has an extensive background in advising senior executives at higher education institutions and Fortune 500 companies, served the College until December 31, 2017. Martin set campus-wide priorities to improve accountability, boost enrollment, increase the graduation rate, and highlight the contributions of young alumni. He guided a rebranding and expansion of the Office of Alumni Engagement to enhance the College's young alumni recognition and engagement efforts.

In October 2017, the Morehouse Board of Trustees voted to name Dr. David A. Thomas as the 12th President of Morehouse College. Thomas took office on January 1, 2018. He holds a doctorate in Organizational Behavior Studies and a Master of Philosophy in Organizational Behavior, both from Yale University. He also has a Master of Organizational Psychology degree from Columbia University and a Bachelor of Administrative Sciences degree from Yale College. Thomas is the former H. Naylor Fitzhugh Professor of Business Administration at Harvard Business School and the former Dean of Georgetown University's McDonough School of Business.

Thomas is raising funds to support campus renovations, faculty research, infrastructure improvements, and other needs. His other priorities include expanding academic and leadership opportunities for students, increasing the graduation rate, and growing enrollment. Under Thomas' leadership in 2018-19, Morehouse College raised more than \$7 million to establish new endowed scholarships, build an outdoor study area and park for students, and support programming at Martin Luther King Jr. International Chapel. In addition, the College received another \$4 million in grants to fund the expansion of STEM (science, technology, engineering, and mathematics) education and to launch the comprehensive collegiate writing program, the Black Ink Project, a Quality Enhancement Plan initiative designed to build the critical thinking and writing skills of students across the curriculum.

ACCREDITATIONS AND MEMBERSHIPS

SACSCOC Accreditation

Educational accreditation is the quality assurance process by which higher education institutions and programs are evaluated by outside accrediting associations. These agencies develop evaluation criteria and conduct evaluations by groups of peers to see whether a school meets their criteria.

Morehouse College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Bachelor of Arts and Bachelor of Science degrees.

Morehouse received reaffirmation of accreditation in 2019. The next reaffirmation is scheduled for 2029. The College's accreditation liaison is Dr. Kendrick Brown, Provost and Senior Vice President of Academic Affairs.

AACSB Accreditation

The Business and Economics Division is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

NASM Accreditation

The Music Department is accredited by the National Association of Schools of Music (NASM).

Consortia Relationships

- *Atlanta University Center Consortium (AUCC)*
Morehouse is a founding member of the AUCC, a group of institutions that promotes efficiency and economy through the joint operation of administrative, academic, and cultural programs. The member institutions of the AUCC are Clark Atlanta University, the Interdenominational Theological Center, Morehouse College, the Morehouse School of Medicine, and Spelman College.
- *Associated Colleges of the South (ACS)*
Morehouse College is a member of the ACS, a consortium of nationally ranked liberal arts institutions. Other members of the consortium are Birmingham Southern College, Centenary College, Centre College, Davidson College, Furman University, Hendrix College, Millsaps College, Rhodes College, Rollins College, Spelman College, Southwestern University, Trinity University, University of the South (Sewanee), University of Richmond, and Washington and Lee University.
- *Atlanta Regional Council for Higher Education (ARCHE)*
ARCHE includes 19 private and public member institutions of higher learning located in the Atlanta region. ARCHE's mission is to: 1) provide services that expand educational

opportunities; 2) offer collaborative ways to share resources; and 3) develop information showing higher education's benefits to society. Morehouse College is a long-standing and active member of ARCHE.

Memberships

- [American Association of Higher Education](#)
- [American Council of Education](#)
- [National Association for Equal Opportunity in Higher Education](#)
- [National Association of Independent Colleges & Universities](#)

Equity, Inclusion and Belonging (EIB) at Morehouse College

EIB VISION

At Morehouse College, we cultivate equitable policies and inclusive practices which lead to a sense of belonging for all. We champion Equity, Inclusion and Belonging (EIB) as essential qualities of the College for building and advancing an empathic and respectful campus that fosters pathways to individual and collective successes. From people's daily experiences to operational decisions, EIB at Morehouse College must be infused throughout the College's decisions and operations.

EIB MISSION STATEMENT

No person should be reduced to one identity. At Morehouse College, we strive to honor each person's unique intersectionality while promoting a sense of belonging for all. Morehouse College strives to recognize, accept, promote, and intentionally embrace equity, inclusion, and belonging for all people at the College regardless of individual differences. Equity and inclusion lead to a sense of belonging, and belonging is a critical component of ensuring well-being and wellness. Morehouse College aspires to be a leading voice that elevates the contextualized dialogues and actions about belonging in higher education.

SECTION 2:

**ACADEMIC CALENDARS, POLICIES,
AND PROCEDURES**

ACADEMIC CALENDARS

AY 2022-23 TRADITIONAL STUDENT ACADEMIC CALENDAR

*** Note that Morehouse Online students do not follow the Traditional Student Academic Calendar. See the Morehouse Online Student Academic Calendar for Morehouse Online students' terms.

Fall 2022 Semester

AUGUST

4-5	New Student Orientation (virtual)
10-16	New Student Orientation (campus)
17	First day of classes Add/Drop/Late registration begins
23	Last day to add/drop courses without a grade of "W" December 2022 and May 2023 graduation application deadline
24	Attendance/Participation confirmation period begins Withdrawal period begins
31	No shows dropped

SEPTEMBER

5	Labor Day (Morehouse College closed – No classes)
8	Opening Convocation
26-30	Mid-semester evaluations

OCTOBER

3-4	Fall Break (No classes)
7	Last day to make up incompletes ("I") from Spring 2022
11	Mid-semester Grades Due
17	Academic advising for Spring 2023 begins
24	Last day to withdraw from a course with a grade of "W"

NOVEMBER

7	Spring 2023 Senior and Junior priority registration week
14	Spring 2023 Sophomore and Freshman registration week
21	Spring 2023 registration open for all students
23	Thanksgiving Holiday (Morehouse College closes at noon – No classes)
24-25	Thanksgiving Holiday (Morehouse College closed – No classes)
28	Classes resume
30	Last day of classes Spring 2023 registration deadline

DECEMBER

1-2	Reading Period
5-9	Final Exams

7	Spring 2023 payment deadline
9	Fall 2022 semester ends
13	Final grades due by noon
16	Winter Break (Morehouse College closes at noon)
19-30	Winter Break (Morehouse College closed)

Spring 2023 Semester

JANUARY

2	New Year's Day observed (Morehouse College closed)
3	Morehouse College reopens
3-6	Fall 2022 graduate clearance
4-17	J-Mester session classes
16	Martin Luther King Jr. Holiday (Morehouse College closed)
17	New Student Orientation
18	First day of classes Add/Drop/Late registration begins
24	Last day of add/drop courses without grade of "W"
25	Attendance/Participation confirmation period begins Withdrawal period begins

FEBRUARY

1	No shows dropped
16	Founders Day Celebration

MARCH

6-10	Midsemester evaluations
10	Last day to make up incompletes ("I") from Fall 2022
13-17	Spring Break (No classes)
21	Mid-semester grades due
27	Last day to withdraw from a course Academic advising for Summer/Fall 2023 begins

APRIL

3	Summer and Fall 2023 Senior and Junior priority registration week December 2023 and May 2024 graduation application opens
7	Good Friday (Morehouse College closed – No classes)
10	Summer and Fall 2023 Sophomore and Freshman registration week
17	Summer and Fall 2023 registration open for all students

MAY

3	Last day of classes
4-5	Reading Period Graduating senior final exams
8-12	Final Exams

9	Senior grades due by noon
10-19	May 2022 Graduate clearance
12	Spring 2023 semester ends
16	Final grades due by noon
19-21	Commencement Weekend
20	Baccalaureate Services
21	Commencement Exercises
29	Memorial Day (Morehouse College closed)

Summer 2023 Semester

JUNE

6	First day of classes
7	Add/Drop/Late registration ends Payment deadline
8	Withdrawal period begins Attendance/Participation confirmation due
9	No shows dropped
20	Juneteenth (Morehouse College closed – No classes)
21-23	Mid-session evaluations
27	Mid-session grades due
30	Last day to withdraw from a course

JULY

4	Independence Day (Morehouse College closed – No classes)
7	Last day of classes
10-11	Reading Period
12-14	Final Exams
14	Summer semester ends
18	Grades due by noon
19-28	July 2023 graduate clearance

AY 2023-24 TRADITIONAL STUDENT ACADEMIC CALENDAR

**** Note that Morehouse Online students do not follow the Traditional Student Academic Calendar. See the Morehouse Online Student Academic Calendar for Morehouse Online students' terms.*

Fall 2023 Semester

AUGUST

3-4	New Student Orientation (virtual)
19-15	New Student Orientation (campus)
16	First day of classes

	Add/Drop/Late registration begins
22	Last day to add/drop courses without a grade of “W” December 2023 and May 2024 graduation application deadline
23	Attendance/Participation confirmation period begins Withdrawal period begins
30	No shows dropped

SEPTEMBER

4	Labor Day (Morehouse College closed – No classes)
14	Opening Convocation
25-29	Mid-semester evaluations

OCTOBER

2-3	Fall Break (No classes)
6	Last day to make up incompletes (“I”) from Spring 2023
10	Mid-semester Grades Due
16	Academic advising for Spring 2024 begins
23	Last day to withdraw from a course with a grade of “W”

NOVEMBER

6	Spring 2024 Senior and Junior priority registration week
13	Spring 2024 Sophomore and Freshman registration week
20	Spring 2024 registration open for all students
22	Thanksgiving Holiday (Morehouse College closes at noon – No classes)
23-24	Thanksgiving Holiday (Morehouse College closed – No classes)
27	Classes resume
29	Last day of classes Spring 2024 registration deadline
30	Reading Period

DECEMBER

1	Reading Period
4-8	Final Exams
6	Spring 2024 payment deadline
8	Fall 2023 semester ends
12	Final grades due by noon
15	Winter Break (Morehouse College closes at noon)
18-29	Winter Break (Morehouse College closed)

Spring 2024 Semester

JANUARY

1	New Year’s Day observed (Morehouse College closed)
2	Morehouse College reopens
2-5	Fall 2023 graduate clearance

3-16	J-Mester session classes
15	Martin Luther King Jr. Holiday (Morehouse College closed)
16	New Student Orientation
17	First day of classes Add/Drop/Late registration begins
23	Last day of add/drop courses without grade of “W”
24	Attendance/Participation confirmation period begins
31	Withdrawal period begins No shows dropped

FEBRUARY

15	Founders Day Celebration
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MARCH

4-8	Midsemester evaluations
8	Last day to make up incompletes (“I”) from Fall 2023
11-15	Spring Break (No classes)
19	Mid-semester grades due
25	Last day to withdraw from a course Academic advising for Summer/Fall 2024 begins
29	Good Friday (Morehouse College closed – No classes)

APRIL

1	Summer and Fall 2023 Senior and Junior priority registration week December 2024 and May 2025 graduation application opens
8	Summer and Fall 2024 Sophomore and Freshman registration week
15	Summer and Fall 2024 registration open for all students

MAY

1	Last day of classes
2-3	Reading Period Graduating senior final exams
6-10	Final Exams
7	Senior grades due by noon
8-17	May 2023 Graduate clearance
10	Spring 2024 semester ends
14	Final grades due by noon
17-19	Commencement Weekend
18	Baccalaureate Services
19	Commencement Exercises
27	Memorial Day (Morehouse College closed)

Summer 2024 Semester

JUNE

4	First day of classes
5	Add/Drop/Late registration ends
	Payment deadline
6	Withdrawal period begins
	Attendance/Participation confirmation due
7	No shows dropped
17-19	Mid-session evaluations
20	Juneteenth (Morehouse College closed – No classes)
25	Mid-session grades due
28	Last day to withdraw from a course

JULY

4	Independence Day (Morehouse College closed – No classes)
5	Last day of classes
8-9	Reading Period
10-12	Final Exams
12	Summer semester ends
16	Grades due by noon
17-26	July 2024 graduate clearance

AY 2022-23 MOREHOUSE ONLINE STUDENT ACADEMIC CALENDAR

*** *Note that Traditional students do not follow the Morehouse Online Student Academic Calendar. See the Traditional Student Academic Calendar for Traditional students' terms.*

Fall 2022 Term (Modules A and B)

JULY

11	Fall registration begins
20	Orientation for Fall 2022 students

AUGUST

15	Module A classes begin
18	Last day to add Module A and B classes
	Last day to drop Module A classes
19	No shows dropped for Module A classes
	Withdrawal period for Module A begins
23	Payment deadline

SEPTEMBER

5	Labor Day (Morehouse College closed – No classes)
8	Opening Convocation

16 Last day to withdraw from a Module A class

OCTOBER

3 Last week of Module A classes
7 Last day to make up incompletes (“I”) from Spring 2022 or Summer 2022
9 Module A classes end
10-14 Morehouse Online Break (No classes)
11 Module A grades due
17 Module B classes begin
20 Last day to drop Module B classes
21 No shows dropped for Module B classes
Withdrawal period for Module B begins

NOVEMBER

7 Spring 2023 class registration begins
18 Last day to withdraw from a Module B class
24-25 Thanksgiving Holiday (Morehouse College closed – No classes)

DECEMBER

5 Last week of Module B classes
11 Module B classes end
13 Module B grades due
14 Orientation for Spring 2023 students
16 Winter Break (Morehouse College closes at noon)
19-30 Winter Break (Morehouse College closed)

Spring 2023 Term (Modules A and B)

JANUARY

2 New Year’s Day Observed (Morehouse College closed)
3 Morehouse College reopens
16 Martin Luther King Jr. Day Observed (Morehouse College closed)
17 Module A classes begin
23 Last day to add Module A and B classes
Last day to drop Module A classes
Payment deadline
24 No shows dropped from Module A classes
Withdrawal period for Module A classes begins

FEBRUARY

16 Founders Day celebration
17 Last day to withdraw from a Module A class

MARCH

6	Last week of Module A classes
10	Last day to make up incompletes (“I”) for Fall term classes
12	Module A classes end
13-17	Morehouse Online Break (No classes)
20	Module B classes begin
21	Module A grades due
23	Last day to drop Module B classes
24	No shows dropped from Module B classes Withdrawal period for Module B classes begins

APRIL

7	Good Friday (Morehouse College closed – No classes)
14	Module A classes end
19	Orientation for Summer 2023 students
21	Last day to withdraw from a Module B class

MAY

12	Graduating senior grades due by noon
14	Module B classes end
16	Module B grades due
19-21	Commencement Weekend
20	Baccalaureate Services
21	Commencement

Summer 2023 Term

MAY

22	Summer Term classes begin
25	Last day to add and drop Summer Term classes
26	No shows dropped from Summer Term classes Withdrawal period for Summer Term classes begins
29	Memorial Day Holiday (Morehouse College closed – No classes)
30	Payment deadline

JUNE

20	Juneteenth Holiday (Morehouse College closed – No classes)
23	Last day to withdraw from a Summer Term class

JULY

4	Independence Day Holiday (Morehouse College closed – No classes)
10	Fall Term 2023 registration begins
16	Summer Term classes end
18	Summer Term grades due

AY 2023-24 MOREHOUSE ONLINE STUDENT ACADEMIC CALENDAR

*** Note that Traditional students do not follow the Morehouse Online Student Academic Calendar. See the Traditional Student Academic Calendar for Traditional students' terms.

Fall 2023 Term (Modules A and B)

JULY

10	Fall registration begins
19	Orientation for Fall 2023 students

AUGUST

14	Module A classes begin
17	Last day to add Module A and B classes Last day to drop Module A classes
18	No shows dropped for Module A classes Withdrawal period for Module A begins
22	Payment deadline

SEPTEMBER

4	Labor Day (Morehouse College closed – No classes)
12	Opening Convocation
15	Last day to withdraw from a Module A class

OCTOBER

2	Last week of Module A classes
6	Last day to make up incompletes ("I") from Spring 2022 or Summer 2022
8	Module A classes end
9-13	Morehouse Online Break (No classes)
10	Module A grades due
16	Module B classes begin
19	Last day to drop Module B classes
20	No shows dropped for Module B classes Withdrawal period for Module B begins

NOVEMBER

6	Spring 2024 class registration begins
17	Last day to withdraw from a Module B class
23-24	Thanksgiving Holiday (Morehouse College closed – No classes)

DECEMBER

4	Last week of Module B classes
10	Module B classes end
12	Module B grades due

13	Orientation for Spring 2024 students
15	Winter Break (Morehouse College closes at noon)
18-29	Winter Break (Morehouse College closed)

Spring 2024 Term (Modules A and B)

JANUARY

1	New Year's Day Observed (Morehouse College closed)
2	Morehouse College reopens
15	Martin Luther King Jr. Day Observed (Morehouse College closed)
16	Module A classes begin
22	Last day to add Module A and B classes Last day to drop Module A classes
23	Payment deadline No shows dropped from Module A classes Withdrawal period for Module A classes begins

FEBRUARY

15	Founders Day celebration
16	Last day to withdraw from a Module A class

MARCH

4	Last week of Module A classes
8	Last day to make up incompletes ("I") for Fall term classes
10	Module A classes end
11-15	Morehouse Online Break (No classes)
18	Module B classes begin
19	Module A grades due
21	Last day to drop Module B classes
22	No shows dropped from Module B classes Withdrawal period for Module B classes begins
29	Good Friday (Morehouse College closed – No classes)

APRIL

12	Module A classes end
17	Orientation for Summer 2024 students
19	Last day to withdraw from a Module B class

MAY

10	Graduating senior grades due by noon
12	Module B classes end
14	Module B grades due
17-19	Commencement Weekend
18	Baccalaureate Services
19	Commencement

Summer 2024 Term

MAY

20	Summer Term classes begin
23	Last day to add and drop Summer Term classes
24	No shows dropped from Summer Term classes Withdrawal period for Summer Term classes begins
27	Memorial Day Holiday (Morehouse College closed – No classes)
28	Payment deadline

JUNE

20	Juneteenth Holiday (Morehouse College closed – No classes)
21	Last day to withdraw from a Summer Term class

JULY

4	Independence Day Holiday (Morehouse College closed – No classes)
8	Fall Term 2024 registration begins
14	Summer Term classes end
16	Summer Term grades due

ACADEMIC STANDARDS

STUDENT RECORDS AND DISCLOSURE OF STUDENT INFORMATION

All collegiate work for which a student registers for credit toward the Morehouse degree constitutes a part of the academic record, unless dropped from his registration by the posted deadline.

Student Records

Student records include the records, files, documents, and other material that contain information directly related to a student and that are maintained by the College or by a person acting on behalf of the College.

Student Access to Their Records

Students have the right to inspect and review the contents of their records. They also have the right to a hearing if they wish to correct or amend these records.

Records may be inspected only at the office responsible for maintaining the record in question. Each office has the responsibility for establishing its own access procedures, which must include a written request from the student.

The following records are excluded from student access:

1. Financial records of parents and any information contained in them.
2. Confidential letters or statements of recommendation written prior to January 1, 1975.
3. Personal medical and psychiatric treatment records prepared and used solely in connection with the treatment of students. Such records will be made available to other physicians upon the student's request.
4. Personal notes kept by faculty members, department chairs or program directors, deans, provosts, or counselors for their own use in their individual capacities, and which are kept in their own personal files.

Safeguarding the Privacy of Students

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 (“the Act,” often referred to as FERPA or the “Buckley Amendment”) is designed to protect the confidentiality of the records that educational institutions maintain on their students and to give students access to their records to assure the accuracy of their contents. The Act affords students certain rights with respect to their education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to Records and Registration or other appropriate College official written requests that identify the record(s) they wish to inspect. The College official will arrange for access and notify the student of the time and place where the records may be inspected within 45 days from receiving the request. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment or correction of the student's educational records that the student believes are inaccurate or misleading or in violation of the student's privacy or other rights.
 - Students should write to the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
 - If the College decides not to amend the records as requested by the student, the College will notify the student of the decision and advise the student of his right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.
 - It is the intent of Morehouse College to limit the disclosure of information contained in students' educational records to those instances when prior written consent has been given for the disclosure.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

More information regarding FERPA can be found at the [U.S. Department of Education FERPA site](#).

Release of Academic Information

Information other than directory information shall not be released without the student's written request, except for the following purposes:

1. To College officials who have a legitimate interest in the material.
2. To officials of other schools or school systems in which the student wishes to enroll.
3. In connection with a student's application for or receipt of financial aid.
4. To state and local officials if required by law adopted before November 19, 1974.
5. To organizations conducting studies for or on behalf of educational agencies, provided such studies will not permit identification of students and their parents.
6. To accrediting agencies to carry out their accrediting functions.
7. To parents of dependent students.
8. In compliance with a judicial order or lawfully issued subpoena, with the condition that the College will make reasonable effort to notify the student before such compliance.

When a student's consent is required, the student must complete the [Student Information Release Authorization form](#).

When a student's consent is required and is given to access his record, the names of those to whom such access has been granted shall be recorded and made available to the student upon his request.

Disclosing Directory Information About Students

Information furnished to other individuals and organizations will be limited to items listed below, unless accompanied by a release signed by the student:

- Whether or not a student is enrolled
- Dates of enrollment
- Classification
- Degree earned (if any) and date
- Major(s)
- Honors(s) received
- Weight and height of athletes
- Most recent previous school attended
- Participation in officially recognized activities and sports
- Photographs for members of Band, Glee Club, Student Government Association, or Athletes.

Directory information cannot include student identification numbers or social security numbers.

If a student does not wish to have any of the above information released, he should complete the [Directory Information Non-Disclosure form](#).

REVIEW OF ACADEMIC RECORDS

It is recommended that a student, with assistance when needed from their academic advisor, examine their record at least two times per semester: prior to mid-semester exams and just before the pre-registration period.

Grade Reports

At the end of each term every eligible student should check their academic record for lists of courses taken, the grades earned in each course, and the semester and cumulative grade-point averages.

Grades will not be visible for students who have delinquent financial accounts with the College. Students whose grades do not appear in their academic record should contact the Office of Records and Registration.

STUDENT VERIFICATIONS

Enrollment Verification

Students can retrieve enrollment verifications online at the [National Student Clearinghouse](#). The certificate produced is an official Morehouse College document used for loans, scholarships, housing, employment, etc. Students also can have third parties retrieve their information from the National Student Clearinghouse site.

Enrollment verifications are available one week after classes start.

Verification of Academic Standing

Students needing verification of academic standing should download and complete the [Verification of Academic Standing form](#).

Verification of Expected Graduation Date

If students require verification of expected graduation date, they should download and complete the [Verification of Enrollment Expected Graduation Date form](#). Along with an enrollment verification form from the [National Student Clearinghouse](#), the form should be sent to the Office of Records and Registration.

Verification for Military, Tricare, DEERS ID Card

Enrollment verification requests for military, Tricare, or DEERS ID should be emailed from a student's Morehouse email account to records@morehouse.edu. The processing time for this request is typically 3-5 business days.

The request should include:

- Student name and MCID
- Information to be verified (e.g., enrollment status, expected graduation date, or other pertinent details)
- Recipient's contact information (e.g., name, title, fax number or email address)

VETERAN SERVICES

Eligible students must apply for VA Federal Education Benefits on the [Veterans Affairs website](#). In the "Education" tile, select "Apply for education benefits." A tool on the page will assist in selecting the form most appropriate for a student's situation. Veterans Affairs will send students a Certificate of Eligibility in about 30 days that determines what benefits students may qualify to use while matriculating through Morehouse College.

Types of VA Federal Educational Benefits

- *Chapter 33 (Post 9/11 Montgomery G.I. Bill)*

Provides up to 36 months of education benefits.

If a student's release from active duty was before January 1, 2013, there is a 15-year time limitation on use of benefits.

If a student's last discharge date is on or after January 1, 2013, the time limitation has been removed.

- *Chapter 35 (Survivors' and Dependents' Educational Assistance Program)*

The Dependents' Educational Assistance Program provides educational and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to service-related condition, or who died while on active duty or as a result of a service-related condition.

The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs, apprenticeship, and on-the-job training. Spouses may take a correspondence course.

- *Chapter 1606 (Montgomery G.I. Bill – Selected Reserve)*

The Selected Reserve program is available to students if they are a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and Air National Guard.

This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training, and correspondence courses.

- *Chapter 31 (Vocational Rehabilitation)*

The Vocational Rehabilitation program is for service-disabled veterans who require further education to attain suitable, sustainable employment. This program may provide vocational and other training services and assistance, including tutorial assistance, tuition, books, fees, supplies, handling charges, licensing fees and equipment, and other training materials necessary.

Most Used Veteran Benefits at Morehouse College

Below are the most used veteran benefits at Morehouse and their required documents. Students can email documents for processing to records@morehouse.edu.

Chapter 33 (Post 9/11 Montgomery G.I. Bill) – Active Duty

- [Application for VA Benefits \(22-1990\)](#)
- Certificate of Eligibility
- [VA Enrollment Data Form](#)
- Tuition bill from Tiger Pay
- Member 4 Copy DD-213

Chapter 33 (Post 9/11 Montgomery G.I. Bill) – Transfer of Entitlement

- [Application for VA Benefits \(22-1990\)](#)
- Certificate of Eligibility
- [VA Enrollment Data Form](#)
- Tuition bill from Tiger Pay

Chapter 35 (Supervisors and Dependents)

- [Application for VA Benefits \(22-5490\)](#)
- Certificate of Eligibility
- [VA Enrollment Data Form](#)
- Tuition bill from Tiger Pay

Chapter 1606 (Selected Reserve)

- [Application for VA Benefits \(22-1990\)](#)
- Certificate of Eligibility or Notice of Basic Eligibility

- [VA Enrollment Data Form](#)
- Tuition bill from Tiger Pay

Transferring VA Benefits to Morehouse College

Students can transfer their VA benefits to Morehouse College. Below are the most used benefits at Morehouse College and required documents. Students can email documents for processing to records@morehouse.edu.

Chapter 33 (Post 9/11 Montgomery G.I. Bill or Transfer of Entitlement) or Chapter 1606 (Selective Reserve)

- [Change of Program or Place of Training \(22-1995\)](#)
- Certificate of Eligibility
- [VA Enrollment Data Form](#)
- Tuition bill from Tiger Pay
- Member 4 Copy DD-214

Chapter 35 (Supervisors and Dependents)

- [Change of Program or Place of Training \(22-5495\)](#)
- Certificate of Eligibility
- [VA Enrollment Data Form](#)
- Tuition bill from Tiger Pay

Continuing Morehouse Students

Each term, students are required to submit:

- [VA Enrollment Data Form](#)
- Class schedule
- Tuition bill from Tiger Pay

If students make any changes to their program of study (major), a [Change of Program or Place of Training form \(22-1995\)](#) should be submitted to the School Certifying Official.

If students make any schedule changes by increasing or decreasing hours, they should notify the School Certifying Official immediately.

If students change their address during the academic year, they must notify the VA directly by calling 1-888-442-4551 (1-888-GI-BILL1). Calling enables students to receive their benefits check and other VA correspondences at the correct address.

Satisfactory Progress/Probation

A student receiving VA benefits needs to understand that Morehouse's policy regarding satisfactory progress and academic probation.

A VA student placed on probation has a maximum of two consecutive semesters to return to good academic standing. Failure to return to good academic standing within two semesters will make the student ineligible for VA educational benefits.

A student may regain eligibility for VA benefits for future terms under one of two conditions:

- A return to good academic standing at Morehouse
- Request for resumption of VA educational benefits that is submitted to the VA claiming mitigating circumstances and the VA's reinstatement of benefits based on evidence supporting the student's claim

Tuition Assistance

Students applying for Tuition Assistance must first visit their military branch Education Officer for advice on the Tuition Assistance Program.

To be eligible for Tuition Assistance, the student must meet both of these requirements:

- Qualify for Montgomery G.I. Bill Active Duty or Post 9/11 G.I. Bill Benefits
- The cost of the course and fees is more than Tuition Assistance will cover

If students meet both requirements above, then they must do the following:

- Request Tuition Assistance from their military branch of service
- See their Education Services Office or Education Counselor

Afterward, the student can apply for VA Educational Benefits.

The Department of Veterans Affairs explains the [Tuition Assistance Program](#) in greater detail.

TRANSCRIPTS

Morehouse has authorized the National Student Clearinghouse to provide transcript ordering services via the internet.

National Student Clearinghouse Instructions

To order (an) official Morehouse transcript(s), log into the [National Student Clearinghouse secure site](#). For first-time visitors, a signed consent form will be generated. The form must be completed to fulfill the transcript order.

Students should follow the steps on the National Student Clearinghouse site to place an order, which will present delivery options and fees. Each transcript will cost \$10, plus a \$2.50 processing fee. Charges are applied after an order has been completed.

Students can track their order status or history using their email address and order number.

Transcripts for LSAC, SOPHAS, PharmCAS, or Other Entities

If students have a form that needs to accompany their transcript, they can email the form to records@morehouse.edu after placing their transcript order with the National Student Clearinghouse.

Transcript processing takes approximately 2-3 business days. During peak periods, requests may take 7-10 business days or longer.

DIPLOMAS

The diploma is the document given by the College upon conferral of the earned degree certifying the student has satisfactorily completed the course of study. The diploma includes the type of degree and major.

Academic Notations on Transcript and Not Diploma

Double majors, minors, and Latin honor notations appear on the transcript and not the diploma.

No Pursuit of Additional Courses of Study After Degree Conferred

Once a degree has been conferred students are not allowed to pursue additional majors, minors, or concentrations.

Payment of All Charges and Fees Due to the College

The diploma and participation in the commencement ceremony is withheld until the student has paid in full all charges and fees due the college.

Receipt After Commencement

Diplomas are not distributed on the day of Commencement exercises.

Students should allow 10-12 weeks for delivery after diplomas are ordered. Morehouse will mail diplomas to addresses specified on a student's graduation application, which means that an active address should be supplied at the time of application. International student diplomas automatically will ship to Morehouse College if a U.S. address is not provided on the graduation application.

Diploma Re-Orders

Diplomas can be reordered by completing the [Diploma Re-Order Form](#).

CLASSIFICATION OF STUDENTS

Students will be considered belonging to one of the following academic classes, depending on the number of credit hours that they have earned.

- Freshman = 0-25 credit hours earned
- Sophomore = 26-57 credit hours earned
- Junior = 58-88 credit hours earned
- Senior = 89+ credit hours earned

ENROLLMENT STATUS

Full-Time Student

A full-time student is one who is taking at least 12 semester hours of scheduled work during a semester.

Part-Time Student

Any student taking fewer than 12 hours in a regular session is considered a part-time student.

Transient or Exchange Student

Students at other colleges who wish to attend Morehouse College for a maximum of two consecutive semesters may be admitted as transient students. This privilege is usually reserved for summer sessions and special exchange opportunities unless a formal exchange for the home institution exists with Morehouse. A letter of good standing and eligibility to return to the last institution attended is required. A letter from the academic dean or registrar of the home institution also should indicate approval for the student to take courses at Morehouse College. Transient and exchange students are not eligible for Morehouse College financial aid funds.

CREDIT BY EXAMINATION POLICIES

The maximum number of hours of credit through transfer, AP, IB or CLEP is 60. All credit by examination is recorded on the student's permanent record as (CE) credit without a grade and becomes part of the official transcript. No credit is valid without the student's enrollment for credit at Morehouse College. Transfer credit that does not meet Morehouse's requirements will not be allowed for credit by examination.

GRADING SYSTEM

Letter Grades and Equivalent Grade Points

Averages are computed in grade points. Each graded semester hour of academic credit carries a corresponding number of grade points as follows:

A+ 4.0	B+ 3.3	C+ 2.3	D+ 1.3		
A 4.0	B 3.0	C 2.0	D 1.0		
A- 3.7	B- 2.7	C- 1.7	D- 0.7	F 0	

Grade-Point Average Calculation

The student's grade-point average at Morehouse College is calculated by dividing the total number of quality points (grade points x semester hours) by the total number of grade-point hours (GPA). Except for coursework taken through the cross-registration program with other Atlanta University Center Consortium (AUCC) schools, the grade-point average does not include hours or quality points transferred from other institutions.

Incomplete Grades

An "I" grade is intended to be only an interim course mark. It is to be used only if a student has an excusable and acceptable reason for not having completed all requirements prior to grade reporting time. The notation "I" is recorded when the student has been granted permission to defer the final examination or other parts of a course. The deferment shall be given only in the case of illness or another emergency. The student must submit the deferred work by midterm of the following semester or term (summer excluded) to have an "I" changed to a permanent grade. Work not completed will result in a grade of "F" being assigned. Completed work will result in the appropriate letter grade preceded by an I also.

Course Withdrawals

This designation is assigned when a student officially withdraws from a course(s) during the period from the conclusion of the Registration–Add/Drop period through the deadline for withdrawals. (See Academic Calendar.) The "W" indicates that the student has withdrawn without academic penalty.

Pass/Fail

The designation "P" is used to indicate satisfactory completion of non-credit and credit courses. The "P" does not accrue quality points.

Cross-Registered Course Grades

Because Morehouse students are eligible to participate in cross-registration programs at the Atlanta University Center Consortium (AUCC) and Atlanta Regional Council of Higher Education (ARCHE), grade designations not listed above may appear on a student's grade report and transcript.

COURSES

Credit Hour

Academic credit at Morehouse College is awarded based on the successful completion of learning outcomes. All courses are approved by the College's faculty through a process that requires review and action by all appropriate academic programs and the recommendation of the Curriculum and Educational Policy Committee (CEPC).

Contact with the course instructor is a key component required for students to meet learning outcomes at Morehouse College. In keeping with accepted practice in American higher education, Morehouse uses the semester hour as the unit for expressing the completion of academic credit. One semester credit hour is granted for a minimum of three hours of student academic work per week, on average, for a semester of approximately fifteen weeks in duration. Academic work includes not only formally structured activities such as lectures, seminars, laboratories, supervised field work, tutorials, and applied and studio instruction; it also includes out-of-class activities such as required conferences with the faculty member, homework, research, writing and revision, reading, independent study, community engaged experiences, recitals, rehearsals, and recitations.

To maintain the integrity of the overall contact between students and faculty, courses offered in terms of shorter duration shall have increased academic work per week to compensate for the decrease in term length.

Class Meeting Duration

For traditional students, courses at Morehouse generally meet for 50 minutes three times each week or for 75 minutes twice each week. For Morehouse Online students, courses consist of synchronous and asynchronous coursework. All students are advised to plan their schedules carefully. It may not be possible for students to secure their first preference for course meeting times in every instance. While the faculty is sensitive to the many obligations that students have, the course schedule is planned each semester to provide greatest access to the courses offered to the greatest number of students.

Some classes, such as science laboratories or applied music performance sessions, may meet at irregular hours. Meeting times for all classes are listed via Banner Web and the Morehouse College Dynamic Schedule (https://ssb-prod.ec.morehouse.edu/MC/bwckschd.p_disp_dyn_sched) each semester. Class schedules for the other Atlanta University Consortium institutions are available via each school's website.

Prerequisite Courses

No student is permitted to enroll in courses requiring prerequisites for which the prerequisite has not been met. If an exception is made, the instructor of record will grant an override in the student information system allow the student the ability to enroll.

If a student is currently enrolled in a prerequisite course, the student will be allowed to pre-register for the subsequent course. Final registration will be determined based on the final grade in the prerequisite course.

Repeated Courses and Forfeiture Of Course Credit

By registering for and receiving a grade in a course for which credit hours have already been granted, either by work at Morehouse College, transfer equivalency, or by cross registration through the AUCC, a student forfeits any previous credits in that course. A student may not use the same course more than once in satisfying graduation requirements.

The last grade recorded will prevail, whether it is higher or lower than the original grade. While all grades will remain on the permanent record, only the last grade recorded will be used in computing the grade-point average. Though the grade requirement for all coursework in a major or minor is a grade of C or better, students should pay close attention to the threshold requirements for the course in the General Education program.

TRANSFER CREDIT

The College will consider awarding transfer credit for coursework completed at regionally accredited institutions of higher education provided that a grade of C or better has been earned. Except when otherwise noted, credit hours transfer but not grade points; thus, transferred credit hours typically have no impact on the GPA.

Evaluation of Transfer Credit

Credit for work earned at other schools will be evaluated by Records and Registration or the admissions director when that work is intended to substitute for courses in the core curriculum. In most instances, a department chairperson, program director, division dean must be consulted prior to awarding substitution credit. Students should be prepared to provide course syllabi when requested to facilitate this substitution process.

Current and potential students can view established transfer course equivalencies from a variety of accredited institutions. These equivalencies are subject to change without notice.

Transfer Credit for Off-Campus or Cross-Registration Programs

Students enrolled in off-campus programs sanctioned by Morehouse may receive full academic credit for courses taken, including grade points. In addition, students enrolled in courses through Morehouse-sanctioned cross-registration programs may receive full academic credit.

A course taken outside of the College or the Atlanta University Center Consortium (AUCC) must be approved by the appropriate department chair or program director BEFORE the student registers for the course. Enrolled Morehouse students planning to take courses outside of Morehouse or the AUCC must complete the proper course approval forms, which are available in the Office of Records and Registration.

Transfer Credit for New Students

New students who transfer from another four-year institution or community college must submit in advance for admission, transcripts of all previous work done at the college level. Such transcripts must be sent directly to Records and Registration from the institution at which the work was completed. Academic work completed at other schools not listed on the admission application will not be accepted for transfer purposes.

College Board Advanced Placement Program

Morehouse encourages prospective students in secondary schools to take the Advanced Placement (AP) Tests given by the College Board. In most departments, course credit is granted for a score of four (4) or above, which may be applied towards the degree requirements. In a few departments, a score of three (3) will be accepted. Students who present scores of five (5) or above on certain foreign examinations may, on a course-by-course basis, be awarded the same credit as noted above. These foreign examinations include **British A Levels**. The decision to grant course credit is reported prior to registration.

A student may apply advanced credit or its equivalent toward degree requirements in the following ways:

- AP credits may be used to fulfill course requirements in the appropriate core curriculum areas.
- While students may not, in most instances, apply AP credits towards the requirements of their respective majors, AP scores, together with subject-level examination, may be used as a basis for placement.

College-Level Examination Program (CLEP)

Entering students who demonstrate superior ability on the CLEP General Examination may be granted course credit by the College. The minimum score for credit for the CLEP exam is 50. The maximum number of hours of credit through transfer, AP, IB, or CLEP is 60.

International Baccalaureate Program

Morehouse College allows students to earn credit prior to entrance through the International Baccalaureate (IB) Program, sponsored by the International Baccalaureate Organization of Geneva, Switzerland, and the International Baccalaureate North American regional office in New York. Morehouse awards IB credit for higher-level examination scores of 5, 6, or 7. Credit will be granted upon receipt of an official IB transcript.

DISPUTED GRADES

If a student has substantial grounds for believing, apart from questions of the quality of work, a particular grade was assigned in a manner that was arbitrary or unjust or that crucial evidence was not taken into account, the student should first discuss the matter with the instructor.

If the outcome of the discussion with the instructor is unsatisfactory, the student should consult with the department chairperson or program director. The chairperson or director may convene a conference with the student and the instructor.

If the outcome of the consultation with the department chairperson or program director is unsatisfactory, the student may appeal to the dean of the division within one semester following the term for which the disputed grade was reported.

If after going through the divisional grievance process the student feels unsatisfied, he may appeal to the Associate Provost for Academic Success for final resolution.

ACADEMIC HONESTY

Morehouse is an academic community. All members of the community are expected to abide by ethical standards both in their conduct and in their exercise of responsibilities toward other members of the community. The College expects students to understand and adhere to basic standards of honesty and academic integrity. These standards include but are not limited to the following:

- In projects and assignments prepared independently, students must never represent the ideas or the language of others as their own.
- Students must not destroy or alter either the work of other students or the educational resources and materials of the College.
- Students must not take unfair advantage of fellow students by representing work completed for one course as original work for another or by deliberately disregarding course rules and regulations.
- Students must not represent the work completed for one course as original work for another course.
- Unless directed by the faculty member, students should neither give nor receive assistance in examinations.
- In laboratory or research projects involving the collection of data, students must accurately report data observed and not alter data for any reason.

The College expects students to understand and adhere to academic honesty.

Plagiarism

Plagiarism includes, but is not limited to, paraphrasing or directly quoting the published or unpublished work of another person without full and clear acknowledgment of the original author. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in selling of term papers and other academic materials.

Destruction of Resources or the Work of Others

Students must not destroy or alter either the work of other students or the educational resources and materials of Morehouse College.

Use of Work in One Course from Another Course/Self Plagiarism

Students must not represent the work completed for one course as original work for another course.

Cheating

Unless directed by a faculty member teaching their course, students neither should give nor receive assistance on assignments or tests. Cheating includes, but is not limited to:

- Use of any unauthorized assistance in completing assignments or taking quizzes, tests, and exams
- Dependence on aid in writing papers from sources beyond those authorized by a faculty member teaching their course
- Preparation of reports, solution of problems, or completion of assignments on behalf of other students
- Acquiring tests or other academic material belonging to a Morehouse faculty or staff member to gain unfair advantage in academic work

Incorrect Reporting of Data

For academic work involving collection of data, students must accurately report observed data and not alter or falsify information.

When an instructor concludes that the above standards have been disregarded, it is their responsibility to make the evidence available to the student and report the incident to the Associate Provost for Academic Success. The instructor is free to assign any academic penalty, including failure in the course, for violations of the academic honesty regulations.

CLASS ATTENDANCE POLICY

Students at the College are required to attend class and not be absent without adequate cause.

Student Responsibility

It is the responsibility of the student to make up scheduled work missed because of officially excused class absences. Absences from unannounced tests and other assignments may be made up at the discretion of the instructor.

Unexcused Absences

Each student is allowed as many unexcused absences as the credit hours for the course. For example, a student is allowed three unexcused absences for a three-credit-hour class.

Students who exceed the maximum number of unexcused absences may be administratively withdrawn from the course or receive a failing grade.

Instructor Obligations

Instructors are expected to outline their attendance requirements at the beginning of the semester and to include these requirements in the course syllabus issued to the students. They are required to maintain attendance records on all students and, at the request of the Office of Records and Registration, report any student who exceeds the maximum number of unexcused absences.

Official Excuses for Class Absences

Each Morehouse student is expected to attend scheduled classes on a routine basis and be punctual. However, in cases of an emergency/illness, the Associate Dean of Student Services verifies all official class excuses. Other adequate causes for missing class include family emergencies, medical leave, official school business, military obligations, bereavement, court appearances, and conferences with faculty or staff. Class excuses are not granted for public transportation issues, oversleeping, and vehicle breakdowns. Class excuses are not issued during the summer sessions.

The above policies and procedures apply for students from other institutions attending Morehouse classes, except that excuses should come from the equivalent officials of their institutions.

Exams

Instructors may administer mid-semester exams during a specified period.

Final exams happen at the end of each semester. Students are required to take final exams at the scheduled time. Instructors may make exceptions if students provide sufficient proof that an

absence from a final exam is unavoidable. The instructor must approve any deferral for an exam prior to the scheduled exam date.

ACADEMIC ADVISEMENT

Academic advisement at Morehouse College is designed to assist students in making appropriate and timely decisions about the course of study in General Education and in the major. To promote "a coherent course of study" among all students, students and their advisors should use the Degree Works degree auditing tool to understand all curricular requirements for the General Education program, courses in the major and any non-credit bearing requirements.

In addition, students and their advisors should continue to review Morehouse's Academic Catalog for any current information on academic policies and procedures (e.g., a normal course load, transfer credits, and what constitutes academic honesty and progress).

Following the first year, students continue to receive academic advisement from faculty members in their major departments. Though academic advisement can occur at any time during a semester, an academic advisement hold must be removed prior to class selection for subsequent semesters.

REGISTRATION

Course Pre-Selection and Registration

On appointed days late in each semester, all continuing students are required to pre-select courses by completing schedules listing their choices of courses for the following semester. Students who pre-select courses and who meet fee payment deadlines will have schedules confirmed electronically. All other students are permitted to confirm their schedules on appointed days at the opening of the next semester. Students will not be permitted to receive academic credit for courses for which they did not properly register.

Changes In Registration

Students may make changes in registration online during the registration period. Gaining access to classes that are full or that carry certain prerequisites may involve a manual process. Forms for making changes in registration are available from instructors and department chairpersons. With the approval of the advisor, a student wishing to modify his schedule by addition, deletion or substitution of courses may do so on the days announced by the Office of Records and Registration. A fee is charged to students who change course schedules previously confirmed. No change of registration is valid unless the student has fully complied with the procedures established by the Office of Records and Registration.

Dropping a Course

A student may drop a course (i.e., the course is removed from the student's course schedule and permanent record) until the end of the Add/Drop period as determined by the appropriate

academic calendar. The College will not make any tuition adjustments for changes in registration following the end of the Add/Drop period.

Withdrawing from a Course

A student may withdraw from a course (i.e., the course remains on the course schedule and permanent record) without academic penalty on or before the seventh class day prior to the end of classes (see the appropriate Academic Calendar).

After securing and completing all necessary course withdrawal forms, the student will receive a designation of W in the course(s). The W indicates that the student has withdrawn from a course without penalty.

Unofficial Withdrawal from Course(s)

Students who stop attending class meetings and participating in course activities and requirements and have *not* officially withdrawn from courses will be awarded final course grades in accordance with academic policies. Instructors of record are required to post to the student information system the last date of attendance for each student a grade of F is posted. Instructors may request an administrative withdrawal for students who stop attending and participating.

AUCC Cross-Registration

The Atlanta University Center Consortium (AUCC) has operated a program of cross-registration for over half a century. This has provided expanded academic opportunities comparable to the offerings of a major university.

For the purposes of AUCC cross-registration, the “home institution” is defined as the institution where the student is principally enrolled. The “host institution” is defined as the institution where the student cross-registers.

The following guidelines govern the AUCC cross-registration program.

- Each AUCC undergraduate institution permits eligible students to participate in cross-registration without any exchange of tuition.
- Cross-registration occurs on a space-available basis. Each participating institution gives its own students priority in the cross-registration process. In cases where courses are required for completing either major or graduation requirements, every effort will be made to enroll students from the other AUCC institutions. Priority will generally be given to majors and seniors from all participating institutions.
- A student is expected to take core or general education requirements at their home institution.

- Students will not be permitted to cross-register for a course that is offered simultaneously by the home institution without the approval of the department chair or program director.
- The academic regulations and codes of conduct of the host institution will apply to students participating in the cross-registration program. The home institution also will determine if its regulations and rules of conduct have been violated and, where applicable, take appropriate action.
- The course withdrawal policies of the host institution will apply to cross-registrants. In circumstances where institutional policies and grade designations for course withdrawals differ, the policies of the home institution that most closely correspond to those of the host institution will apply.

ARCHE Cross-Registration

The Atlanta Regional Council of Higher Education (ARCHE)'s cross-registration program allows students at member institutions to broaden their academic experience by registering for courses at other member colleges and universities. ARCHE offers students access to courses not offered at their home institution and allows them a chance to experience a different campus environment.

Coursework At Other Colleges

Each student should plan to complete all coursework at Morehouse College or one of the Atlanta University Center Consortium (AUCC) schools through the cross-registration program. Each student desiring to take courses at another institution must have the prior written approval of the appropriate Morehouse department chairperson and the Registrar. Students who fail to achieve prior approval will not receive credit for the coursework.

Students wishing to attend summer school classes other than at Morehouse must have the courses approved in their major by their department chairperson or program director if core curriculum is involved.

STUDENT COURSE LOAD

Normal Course Load

During the fall and spring semesters, the normal course load is 15-16 semester hours. A student may register for a maximum of 19 semester hours; however, students are advised that course loads exceeding 18 semester hours will incur additional charges (for tuition).

During the summer session, a student may register for a maximum of nine (9) semester hours.

Course Overload

An overload is any course load in the fall or spring semester exceeding 19 semester hours. The student must have a cumulative grade-point average of at least 3.0 to be considered for an overload. An overload must be approved by signature of the department chairperson or program director in which the student has selected their major.

An overload shall not result in a course load in excess of 22 semester hours.

Students are not permitted to take more than nine (9) semester hours during the summer session.

Auditing Course

A student admitted to Morehouse College as a regular or special student may audit courses, with the consent of the instructor and the department chairperson or program director. The student auditing the course must pay a fee per credit hour as indicated in the schedule of fees on the Morehouse College website, currently \$181 per credit hour.

Such arrangements will not be officially recorded, and the auditor will not receive academic credit. An auditor may not participate actively in course work and may not, therefore, request registration for credit after the normal registration period has ended.

CATALOG YEAR REQUIREMENT

Students will follow the curriculum and degree completion requirements specified in the catalog issued for the year of initial enrollment as a degree-seeking student.

A student who transfers to another degree program will follow the requirements specified in the catalog issued for the year of the transfer to the new degree program.

Students whose enrollments are disrupted for more than two semesters are required to apply for readmission and will re-enter under the catalog in force at the time of their readmission.

LEAVES OF ABSENCE

Students may take leaves of absence from Morehouse College: (1) to participate in approved study-away programs; or (2) for personal reasons.

Study Away Leave

Students who are approved by the College to study away (concurrent enrollment) at other institutions in the United States or abroad should, upon notification of acceptance by the other institution, file appropriate course approval forms with Records and Registration. The students should indicate the duration of study and expected semester of return. If the program of study is approved in advance, credit will normally be granted for courses graded C or better, reflected on official transcript.

Personal Leave

Students who are in good academic standing may be approved by the College to take a personal leave for one semester for the purpose of work or other nonacademic experiences.

Re-entry Following Leave

Students who plan to return from a one-semester leave must formally notify Records and Registration no later than July 1 for the fall semester or December 1 for the spring semester.

The onus is on the student to make necessary arrangements with Student Financial Services and to forward housing requests to the director of Department of Housing and Residential Education.

WITHDRAWAL FROM MOREHOUSE

When a student finds it necessary to discontinue college work at any time other than at the end of a semester or summer term, they must email Records and Registration indicating their desire and reason for withdrawing from Morehouse. A [Course Withdrawal Form](#) should accompany the email. The student must clear all College accounts (e.g., financial, housing, bookstore, etc.).

The following are possible outcomes for a withdrawal from Morehouse.

- The transcript of a student withdrawing from Morehouse before the conclusion of the Registration-Add/Drop period will list no courses for that semester.
- The transcript of a student withdrawing before the official deadline for withdrawal will contain “W” notations for each course.
- If a student leaves the College at any time during a semester or a summer session without filing a withdrawal form, the student will receive a final grade of “F” in all courses. Further, he will forfeit all rights to a statement of official withdraw, thereby jeopardizing re-entrance into the College or transfer to another accredited institution.

A student may withdraw on a voluntary basis, for medical reasons that are documented and supported by Student Counseling & Accessibility Services, or as directed by an administrator for either academic or non-academic reasons.

Voluntary Withdrawal

In cases of voluntary withdrawal, the student must file a notice of withdrawal in Records and Registration by submitting a [Course Withdrawal Form](#).

Medical Withdrawal

Upon the recommendation of a student's physician, a medical withdrawal may be granted and initiated by Student Counseling & Accessibility Services. Student Counseling & Accessibility Services must notify Records and Registration upon immediate receipt of the student's recommendation to withdraw. The recommendation of Student Counseling & Accessibility Services is required before the student can be considered for readmission.

Conduct Withdraw

The College reserves the right to direct to withdraw any student who violates its rules and regulations or the rights of others, or whose conduct or presence constitutes in any way a risk to the health, safety, or general well-being of the College community. Student Services must notify Records and Registration regarding the withdrawal.

ACADEMIC STANDING

Satisfactory Progress

Students must maintain a cumulative GPA of 2.0 and be on course to graduate in four years to be in good academic standing.

To be on course to graduate in four years, students must be registered for 15 or more credit hours, complete all academic requirements, and semester GPA and cumulative GPA at 2.0 or higher.

Good Academic Standing

Students must have a semester GPA and cumulative GPA of 2.0 or higher.

Academic Warning

While on academic warning, students remain in good academic standing. However, students will be considered at risk of academic probation and not graduating in four years if the following conditions apply:

- Major not declared by the time 30 credit hours is earned
- Not averaging 15 credit hours per semester
- Receiving two (2) or more failing grades at midterm
- Not following prescribed course sequence(s)

Academic Probation

At the College, a student is placed on academic probation at the end of any semester in which his cumulative grade-point average falls below 2.0. Students may remove themselves from academic probation by achieving a cumulative 2.0 average by the end of the following semester.

While a student is on probation, the following will apply:

- The probationary status on a student's official transcript
- Not permitted to enroll in more than 15 credit hours
- Not eligible for active participation in any college organization with status of officially representing the institution that involves missing classes.

Temporary Academic Separation

After an unsuccessful attempt to remove academic probation by the end of a semester after being placed on academic probation, a student on academic probation or with a cumulative GPA of less than 2.0 will be separated from the College for up to one year if he fails to make the academic progress toward a degree specified in the table below:

	Number of Credit Classification Hours Earned	Minimum Cumulative GPA to Avoid Separation
Freshman	0-25	1.7
Sophomore	26-57	1.8
Junior	58-88	1.9
Senior	89 and above	2.0

Academic Dismissal

A student will be dismissed from the College if, after having been readmitted following a temporary separation, he continues to fail to make the academic progress specified in the table above.

AWARDS AND HONORS

Semester Honor Roll

At the end of a semester, each student who has attained a grade-point average of 3.0 or higher shall have his name appear on the honor roll for that semester.

To be eligible for this honor, the student must have completed a minimum of 15 semester hours in graded courses and must have earned no grade lower than C. (Note: Remedial coursework is not included in the determination of recognition for academic achievement).

Dean's List

Full-time students enrolled for more than one semester must maintain a cumulative grade-point average of 3.0 with no grade lower than C in order to be accorded dean's list honors.

At the discretion of the provost and senior vice president for academic affairs, the names of students receiving either honor roll or dean's list honors may be announced in an appropriate manner.

Latin Honors

Any student who completes degree requirements will be eligible for Latin honors based on their cumulative grade point average. Morehouse College awards Latin honors based on all coursework completed at the College.

Cum laude requires a cumulative grade-point average of 3.25-3.49.

Magna cum laude requires a cumulative grade-point average of 3.50-3.79.

Summa cum laude requires a cumulative grade-point average of 3.80-4.00.

Departmental Honors Distinction

This distinction is based largely on departmental seminars that each department requires of its seniors.

Seniors must have at least a 3.0 average in their major before they are eligible to apply for departmental honors. They must graduate with general honors to qualify for departmental honors.

Requirements for departmental honors vary with each department and involve comprehensive written or oral reports, extra research, and some independent study.

SECTION 3:
GRADUATION AND CURRICULAR
REQUIREMENTS

GRADUATION REQUIREMENTS

To earn a Bachelor of Arts or Bachelor of Science degree from Morehouse College, a student must satisfy the following requirements:

1. File a timely application for graduation, satisfying the dates specified by Records and Registration.
2. Successfully complete a minimum of 120 credit hours of non-repeated courses, exclusive of courses numbered below 100.
3. Successfully complete the College's general education core curriculum.
4. Successfully complete an approved major sequence.
5. Have a cumulative grade point average of 2.0 or higher.
6. Complete at least two (2) years of coursework (a minimum of 60 credit hours) while enrolled at Morehouse College.
7. Be in good academic standing at the College.

Requirements to Participate in the Commencement Ceremony

- Complete ALL degree requirements, including the following:
 - Credit-bearing requirements
 - Non-credit bearing requirements
 - Crown Forum
 - Mandatory exit exams, seminars, and proficiency examinations, or evaluations
 - Meet ALL academic requirements
- Satisfy any conduct holds (if applicable)
- Satisfy any account balance with Morehouse, including the one-time non-refundable graduation fee

Requirements to Receive the Diploma and Transcript after Earning the Degree

- Meet all academic requirements (see above)
- Satisfy any conduct holds (if applicable)

- Satisfy any account balance with Morehouse, including the one-time non-refundable graduation fee
- Satisfy any outstanding library fees with Woodruff Library
- Complete the Senior Exit Survey
- Complete the Financial Aid exit interview (if applicable)
- Complete the Perkins Loan exist interview (if applicable)

GENERAL EDUCATION REQUIREMENTS

The mission of the general education program at Morehouse College is to ground students in African and African Diasporic heritage while empowering students to integrate knowledge and skills from their academic and co-curricular experiences. Students should become active participants in their own learning. This means that the College’s general education program is distinctive in its deliberate use of texts, examples, perspectives, and principles of Black people across time and from Africa and its Diaspora. Students explore themes of social justice, equity, and protest across various disciplines. Students also demonstrate breadth of learning and develop critical intellectual skills. General education is a starting point for life-long work that students will continue as they pursue their majors, graduate from Morehouse, and go out into the world.

Student Learning Outcomes

As a result of completing the general education program, students will be able to:

- Demonstrate integrative learning in Black life, history, and culture
- Communicate effectively
- Practice global citizenship
- Apply the principles of ethical leadership
- Identify, explore and solve problems
- Demonstrate breadth and integration of learning across disciplines
- Engage identity and equity

Distribution Requirements

To reach these learning outcomes, students are required to complete the following general education requirements:

General Education *	Type	Requirement	Credit Hours
Writing	Skill	English Composition	3
	Skill	Critical Writing	3
Language	Skill	Through 201 or Equivalent	0-9
Mathematical & Quantitative Literacy	Skill	One 3 or 4 credit hour course that is at a Level above College Algebra	3-8
Health & Wellness	Skill	Activity and Life Skills Requirement	1-2
Arts & Literature	Area	One Course	3
Ideas & Ethics	Area	Two Courses	6
Society & Culture	Area	Two Courses	6
Scientific Discovery	Area	Two Courses	8

FYE/BLHAC	Designation	Two Thematic Area Courses with the FYE Designation	n/a
Crown Forum	Area		3 (electives)
		TOTAL	33-48

* Writing courses are satisfied by a grade of C or higher.

* For all others, requirements are met with a grade of D or higher. Some general education courses may require a higher grade as a prerequisite.

Breadth Requirement and Major Overlap

To ensure that students meet the breadth requirement of the general education program, they must take courses from different departments, programs, and disciplines. Students are required to adhere to all rules and guidelines stated both here and earlier.

- » **Breadth Requirement:** Students must take a total of *seven (7)* courses in the thematic areas of Arts & Literature, Ideas & Ethics, Society & Culture, and Scientific Discovery from at least *six (6)* different disciplines.
- » **Course Overlap of Thematic Areas:** A course may overlap two thematic areas. Different students in the same course may use that course to fulfill different thematic area requirements. However, each individual student can get credit for only one thematic area for each course.
- » **Major Overlap:** A course taken to fulfill a general education requirement may also meet a requirement for the major.
- » **Additional Major Requirements:** Departments and programs may require their majors to take courses outside of the discipline. This is independent of general education requirements. Students must rely upon their major requirements for guidance on these matters.

In the end, Morehouse expects that students will get significant breadth because they will have taken courses in:

- » Modern Foreign Languages Department through the language requirement
- » English Department through the writing requirement
- » Mathematics or, in some cases, a statistics course authorized by the Mathematics Department
- » Two of five science departments (i.e., Biology, Chemistry, Computer Science, Physics, Psychology)
- » One of three Arts and Humanities departments or programs (e.g., Music, Art, and English), each in the humanities
- » Two departments, most likely to be from the social sciences, in covering the Society & Culture area
- » Two departments, at least one of which is likely to be from Philosophy & Religion in covering the Ideas & Ethics area.

Detailed Student Learning Outcomes

Success begins with identifying and codifying the right set of student learning outcomes, which set the college-level competences we expect our students to attain. Individual courses, co-curricular activities, and the overall structure of the general education curriculum is designed for students to meet these learning outcomes.

DEMONSTRATE INTEGRATIVE LEARNING IN BLACK LIFE, HISTORY, AND CULTURE

- » Analyze the histories, cultures, and peoples of Africa and its Diaspora through multiple disciplines and critical perspectives, including but not exclusive to African-centered models.
- » Understand the diverse experiences, patterns, philosophies, theories, and ways of knowing pertaining to Africa and its Diaspora.

COMMUNICATE EFFECTIVELY

- » Present ideas effectively and persuasively using writing, speech, and digital and emerging media.
- » Show patience and discipline to absorb others' perspectives and ideas and to respond thoughtfully and professionally.

PRACTICE GLOBAL CITIZENSHIP

- » Understand diverse communities, cultures, and nations, including the impact and contributions of other people.
- » Analyze pressing global problems.

IDENTIFY, EXPLORE, AND SOLVE PROBLEMS

- » Use different disciplines to identify issues in society worthy of challenge.
- » Think critically, innovatively, and responsibly to question and challenge those issues.
- » Work collaboratively and creatively to develop solutions.

APPLY THE PRINCIPLES OF ETHICAL LEADERSHIP

- » Understand major theories and models of ethical leadership and their implications.
- » Evaluate principles of ethics and justice from different disciplines and theoretical perspectives.

- » Apply principles of ethical leadership.

DEMONSTRATE BREADTH AND INTEGRATION OF LEARNING ACROSS DISCIPLINES

- » Be well-versed in the knowledge, ideas, big questions, and methods of discovery across a variety of disciplines.
- » Understand the relationship between and integrate knowledge, ideas, and methodologies from the arts, humanities, science and math, social sciences and business.
- » Demonstrate mastery of and a capacity to continue to learn technologies, tools and contemporary techniques for inquiry and analysis.

ENGAGE IDENTITY AND EQUITY

- » Engage issues of identity—race and gender; sexuality; belief systems and religion; nationality; class; and others—both in self and in others.
- » Use theory to inform life experiences and vice-versa.
- » Examine constructs of identity with rigor and emotional intelligence, all in the context of understanding and achieving equity.

Students are *introduced* to these goals in the general education curriculum, but Morehouse expects that students will continue to develop higher levels of competency in each of these learning outcomes within majors, minors, elective courses and co-curricular experiences, such as service learning, study abroad, internships, and mentored apprenticeships.

The Program Structure: Core Skills, Thematic Areas and Designations

Students are expected to achieve proficiency in the seven learning outcomes by completing general education requirements in three overlapping categories. These categories are: **core skills**, **thematic areas**, and **designations**.

The general education curriculum exposes students to a breadth of knowledge, transdisciplinary and cross-disciplinary methods, and tools to see and work through problems using many disciplinary lenses. A critically important feature of the curriculum is First-Year Experience (FYE) designation, which takes the form of courses on the Black experience that incorporate both service-learning and some of the Crown Forum requirement.

The general education program consists of a maximum of 48 credit hours. Students must also earn 40 points of Crown Forum credit. Except for the Crown Forum requirement, students are expected to complete their general education curriculum within their first two years at the College.

Core Skill: Writing [6 Credit Hours]

Educating students in writing has a long and important history at HBCU's and Morehouse in particular. Every discipline and every path students take after Morehouse requires college-level proficiency in writing. There are four principle learning objectives for students in writing courses:

- » Clearly and effectively communicate through writing
- » Critically analyze problems
- » Apply research tools
- » Integrate material, ideas, and texts from the African diaspora.

To fulfill the writing requirement, students must complete a set of courses designed to prepare them for more advanced writing. First-year students are assessed to determine where they should be placed and to track their progress over time.

Students will fulfill their general education writing requirements through:

- » **Composition: (3 Credit Hours)** one 3 credit hour composition course.
- » **Critical Writing: (3 Credit Hours)** one 3 credit hour critical writing course that introduces students to more advanced writing, higher-levels of critical analysis, and research-based writing. Composition is a prerequisite for critical writing.
- » **First-Year Experience Courses:** FYE courses will have intentional writing modules.
- » Students can transfer approved courses but cannot use exams to waive this requirement.
- » Advanced students may fulfill their composition and critical writing requirements by taking HENG103.

Core Skill: Language [0-9 Credit Hours]

Learning a foreign language is a critical step for students to become global citizens. At Morehouse College, learning languages requires that students:

- » Communicate effectively in a variety of situations.
- » Develop intercultural competence.
- » Make connections with other disciplines and perspectives.
- » Apply foreign language skills to academic and real-world settings.
- » Participate in a broader world of multilingual communities in the United States and abroad.

To fulfill the general education language requirement, students must reach the level of Intermediate Low in a foreign language, as established by the American Council on the Teaching of Foreign Languages (ACTFL). All students must take a mandatory assessment upon admission to the College to determine their placement and how many courses they need to fulfill their language requirement. Students can demonstrate the required level of language proficiency by:

- » **Modern Foreign Language or Another Foreign Language Through 201: (0-9 Credit Hours)**
- » Completing a foreign language course at the 201 level or higher. Students may complete these courses on campus or through study abroad. In taking a series of language courses, students cannot skip the sequence: 0-9 Credit Hours.
- » Taking the ACTFL Oral Proficiency Examination and earn a minimum score of Intermediate Low.
- » Earning a score of 4 on the AP Spanish, French or German Examination.
- » Passing a CLEP Level 2 examination with a score of 63 or higher.
- » Graduating from a high school with a Seal of Biliteracy.
- » Holding an International Baccalaureate high school diploma.
- » Transferring appropriate, approved work from another accredited institution.

Core Skill: Mathematical and Quantitative Literacy [3-6 Credit Hours]

In today's world, there is a growing need for people with the ability to work with numbers, quantities, and data sets in systematic ways. This is an essential skill and fulfillment of this requirement will equip students to:

- » Communicate concisely and coherently quantitative information, analysis and conclusions.
- » Use the tools of mathematics to represent, analyze, and solve problems involving quantitative information.
- » Estimate, deduce, and infer quantitative conclusions using the systems, ideas, and theories of mathematics or statistics.
- » Understand the limits of quantitative evidence to draw conclusions.

Students must show competence in mathematics or statistics above the level of College Algebra. First-year students are assessed to determine their placement. Students fulfill the mathematical and quantitative reasoning requirement through:

- » **Math at or below College Algebra I: (2-4 Credit Hours)** Either by placement or by coursework, at most 3 credit hours of mathematics at or below the level of College Algebra I will count toward fulfillment of the general education requirement. This can be earned by placement into a course at a level higher than College Algebra.
- » **Math or Statistics above College Algebra I: (3-4 Credit Hours)** A student must take at least one 3 or 4 credit hour course that is at the level above College Algebra I. This can be a statistics course provided that the math department qualifies the course as being

above this level of rigor. This cannot be earned by placement/examination but can be earned by approved transfer of credit.

Core Skill: Health & Wellness [1-2 Credit Hours]

There is a critically important relationship between intellectual development and physical health. As such, students must understand what it means to be in good health, to know how to do so, and to engage in practices that ensure personal wellness. This will necessarily mean both physical activity and learning across areas ranging from food and sleep to understanding data and science around one's physical body, particularly as it relates to Black men's health. Given this, through this skill, students:

- » Understand research-based, optimal life skills for personal wellness.
- » Recognize the importance of maintaining personal health and wellness over the course of their lives.
- » Apply the seven dimensions of wellness: physical, spiritual, intellectual, emotional, environmental, occupational, and social.

Students must show competency in both the practical and theoretical aspects of health and wellness. They must engage in physical activity under appropriate supervision at the College and will complete this requirement through the following:

- » **Physical Activity Course or Equivalent: (0-1 Credit Hour)** Completion of a physical education course, serving in the ROTC, or one year as a varsity athlete.
- » **Wellness Course: (1 Credit Hour)** Completion of a wellness course. This requirement may be completed through an online/hybrid course.

Thematic Area: Arts & Literature [3 Credit Hours]

The Arts hold a special place in the human experience. In this area, students explore how artistic expression and the creative process can bring about disruptive and innovative solutions. Art has the power to express ideas, feelings, and conditions of humanity in ways that are deeply moving; can capture the history and culture of a people; and is one of the most fundamental creative acts, one that has utility but is certainly not bound by function. As a result of taking these courses, students:

- » Communicate effectively about the arts and literature.
- » Identify artistic, cultural, and literary traditions and movements.
- » Understand theses and the contexts of creative production.
- » Understand principles of storytelling and artistic composition.
- » Critique various modes of human creative expression.

Students are required to complete:

- » **One course: (3 Credit Hours)** A course of at least 3 credit hours in the area.
- » Students may also fulfill one of their FYE requirements through designated courses in this area.

- » This cannot be earned by placement/examination but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.

Thematic Area: Ideas & Ethics [6 Credit Hours]

President Benjamin E. Mays claimed that Morehouse College provided “*an education with a social conscience, a social concern; science has made the world a neighborhood, it is up to us—leaders in education and religion—to make it a brotherhood.*” Similarly, Martin Luther King, Jr. insisted: “*intelligence plus character that is the purpose of education.*” Honoring this unique legacy, students taking courses and seminars in this area critically examine and intensely explore big ideas or ultimate questions and ethical systems, whether philosophical or religious, or both, within a global context. As a result of taking courses in this area, students:

- » Communicate about models of social responsibility, justice, and ethical leadership.
- » Recollect ethical systems, sacred writings, and/or wisdom traditions in a larger global context.
- » Understand perennial questions including the meaning and purpose of life, the limits of knowledge, the nature of existence, the human condition, and human mortality.
- » Evaluate arguments using philosophical, religious, and/or ethical reasoning.

Students are required to complete:

- » **Two courses: (6 Credit Hours)** These courses must each be in different disciplines and focus on the area of Ideas & Ethics as articulated in the previous section.
- » Students may also fulfill their FYE requirements through designated courses in this area.
- » This cannot be earned by placement/examination but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.

Thematic Area: Society & Culture [6 Credit Hours]

To be human is to live within larger social and community contexts. The courses in this area are designed to help students develop a greater sense of their connection to the larger social world. Courses in Society & Culture help students explain how social forces shape the human experience. Students examine key social theories, study methods of investigating social problems, and apply these theories and methods to specific social, cultural, or historical contexts. From taking these courses, students:

- » Communicate effectively about the social world.
- » Understand peoples, social relations, and politics within a global context.
- » Analyze social problems using social science theories and methodologies.
- » Interpret social inequity as it relates to race, gender, class, sexuality, nationality, and/or other forms of difference.

Students are required to complete:

- » **Two courses: (6 Credit Hours)** These courses must each be in different disciplines and be in the area of Society & Culture as articulated in the previous section.

- » Students may also fulfill one of their FYE requirements through designated courses in this area.
- » This cannot be earned by placement/examination but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.

Thematic Area: Scientific Discovery [8 Credit Hours]

Students will be required to take two discovery-based science courses as an introductory level or upper-division course, engaging in ways that both cover content material and demonstrate how scientists work. The courses that fulfill this requirement must provide each student with an authentic scientific discovery, research immersion experience in a laboratory or studio format. Students:

- » Communicate findings in writing, visually, and orally.
- » Recall key information about the natural world.
- » Analyze data and draw conclusions from raw data.
- » Apply scientific concepts to real world problems.
- » Perform the experimental scientific process by designing and conducting experiments.

Students must complete:

- » **Two Discovery-Based Science Courses: (8 Credit Hours)** Two 4 credit hour courses in two distinct disciplines that have the scientific discovery designation.
- » Students may also fulfill one of their FYE requirements through designated courses in this area.
- » This cannot be earned by placement/examination but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.
- » Students pursuing the BS degree may be mandated to take specific courses to meet the general education scientific discovery requirement.

Area: Crown Forum [40 Points]

Howard Thurman stated that “Over the heads of her students, Morehouse holds a crown that she challenges them to grow tall enough to wear.” Crown Forum is designed to inspire students to grow tall enough to wear this crown. The mission of Crown Forum is to create a learning community that evokes the College's mission of character development, social justice, leadership, and teaching Black history and culture. From participating in Crown Forum, students gain a greater understanding of self, a deeper appreciation of the Morehouse experience, and a deeper commitment to servant leadership and global citizenship. To honor Morehouse’s rich traditions, students must attend official college ceremonies. They are exposed to thought leaders and Black culture through a Drum Major Instinct Distinguished Crown Forum Series and Crown Forum After Dark events. Furthermore, students explore common readings pertaining to Africa and the African Diaspora.

Students complete general education Crown Forum requirements by passing First-Year Experience courses and accumulating an additional 40 points for Crown Forum. Students will be automatically enrolled in Crown Forum until they have accumulated at least 40 points. Students gain points through:

- Ceremonial Crown Forum
- Founder's Day Crown Forum
- Major Crown Forum: Howard Thurman, Martin Luther King Jr., Scholars Day, and Senior Day
- Free Elective Crown Forum

Designation: The First-Year Experience at Morehouse

Consistent with the mission of the College, students are required to take courses in Black history and culture that will prepare them for leadership on the African Diaspora and the World. Students learn about the major peoples, cultures, themes, and intellectual traditions in Africa and its Diaspora. To achieve this goal, students take two thematic courses on Black life, history, and culture with the First-Year Experience (FYE) designation.

In courses with this designation, students explore thematic areas while also gaining a greater sense of self, a deeper appreciation of the Morehouse experience, and a deeper commitment to servant leadership. Students enhance their intellectual skills through reading, writing and discussion-based pedagogy. As part of this course, students also attend Crown Forum as a group, conduct service-learning projects, and engage common sets of readings on Africa and its Diaspora.

All incoming students are required to complete two (2) three-hour general education thematic area courses with the FYE designation. Students select from a list of FYE designated courses in different disciplines. The first seminar is taken in the first term of enrollment. The second seminar is taken the term following the successful completion of the first seminar.

In addition to meeting other program-level student learning outcomes, students taking courses with the FYE designation:

- » Draw upon Africana traditions to inform and inspire a lifelong commitment to leadership, equity, social justice, and global citizenship.
- » Apply the habits of academic success, scholarship, professionalism, service, and accountability.
- » Identify and explore problems through service-learning experiences developed in partnership with communities in Africa and its Diaspora.

Students must complete:

- » **Two Courses with the FYE designation:** students must pass two (2) courses with the FYE designation from different disciplines. *** (See below table for FYE requirement.)

- » Departments and programs are encouraged to require students to take an additional FYE designated course to full the requirements of the major.
- » This requirement cannot be earned by placement/examination. All incoming students must complete this requirement.

<u>*** Student Type</u>	<u>FYE Requirements</u>
First time freshman, starting fall 2018 – spring 2021	1 FYE course
First time freshman, starting fall 2021	2 FYE courses
Stop out student (60 hours or more earned at Morehouse)	0 FYE courses
Stop out student (30 – 59 hours earned at Morehouse)	1 FYE course
Stop out student (less than 30 hours at Morehouse)	2 FYE courses
Transfer students (30 hours or more)	1 course
Transfer students (fewer than 30 hours)	2 courses

MAJOR REQUIREMENTS

Declaration of a Major

All first-time and transfer students are encouraged to declare a major prior to Advising Week of the second semester of their first year.

Students who desire assistance with determining which major is best for them should visit with the divisional advisor and faculty in the area of study of interest prior to making a decision.

Students must complete a [Declaration or Change of Academic Program form](#) when declaring a major. Students declaring more than one major must submit a separate form for each request.

Changing a Major

Students planning to change from one major to another major in a different division must be advised by the divisional advisor for the major they are leaving, endorsed by the divisional advisor of the new proposed major, and receive the approval of the department chairperson or program director in the new proposed major. The new department chairperson or program director will assign a major advisor to students who have earned more than 30 credit hours. Additional steps may be required by the new department chairperson or program director.

Students must complete a [Declaration or Change of Academic Program form](#) when changing a major.

Multiple Majors and Minors

Students declaring more than one major or minor must submit a separate [Declaration or Change of Academic Program form](#) for each request.

Students declaring multiple majors or minors which involve more than one department must satisfy the requirements for each department.

To graduate, students must complete requirements for all declared majors and minors by the last semester of enrollment.

Only one major will appear on the diploma. All majors and minors earned will appear on the transcript.

Requirements for a Second Bachelor's Degree

Upon completion of all Dual Degree Engineering Program requirements, a student is awarded two baccalaureate degrees resulting in two diplomas, one from Morehouse College and the other from the engineering institution.

SECTION 4:

DIVISIONS, MAJORS AND MINORS, AND DEPARTMENTS AND PROGRAMS

ACADEMIC DIVISIONS

BUSINESS AND ECONOMICS DIVISION

The Business and Economics (BE) Division's mission is to develop intellectual capacity and skills, advance knowledge, and foster leadership abilities requisite for excellence in business practice, graduate studies, and beyond.

Students who graduate from the Business and Economics Division find careers in public and private sectors, such as Fortune 500 corporations, as entrepreneurs, in government agencies, and nonprofit organizations. In addition, they often attend prestigious graduate schools like the University of Chicago, Harvard Law School, and Columbia University.

The Business and Economics Division has AACSB accreditation.

Dean:

Dr. SherRhonda Gibbs

Departments/Programs:

- Business Administration Department
- Economics Department

HUMANITIES, SOCIAL SCIENCES, MEDIA, AND ARTS DIVISION

As a central part of the mission of Morehouse College, the Humanities, Social Sciences, Media, and Arts (HSSMA) Division develops disciplined men committed to lives of leadership and service through the study of the liberal arts. The goal is to provide all students a strong foundation of knowledge and skills that empowers them to have a transformative college experience, to be successful in a broad array of fields upon completion, and to make impactful contributions to their communities and the world.

Humanities courses deepen students' understanding of the complexity of the human condition, cultivate a sense of social responsibility and integrity, and sharpen the ability to think critically and communicate effectively in their professional and personal lives. Social science courses ingrain an awareness of how race, gender, age, language, and national identity shape systems of power, as well as each student's sense of self and cultural assumptions. A fundamental part of HSSMA's work is ensuring students can analyze and contextualize a wide range of world events, politics, issues, and urban settings. Students also develop strong research abilities and intercultural competencies needed to communicate and engage cross-culturally. Creative and fine arts courses provide a robust educational foundation for the study and practice of the visual and performing arts. The curricula foster the intellectual, analytical, and artistic skills necessary for unique expressions and analyses of creativity from diverse cultural experiences.

Moreover, the HSSMA Division is dedicated to instilling in the men of Morehouse respect for and understanding of the diversity of humanity while nurturing self-awareness and appreciation of their own cultures, communities, and individual identities.

Dean:

Dr. Regine O. Jackson

Departments/Programs:

- Africana Studies and History Department
- Cinema, Television, and Emerging Media Studies Department
- Communication Studies Department
- English Department
- Journalism in Sports, Social Justice, and Culture Department
- Leadership Studies Program
- Modern Foreign Language Department
- Music Department
- Philosophy and Religion Department
- Political Science Department
- Sociology Department
- Theater and Performance & Dance Majors
- Urban Studies Program
- Visual Art Department

PROFESSIONAL AND CONTINUING STUDIES DIVISION

The Professional and Continuing Studies (PCS) Division offers a unique program that allows students to benefit from a curriculum using knowledge acquired in traditional and non-traditional formats to propel them to reach their ultimate professional and educational goals. In the Division students can earn a Bachelor of Arts degree in Education Studies and Kinesiology. Additionally, the Division provides academic and support services for students affiliated with Morehouse Online, Articulation Agreements, Certificate Programs and Dual Enrollment.

Dean:

Dr. Claude Hutto

Departments/Programs:

Education Department
Kinesiology, Sports Studies, and Physical Education Department
Morehouse Online Academic and Student Support
Community College Articulation Agreements
Certificate Programs
High School Dual Enrollments

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS DIVISION

The Science, Technology, Engineering, and Mathematics (STEM) Division cultivates, nurtures, and increases the intellectual competency of students pursuing careers and advanced studies in biology, chemistry, computer science, engineering, mathematics, physics, psychology, and the health professions. Students' intellectual development and enriched learning experience are supported through a rigorous and relevant instruction, exceptional learning, and state of the art research training through intentional pedagogy, impactful mentorship, and commitment to community service. The STEM Division prepares students by promoting student engagement and success through a learning environment that supports and facilitates inquiry, discovery, and innovation.

In addition, the STEM Division develops an interdisciplinary curriculum that prepares students for advanced studies and future careers that build upon STEM disciplines. The STEM Division develops future leaders who are innovators and problem solvers, with a cultural and social conscious of global problems that affect modern society. Students who graduate with majors in the STEM Division influence technological, social, and political decisions that address critical global challenges.

Interim Dean:

Dr. Eddie Red

Departments/Programs:

Biology Department

Chemistry Department

Computer Science Department

Dual Degree Engineering Program

Mathematics Department

Military Science Program

Physics Department

Psychology Department

Public Health Program

Software Engineering Program

MAJORS AND MINORS

Majors

Morehouse College offers 34 disciplinary or interdisciplinary majors.

Majors require from 24 to 60 credit hours, with no grade below C in courses designated for the major.

The following majors are offered at Morehouse College:

Africana Studies	Dual Degree Engineering Program: Applied Physics, Chemistry, General Science, and Mathematics **	Philosophy
Art	Economics	Physics
Art History *	Education: Early Childhood Education Concentration, Education Studies, Secondary Education Teacher Certification	Political Science
Biology	English	Psychology
Business Administration: Accounting, Finance, Management, and Marketing Concentrations	French	Religion
Chemistry	History	Sociology
Chinese Studies	International Studies	Software Engineering
Cinema, Television, and Emerging Media Studies	Journalism in Sports, Culture, and Social Justice	Spanish
Communication Studies	Kinesiology	Theater and Performance
Computer Science	Mathematics	Urban Studies
Dance Performance and Choreography *	Music	

* Majors in these disciplines are provide through AUC consortia partnerships.

** Dual Degree Engineering Program majors must fulfill all requirements at a designated engineering institution prior to fulfillment of the final major requirements at Morehouse.

Minors

While not required for graduation, minors may be selected from the list below. A minor must be approved by a student's major advisor and the respective department chairperson or program director for the minor.

Minors require from 12 to 21 credit hours, with no grade below C in the courses designated for the minor.

Accounting	English	Neuroscience
Africana Studies	Entrepreneurship and Innovation	Philosophy
Art	Environmental Studies	Physics
Art History *	European Studies	Political Science
Biology	French	Professional Sales
Business Administration	German	Psychology
Chinese Studies	History	Public Health Science
Cinema, Television, and Emerging Media Studies	International Studies	Public History
Communication Studies	Journalism	Religion
Computer Science	Latin American Studies	Sociology
Criminal Justice	Leadership Studies	Spanish
Curatorial Studies *	Mathematics	Sustainability
Dance Performance and Choreography	Music	Theater and Performance *
Economics	Naval Science	Urban Studies
Education *		

* Minors in these disciplines are provided through AUC consortia partnerships.

AFRICANA STUDIES

Interim Department Chair (Africana Studies and History):

Dr. Monique Earl-Lewis (Associate Professor NTT)

Faculty:

Dr. Vicki Crawford (Professor); Dr. Clarissa-Myrick Harris (Professor); Dr. Samuel Livingston (Associate Professor); Dr. Michael Simanga (Visiting Assistant Professor); Dr. Karcheik Sims-Alvarado (Assistant Professor)

Overview:

Africana Studies prepares socially conscious servant leaders through the interdisciplinary study of African American and Pan-African cultural and historical experiences. The major aims to transform Men of Morehouse into critical- thinking global citizens. Our students are committed to the philosophy of servant leadership and are keenly aware of their inner strengths, cultural capital, and sociopolitical challenges. We use an integrative approach to questions of social justice and Black life. Our program enhances the agency and efficacy of Men of Morehouse by facilitating rigorous interdisciplinary research, cooperative learning, and service-learning experiences.

Faculty and student research efforts seek to amplify the voices and increase the visibility and understanding of people of African descent through documenting, studying, and sharing Africana narratives contextualized by an array of scientific data. Our program seeks to empower students to use cutting-edge technology to produce and share their research. The program challenges students to integrate research skills grounded in discreet disciplines within a transdisciplinary Pan-African analytical framework. Our students are competitive candidates for graduate study and careers in a program matching their interests and preparation.

As a holistic major, Africana Studies is a foundation for students who wish to pursue graduate work in art, economics, English, cinema, governmental affairs, history, international affairs, journalism, law, mass communications, music, political science, psychology, religion, sociology, and theater. The minor and concentration enhance the cosmopolitan worldview of students in all fields of study, including science, medicine, business, and economics.

Student Learning Outcomes:

Africana studies teaches seven core skills: critical thinking, creative thinking, effective writing, effective oral communication, value awareness, computer literacy, and quantitative analysis. Majors demonstrate the following learning outcomes:

- Recite the historical chronology that gave rise to the field of African American studies and identify the important contributors to the field, as well as explain the relevance and multidisciplinary scope of the field

- Become ethical citizens, scholar-activists, and leaders by applying social justice principles.
- Demonstrate African-centered critical thinking on the cultural heritage of Africans of the continent and the diaspora in well-written and solidly researched digital humanities assignments.
- Analyze the dynamics of social change in Black societies
- Design empirical interdisciplinary research on African peoples' life chances guided by principles of empowerment strategies.
- Execute a well-planned, thoroughly researched, and well-written service-learning capstone project guided by Africana studies research methodology and the principles of integrative learning.

Major Course of Study Requirements

Bachelor of Arts in Africana Studies

Check with Africana Studies and History Department Chair

Africana Studies Minor Requirements

Check with Africana Studies and History Department Chair

Africana Studies Course Descriptions

Check with Africana Studies and History Department Chair

ART

Department Chair:

Prof. Krista Clark (Assistant Professor NTT)

Faculty:

Prof. Maria Korol (Assistant Professor)

Overview:

The majority of the required core courses are offered at Spelman. Though Morehouse students will complete the most of their coursework at Spelman, they are advised by the visual arts program director at Morehouse.

Student Learning Outcomes

The goal of the department is to serve students by providing technical, historical, and philosophical instruction in the visual arts. Our program supports Morehouse's liberal arts tradition. It promotes excellence in the arts through a broad-based curricular framework rooted in the theory and practice of art as it relates to visual language systems and the principals of design.

Through the curriculum in art, students will:

- Understand the role of the artist in historical and contemporary societies
- Use creative and research skills, as well as museum experiences, as a means of exploring interdisciplinary methods of inquiry that will promote excellence in the arts
- Demonstrate proficiency in the skills necessary for success in graduate school and/or the professional workplace
- Demonstrate the potential for a lifelong appreciation and understanding of the visual arts through classroom as well as co-curricular experiences
- Apply educational and experimental knowledge to further an appreciation of the arts of diverse cultures

Study Abroad (Global Experience), Internships & Directed/Independent Studies are strongly encouraged.

Major Graduation Requirements

No Grade Less Than C

Successful completion of all art courses with no grade less than C is required for graduation.

Comprehensive Senior Exhibition

The studio concentration requires a comprehensive senior exhibition.

Successful Completion of Review I and II

Additionally, students must successfully complete Studio or Art History Review I and II. However, students who are accepted into the art program in their junior years are only required to complete Studio /Art History Review II.

Mandatory Attendance at All Art Events and Activities

Art majors and minors are required to attend all departmental events and activities. A valid written excuse must be presented to the advisor prior to the events or activities if an absence is unavoidable.

Major Course of Study Requirements

Bachelor of Arts in Art

Check with Visual Art Department Chair

Art Minor Requirements

Check with Visual Art Department Chair

Art Course Descriptions

Check with Visual Art Department Chair

ART HISTORY

Faculty Contact:

Please contact Rachel Brown, program manager, Atlanta University Center Art History + Curatorial Studies Collective at rachel.brown@spelman.edu for questions about the Art History major.

Overview:

Spelman College offers the majority of the required core courses for majors in art and art history and curatorial studies through the coordinated art program of the Atlanta University Center Consortium. Though Morehouse students will complete the majority of their coursework at Spelman, they are advised by the visual arts department chair at Morehouse.

The majority of the required core courses are offered at Spelman. Though Morehouse students will complete the most of their coursework at Spelman, they are advised by the visual arts department chair at Morehouse.

Student Learning Outcomes:

The goal of the department is to serve students by providing technical, historical, and philosophical instruction in the visual arts. Our program supports Morehouse's liberal arts tradition. It promotes excellence in the arts through a broad-based curricular framework rooted in the theory and practice of art as it relates to visual language systems and the principals of design.

Through the curriculum in art history and curatorial studies, students will:

- Understand the role of the artist in historical and contemporary societies
- Use creative and research skills, as well as museum experiences, as a means of exploring interdisciplinary methods of inquiry that will promote excellence in the arts
- Demonstrate proficiency in the skills necessary for success in graduate school and/or the professional workplace
- Demonstrate the potential for a lifelong appreciation and understanding of the visual arts through classroom as well as co-curricular experiences
- Apply educational and experimental knowledge to further an appreciation of the arts of diverse cultures

Study Abroad (Global Experience), Internships & Directed/Independent Studies are strongly encouraged.

Major Graduation Requirements

No Grade Less Than C

Successful completion of all art courses with no grade less than C is required for graduation.

Senior Thesis/Research Paper or Project

The art history concentration requires a senior thesis/research paper or project.

Successful Completion of Review I and II

Additionally, students must successfully complete Studio or Art History Review I and II. However, students who are accepted into the art program in their junior years are only required to complete Studio /Art History Review II.

Mandatory Attendance at All Art Events and Activities

Art majors and minors are required to attend all departmental events and activities. A valid written excuse must be presented to the advisor prior to the events or activities if an absence is unavoidable.

Major Course of Study Requirements

Bachelor of Art in Art History

Check with Faculty Contact

Art History Minor Requirements

Curatorial Studies Minor Requirements

Check with Faculty Contact

Art History and Curatorial Studies Course Descriptions

Check with Faculty Contact

ASIAN STUDIES MINOR

Faculty Contact:

Dr. Ruihua Shen (Professor, Modern Foreign Languages)

Overview:

The Asian Studies minor offers an interdisciplinary teaching format designed to develop a student's competence in the language, history, culture, politics, and contemporary experiences of Asian-ancestry groups and regions in local, national, and global contexts. Students may apply Japanese credit received at Spelman.

Asian Studies Minor Requirements

Check with Faculty Contact

BIOLOGY

Department Chair:

Dr. Lawrence Blumer (Professor)

Faculty:

Dr. Dwann Davenport (Assistant Professor); Dr. Valerie Haftel (Professor); Dr. Jeffrey Handy (Assistant Professor); Dr. John Haynes (Professor); Dr. Triscia Hendrickson (Professor); Dr. Keith Howard (Associate Professor); Dr. Joseph McCray (Associate Professor); Dr. Alexandra Peister (Associate Professor); Dr. Wallace Sharif (Assistant Professor NTT); Dr. Ethell Vereen (Assistant Professor)

Overview:

Biology prepares logically oriented, scientifically literate students through mentored research and laboratory experimentation to communicate a range of scientific issues in the workplace or graduate studies.

Considerable emphasis is placed on preparing students for graduate work in various areas of biology. This is facilitated through formal courses, including laboratories and seminars in a broad range of subjects that present biological principles, concepts, and processes. Because biology is an experimental science, the program seeks to provide opportunities for students to participate in course-based and mentored research throughout the year.

The program recognizes a particular responsibility to prepare students for careers in medicine, dentistry, and other health professions. It cooperates with other academic programs to provide a strong foundation for these professions. Part of that responsibility also extends to preparing students for careers in biomedical research.

The program also assumes special responsibility for the education of young men who have the potential to do college work, but who had inadequate secondary school preparation. First semester freshmen who are not well prepared for college biology based on their placements in mathematics and/or English reading are strongly advised to start the biology major by taking a research immersion course, HBIO 110 Phage Hunters, in their first semester prior to starting HBIO 111 General Biology. Starting with HBIO 110 does not delay graduation and significantly improves the success of these students.

Student Learning Outcomes:

After graduating, recent biology alumni started careers as:

- Research scientists in the biological, biomedical, environmental, or public health sciences (typically after completing the M.S. or Ph.D. degree in graduate school). Such careers may be in academia, industry, or government sectors.

- Healthcare professionals, after completing professional school (medical or dental school, physician assistant's program, nursing, or physical therapy program).
- Teachers, after completing a graduate program in education.
- Policy experts or advocates, usually after completing a graduate program in an appropriate scientific discipline.
- Entrepreneurs

Major Course of Study Requirements

Bachelor of Science in Biology

Check with Biology Department Chair

Biology Course Descriptions

Check with Biology Department Chair

BUSINESS ADMINISTRATION

Department Chair:

Dr. Aisha Meeks (Associate Professor)

Faculty:

Dr. Siavash Abghari (Professor); Prof. Irving Corrales (Senior Assistant Professor NTT); Dr. Carol Davis (Associate Professor); Dr. John Eagan (Associate Professor); Dr. SherRhonda Gibbs (Professor); Dr. Keith Hollingsworth (Professor); Dr. Glynnis Johnson (Assistant Professor NTT); Dr. Felix Kamuche (Professor); Dr. Rubina Malik (Senior Assistant Professor NTT); Dr. Emmanuel Onifade (Professor); Dr. Maria Piscopo (Assistant Professor NTT); Dr. Patrick Washington (Associate Professor); Dr. Cassandra Wells (Associate Professor)

Students majoring in business administration must select one of the following functional area concentrations: accounting, finance, management, or marketing. All business majors must take 60 required credit hours, which includes 15 concentration credit hours. Minors in Professional Sales, Accounting, and Business Administration are also offered.

The Division of Business and Economics has been accredited by AACSB International (the gold standard of Business accreditations) since 1998.

For more information, refer to the subsection within Business Administration pertaining to a concentration or minor.

Overview:

The mission of the Business Administration at Morehouse College is to develop intellectual capacity and skills, advance knowledge, and foster leadership abilities requisite for excellence in business practice, graduate studies and beyond. The Morehouse major in Business Administration is the preeminent business program for men seeking to excel in business, graduate school, public service, and entrepreneurship.

Student Learning Outcomes:

- Demonstrate a fundamental knowledge and effective communication of the functional areas of business to foster interpersonal skills in achieving team goals and outcomes.
- Critically analyze business problems to define logical solutions.
- Synthesize and organize business data using technology to interpret and enhance personal and organizational decision making.
- Demonstrate an awareness of issues and responsibilities in global, ethical, legal, and social arenas.

- Apply principles of leadership, demonstrate professional behavior, and effectively engage in a community project.

Business Administration majors will gain exposure to various career alternatives and graduate education options.

Department Policies for All Business Administration Majors

- A grade of C or higher is required for majors to satisfactorily complete all Business Administration general education courses, concentration courses, and electives designated for the concentration.
- Students who enroll in HBA or HECO courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.
- Business Administration majors are not permitted to take more than 57 credit hours of HBA courses.
- Not more than four Business Administration courses taken at other institutions will be accepted for credit toward the B.A. in Business Administration at Morehouse.
- Students may qualify to graduate with departmental honors by earning an overall GPA of 3.40. The department hosts a chapter of Beta Gamma Sigma, the Business Honor Society associated with AACSB accredited schools. Honorees must be among the top 7% of juniors and top 10% of senior with a minimum overall GPA of 3.50.

BUSINESS ADMINISTRATION CONCENTRATION: ACCOUNTING

Concentration Overview:

Accounting is the language of business. A student choosing the Accounting concentration in the Business Administration major is choosing to prepare themselves for any field of business by having a deep and thorough understanding of the foundation of businesses. Many of our alumni from accounting go on to work in the Top 4 public accounting firms but just as many or more move into other fields: banking, consulting, technology, etc. Accounting concentration students learn not only how to maintain the financial records of an organization but also how leaders use accounting information to make decisions. Students are also expected to recognize the high ethical standards required of the accounting profession. A graduate of the Accounting concentration has a solid foundation to pursue the CPA designation and is encouraged to do so. Many of our alumni have earned the CPA title.

Concentration Learning Outcomes:

Accounting concentrators demonstrate the following:

- Knowledge of the role, structure, and regulation of the accounting profession
- Knowledge of the importance of reliable financial statements, and the use of financial reporting for internal and external decision-making
- The role of accounting and describe the structure of the entities involved in the regulation of accounting profession
- The ability to locate, organize, report, and present in writing, information related to learning outcome as a way of demonstrating the ability to effectively communicate in writing
- Knowledge of accounting process through completion of accounting cycle
- Knowledge of basic analysis of financial statements, the importance of reliable financial statements, and the use of the for decision-making

Concentration Course of Study Requirements

Bachelor of Arts in Business Administration with Accounting Concentration

Check with Business Administration Department Chair

Accounting Minor Requirements

Check with Business Administration Department Chair

BUSINESS ADMINISTRATION CONCENTRATION: FINANCE

Concentration Overview:

The Finance concentration in the Business Administration major is designed to prepare students for the exciting and lucrative field of financial services. Many of our alumni from finance go on to work in banks, private equity, hedge funds, corporate finance, and wealth management. The concentration requires 15 hours of finance courses (5 courses) beyond the business and general education core requirements. Finance concentration students take Advanced Corporate Finance to learn more about finance in corporations, Management of Financial Institutions to learn more about banking, and Investments to learn more about the various securities markets.

Concentration Learning Outcomes:

- Demonstrate an understanding of the role of corporations, shareholder goals, agency theory, and financial management within the firm
- Demonstrate an understanding of international finance issues

- Demonstrate an ability to calculate and interpret financial statements and ratios
- Demonstrate a conceptual and mechanical understanding of time value of money, stock and bond valuation
- Demonstrate an understanding of the relationship between risk and return
- Understanding of the cost of capital calculation and effect of financial leverage on the firm
- Understand use of capital budgeting evaluation techniques, net present value, internal rate of return, and payback

Concentration Course of Study Requirements

Bachelor of Arts in Business Administration with Finance Concentration

Check with Business Administration Department Chair

BUSINESS ADMINISTRATION CONCENTRATION: MANAGEMENT

Concentration Overview:

The Management concentration in the Business Administration major is designed to provide students with a strong general foundation for the business community. Management students often choose to follow the paths of human resources, operations, organizational leadership, or entrepreneurship. The concentration requires 15 hours of management courses (5 courses) beyond the business and general education core requirements. Two courses are required, and students are given the option to choose three electives from a list of designated electives. The large number of electives represents the generalist approach of the concentration.

Concentration Learning Outcomes:

Management students will:

- Demonstrate a fundamental knowledge of the functional areas of business
- Have the ability to communicate effectively.
- Think critically to analyze business problems and to define logical solutions.
- Be able to describe the impact of technology on business and identify, evaluate, and use information technology to enhance personal and organizational productivity.
- Demonstrate an awareness of global issues.

- Demonstrate an understanding of professional, ethical, legal, and social issues and responsibilities.
- Be able to apply the principles of leadership, demonstrate professional behavior, and effectively engage in a community project.
- Demonstrate effective interpersonal skills in achieving team goals and objectives.
- Be able to organize and synthesize information.
- Gain exposure to various career alternatives and graduate education options.

Concentration Course of Study Requirements

Bachelor of Arts in Business Administration with Management Concentration

Check with Business Administration Department Chair

Business Administration Minor Requirements

Check with Business Administration Department Chair

BUSINESS ADMINISTRATION CONCENTRATION: MARKETING

Concentration Overview:

The Marketing concentration in the Business Administration major is designed to educate students about the world of marketing and sales through coursework and experiential opportunities. The concentration requires 15 hours of marketing courses (5 courses) beyond the business and general education core requirements. Marketing concentration students participate in experiential research projects in their Marketing Research class. They participate in national Sales competitions in their Principals of Professional Selling class and have won competitions such as the Partnering for Progress competition held at Tuskegee University. And they develop marketing plans in their Principles of Marketing class; and they visit businesses to analyze their marketing/management processes and suggest changes to make the businesses better in their Buyer Behavior class.

Concentration Learning Outcomes:

- Demonstrate an understanding of the consumers' impact on the formulation of the business' marketing strategy.
- Demonstrate an understanding of the external and internal determinants of buyer behavior and how marketers can impact the consumer decision process.

- Demonstrate an understanding of how products, services, and consumption activities contribute to the broader social world.
- Demonstrate an awareness of the importance of ethical and socially responsible behavior in marketing. Responsible behavior in marketing.
- To improve each student's analytical and critical thinking skills.

Concentration Course of Study Requirements

Bachelor of Arts in Business Administration with Marketing Concentration

Check with Business Administration Department Chair

Interdisciplinary Professional Sales Minor Requirements

Check with Business Administration Department Chair

Business Administration Course Descriptions

Check with Business Administration Department Chair

**BUSINESS ADMINISTRATION
(MOREHOUSE ONLINE)**

See Business Administration major and Management concentration

CHEMISTRY

Department Chair:

Dr. Juana Mendenhall (Professor)

Faculty:

Dr. Brian Lawrence (Associate Professor); Dr. Lance Young (Associate Professor)

Overview:

(Bachelor of Science in Chemistry; Dual-Degree: Bachelor of Science in Chemistry and Bachelor of Chemical Engineering)

Chemistry students receive rigorous preparation for the pursuit of graduate studies in chemistry or careers as professional chemists. Each student is exposed to considerable biology, physics, and mathematics to prepare them for today's technological marketplace, where interdisciplinary inquiry is essential. As a result, many chemistry majors complete the requirements for a minor in mathematics, biology, or physics as well.

The program also provides quality service courses for majors in related life and physical science programs. These service courses bear no distinction from the program's courses for majors.

Student Learning Outcomes:

Chemistry majors are competent in basic laboratory skills such as safe practices, keeping a notebook, use of electronic balances and volumetric glassware, preparation of solutions, chemical measurements using pH electrodes and spectrophotometers, data analysis, and report writing.

- Define problems clearly, develop testable hypotheses, design, and execute experiments, analyze data, and draw appropriate conclusions
- Demonstrate knowledge of the use of modern scientific instrumentation and the methods of computational chemistry
- Present information in a clear and organized manner, write well organized and concise reports in a scientifically appropriate style, and use appropriate technology such as poster preparation software, word processing, chemical structure drawing programs, and computerized presentations in their communication
- Describe the impact of international concerns such as climate change and rapid environmental degradation; articulate the important contributions of scientists from other countries in the development of models, theories, and research in chemistry; and describe the important concerns and factors regarding the international spread of disease and pandemics

Major Course of Study Requirements
Bachelor of Science in Chemistry

Check with Chemistry Department Chair

Chemistry Course Descriptions

Check with Chemistry Department Chair

CHINESE STUDIES

Department Chair (Modern Foreign Languages):

Dr. Michael Dillon (Professor)

Faculty:

Dr. Ruihua Shen (Professor)

Overview:

We are the only HBCU in the United States to offer both a major and minor in Chinese Studies. This major enables Morehouse Men to develop proficiency in Mandarin Chinese and expertise in Chinese Studies. It solidly prepares them for leading roles in political and economic interactions between the United States and China.

The Chinese Studies major requires a total of 10 courses in Chinese language and culture. The minor requires six courses. The cost-effective summer study abroad programs subsidized by scholarships provide ample opportunities for students to immerse themselves in Chinese culture and society. Study abroad is integral to the curriculum in the Chinese Studies major.

Students who graduate with a Chinese Studies major/minor work in business, diplomacy, government, education, and many other professional fields. Some Morehouse Chinese Studies majors/minors have become businessmen, intelligence officers, diplomats, journalists, educators, and others. Students with proficiency and expertise in Chinese Studies usually find a job quickly or are accepted into prestigious graduate programs at world-renowned universities.

Student Learning Outcomes:

Students who complete the requirements of a major in Chinese Studies are able to:

- Attain the intermediate-high level in Chinese speaking, listening and reading, and intermediate level in writing, based on the ACTFL proficiency guidelines
- Acquire basic critical thinking skills to view issues from non-U.S. perspectives and to engage in cross-cultural and comparative analysis
- Articulate ideas or write cogently on topics related to China and Chinese culture, using interdisciplinary approaches and sources
- Argue and discuss various aspects of historical and cultural trends pertaining to China's diverse and complex past and present

Major Course of Study Requirements

Bachelor of Arts in Chinese Studies

Check with Modern Foreign Languages Department Chair

Chinese Studies Minor Requirements

Check with Modern Foreign Languages Department Chair

Chinese Studies Course Descriptions

Check with Modern Foreign Languages Department Chair

CINEMA, TELEVISION, AND EMERGING MEDIA STUDIES

Department Chair:

Dr. Stephane Dunn (Professor)

Faculty:

Prof. Avery Williams (Assistant Professor NTT)

Overview:

The Cinema, Television, and Emerging Media Studies major uses storytelling as a foundation for the intellectual and artistic study of film and television. Our major emphasizes screenwriting, film analysis, theory, and criticism. It explores the history of national and international cinema, film production, African American cinema, and politics in Hollywood. It is designed to develop critical thinking, effective communication, and global awareness.

The CTEMS curriculum places a strong emphasis on screenwriting and students learn film and television history and culture, scriptwriting for film and television cinematic language, film production, film theory and criticism, African American film, classical Hollywood cinema, global cinema, and producing.

CTEMS is a highly selective and competitive intellectual and professional academic major with a limited admissions rate. Morehouse applicants who want to major in CTEMS must apply through a secondary application completed in the fall of sophomore year.

Transfer students who want to do the same must apply during the fall application period of their last year at their current school. Late, incorrectly submitted, or plagiarized applications are not considered. We expect a cumulative 3.0 GPA or higher. The quality and relevance of the applicant's original written application and the academic record and program capacity all impact the admission decision.

Freshmen who plan to apply in the sophomore year will have a major designation, such as "undeclared-CTEMS intended." Applicants taking and passing introductory-level courses (e.g., Introduction to Film, or Introduction to TV) or any CTEMS elective open to multiple majors does not mean that a student is a major.

Students may also apply to minor in the program during the fall application period of sophomore year and complete the designated part for the minor on the CTEMS application. The minor requires 18 hours. Minors do not take the screenplay courses, 365 technologies in storytelling courses, or the senior capstone course.

Student Learning Outcomes:

Students who major in CTEMS are expected to gain an appreciation of the aesthetic, formal, historical, political, thematic components of film and strong screenwriting skills and upon

completion of the program, pursue further study at the graduate level or professional entry into the industry and create compelling stories for the medium. Students thus study how filmmakers utilize mise-en-scène, articulation of the cinematic space, sound, characterization, technology, and other essentials of compelling storytelling within moving media platforms.

The humanities provide context, depth, and perspective in the study of film, television, and new media that are grounded in a fundamental interest in the values and social practices that inform our lives and affect the human condition. The humanities perspective helps to frame questions about imagery and digital technology that helps to raise or develop a broader social or cultural context for incorporating a humanistic approach to the study of film and digital technology.

The CTEMS major offers an appropriate reflection on the past and the present to develop students' critical perspective on how images have historically been used, are presently being used and the ways in which they might be used in the future to make sense of the world we live in. This also serves to augment the Morehouse College focus on internationalization and globalization. Through its interdisciplinary perspective, the major incorporates diverse frameworks and nurtures critical reflection and thoughtful analysis on the part of the film/media producers and their audiences.

All courses in the CTEMS major are designed to support the instructional goals of the College, including developing critical thinking and effective writing and oral communication skills, value awareness, global awareness, computer literacy, and graduate education and professional preparation. They also embody the overall vision of the English Department that “a properly educated Morehouse student, trained through the medium of English, should read, write, speak, listen and reason with above-average skills and should understand and appreciate the ways human beings express themselves and their culture through literature and other arts.”

Upon completion of the CTEMS major, students will understand the components of film and the process of shaping compelling narratives by moving from idea to the written page, and ultimately to the screen through the film production project in the last spring semester of the senior year.

Major Course of Study Requirements

Bachelor of Arts in Cinema, Television, and Emerging Media Studies

Check with Cinema, Television, and Emerging Media Studies Department Chair

Cinema, Television, and Emerging Media Studies Minor Requirements

Check with Cinema, Television, and Emerging Media Studies Department Chair

Cinema, Television, and Emerging Media Studies Course Descriptions

Check with Cinema, Television, and Emerging Media Studies Department Chair

COMMUNICATION STUDIES

Department Chair:

Dr. Felicia Stewart (Professor)

Faculty:

Dr. Natasha Howard (Assistant Professor); Prof. Kenneth Newby (Senior Assistant Professor NTT); Dr. Keisha Tassie (Associate Professor)

Overview:

Communication Studies equips students with the knowledge, skills, and abilities to observe, interpret, and evaluate communication behaviors and processes. This course of study supports Morehouse's mission to produce leaders. Effective leadership skills are dependent upon mastery of effective communication strategies.

Communication is primarily a social process used in personal, social, political, academic, and professional contexts, making the study of communication theory and behavior critical to personal, social, and professional success. The Communication Studies major prepares students for careers in public relations, advertising, corporate communications, politics, social activism, business, law, education, government, sociology, medicine, the arts, among others.

Communication Studies students hone skills in various areas of human communication, critical thinking, and academic, professional, and creative writing, to name a few. Students in this program build a solid foundation for success in graduate and professional education.

Major Outcomes:

Students in Communication Studies develop their ability to communicate effectively in oral, written, and interpersonal communication. The following outcomes drive academic expectations:

- Apply knowledge of human communication and social and cognitive processes across various contexts and from multiple perspectives, e.g., interpersonal, small group, organizational, intercultural, interracial, and media and mass communication
- Evaluate key theoretical approaches within the interdisciplinary field of communication, e.g., students explain major theoretical frameworks and concepts, and evaluate the strengths and weaknesses of those approaches
- Develop knowledge, skills, and discernment regarding human communication that facilitate their ability to work collaboratively, including communication competencies such as delivering effective presentations, active listening, constructing, and delivering sound arguments, and effective conflict management

Major Course of Study Requirements

Bachelor of Arts in Communication Studies

Check with Communication Studies Department Chair

Communication Studies Minor Requirements

Check with Communication Studies Department Chair

Communication Studies Course Descriptions

Check with Communication Studies Department Chair

COMPUTER SCIENCE

Department Chair:

Dr. Alfred Watkins (Senior Assistant Professor NTT)

Faculty:

Dr. Sonya Dennis (Senior Assistant Professor NTT); Dr. Kinnis Gosha (Professor); Dr. Amos Johnson (Associate Professor); Dr. Chung Ng (Associate Professor)

Overview:

The primary goal of the Computer Science major at Morehouse is to prepare the student for graduate studies in computer science and entry into the workforce as a computer professional at the highest level possible. The department has a continuing commitment to develop students with a fundamental appreciation for computing issues. Because computers will continue to be of central importance to society, the Computer Science major emphasizes the acquisition of marketable knowledge and skills for professional careers in areas such as computer systems, programming languages, software engineering, artificial intelligence, and data bases.

The Computer Science major has been designed to provide a broad introduction to the field within the context of liberal arts education. Many of the courses will emphasize the interrelationships between computer science and other disciplines. Students will select course sequences that will allow them to combine studies in computer science with their interest in other areas. The major is sensitive to the fluid nature of the field of computer science and is flexible enough to respond to the rapidly changing developments in the field. While students will share many of the same courses, the liberal arts orientation of the major is intended to permit students the opportunity to design a specific course of study that suits this particular interest.

Students should consult with a departmental faculty or professional adviser about their course selections after they decide to become Computer Science majors. The goal is to make a coherent selection of lower and upper division courses.

Student Learning Outcomes:

Students who successfully complete the degree requirements for computer science will:

- Be able to understand and apply fundamental knowledge of computational and mathematical concepts needed to solve problems of practical interest
- Demonstrate proficiency in analyzing, designing, building, and implementing computer-based systems designed to solve practical problems and meet needs in engineering and technology
- Develop an awareness of the implications of the role that computing and technological advances play in contemporary society

Major Course of Study Requirements
Bachelor of Science in Computer Science

Check with Computer Science Department Chair

Computer Science Minor Requirements

Check with Computer Science Department Chair

Computer Science Course Descriptions

Check with Computer Science Department Chair

DANCE PERFORMANCE AND CHOREOGRAPHY

Faculty Contact:

Dr. Robert Tanner (Associate Professor)

Overview:

Made possible through a partnership between Morehouse College and Spelman College, Dance Performance and Choreography at Spelman is a critical and creative thinking laboratory that nurtures students of the African diaspora. Students investigate intersections of experimental creative practices, cultural discourse, and technology.

In keeping with the college's focus on social justice and innovation, the department's theory and composition classes fuse technology and womanist theory along with other social discourse. The curriculum centers on the choreographic process through the lens of Black feminist theories, contemporary dance techniques, and interdisciplinary collaborative practice. Students engage with an exciting roster of visiting artists who explore and push boundaries through the Spelman College Dance Artist Incubation Residency. Department faculty include globally recognized working artists who mentor and guide students through scholarship, artistic production, and entrepreneurial strategies. The department cultivates freethinkers and intelligent movers interested in becoming creators, innovators, writers, historians, and scholars within the evolving field of dance.

Student Learning Outcomes:

After completing the major, students will be able to:

- Engage in dance as a mode of inquiry, knowledge production, and critical thinking through embodied creative process, theoretical research, literature, and performance
- Articulate verbally and through embodied practice historical and contemporary socio-cultural contexts of dance practice
- Demonstrate high-level choreographic skills to investigate, engage in, and develop creative processes
- Demonstrate the ability to self-generate professional opportunities and creative spaces, and maneuver within various concert, commercial, and social communities locally, regionally, and internationally

Major Course of Study Requirements

Bachelor of Arts in Dance Performance and Choreography

Check with Faculty Contact

Dance Performance and Choreography Minor Requirements

Check with Faculty Contact

Spelman College Dance Performance and Choreography Course Descriptions

Check with Faculty Contact

DUAL-DEGREE ENGINEERING PROGRAM (DDEP)

Interim Program Director:

Dr. Emmanuel Karikari

Overview:

Since 1969, Morehouse College has offered students the option of studying engineering through the Dual-Degree Engineering Program, which consists of cooperative agreements with a number of engineering schools. The participating engineering institutions are:

- Auburn University
- Clarkson University
- Georgia Institute of Technology
- Indiana University – Purdue University
- Indianapolis (IUPUI)
- Missouri University of Science and Technology
- North Carolina Agricultural and Technical State University
- Notre Dame University
- Rensselaer Polytechnic Institute
- Rochester Institute of Technology
- University of Alabama – Huntsville
- University of Michigan – Ann Arbor
- University of Southern California

Dual-Degree Engineering provides an opportunity for students to obtain both a liberal arts college education and a professional engineering education.

To be considered in the Dual-Degree Engineering Program, a student must complete the following courses with a grade of C or better.

- HEGR 101 Freshman Engineering Design
- HPHY 154 Mechanics

Prospective students are advised to take these courses at their earliest opportunity.

Students in the dual-degree engineering program typically spend a minimum of three years in pre-engineering at Morehouse, followed by at least two years in engineering at an affiliated institution. However, DDEP is not time-driven. It is course driven. DDEP students must complete all of their general education and pre-engineering courses at Morehouse before transferring to his engineering institution. In the event that an option I student is unable to complete the requirements at the engineering institution, he must return to Morehouse and complete requirements for a liberal arts major before a baccalaureate degree is awarded.

Because of the special nature of the Dual-Degree Engineering Program, the baccalaureate degree is not conferred by either Morehouse or the engineering institution until ALL the

requirements established by both institutions are completed. A DDEP student may not participate in Commencement exercises until ALL requirements have been completed.

Student Learning Outcomes:

Dual Degree students matriculating in one of the department's programs or courses are expected to:

- Identify and understand the fundamental principles of classical and modern physics, and acquire the analytical and conceptual skills needed to apply these principles to the solution of problems of practical interest
- Understand the fundamental principles of physics and demonstrate proficiency in applying them to practical problems in engineering and technology.
- Develop an awareness of the implications of the role that scientific and technological advances play in contemporary society

Major Course of Study Requirements

Bachelor of Science in General Science; Bachelor of Science in Applied Physics or Chemistry or Mathematics

Check with Dual-Degree Engineering Program Director

Engineering Course Descriptions

Check with Dual-Degree Engineering Program Director

ECONOMICS

Department Chair:

Dr. David Poyer (Associate Professor)

Faculty:

Dr. Juliet Elu (Professor); Dr. Mona Ray (Associate Professor)

Overview:

The mission of the Economics major is to prepare students for careers as Economic practitioners and researchers in the private sector, academia, and government. To accomplish this mission, the Economics major emphasizes the requisite skills in analytical reasoning and effective communication through a solid background in Economic theory and quantitative techniques. The major also stresses the importance of ethical professionalism and social awareness. Our expectation is to produce young men with global leadership, who are innovative, research/policy oriented, socially aware and are sensitive to the issues of African American communities in the marketplace.

Student Learning Outcomes:

The Economics major is designed to improve the ability of students to think critically and write and speak effectively regarding Economic issues. These skills should be reflected in students' increased abilities to do the following:

- Identify those processes and institutions both domestically and internationally through which productive activity is organized.
- Identify issues and problems where Economic analysis can be appropriately applied.
- Determine the appropriate tools of analysis to apply to a given Economic issue or problem.
- Adequately analyze an Economic issue or problem and offer viable conclusions and recommendations.

Considerations for Economics Majors:

All Economics majors are also subject to the following departmental policies:

- A grade of C or higher is required for majors to "satisfactorily complete" all Economics major courses, related electives and electives designated for the major.
- Not more than three Economics courses taken at other institutions will be accepted for credit toward the 8.A. in Economics at Morehouse.

- Students who enroll in HECO courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.
- Department Honors: Students majoring in Economics may qualify to graduate with departmental honors by earning an overall GPA of 3.40 and a GPA of 3.50 in Economics courses completed in the department.

Major Course of Study Requirements

Bachelor of Arts in Economics

Check with Economics Department Chair

Economics Minor Requirements

Check with Economics Department Chair

Economics Course Descriptions

Check with Economics Department Chair

EDUCATION

Department Chair:

Dr. Nina Gilbert (Assistant Professor)

Faculty:

Dr. Horace Ballenger (Assistant Professor); Dr. Muhsinha Morris (Assistant Professor NTT)

Overview:

We prepare students for a wide range of careers and graduate study in education or related fields through the B.A. in education. Our degree is based on a customized course of study that crosses disciplines and connects education theories to the theories and practices in humanities, arts, social and natural sciences. In keeping with our institutional mandate to prepare students to lead consequential lives, the major offers a curriculum shaped by the theoretical and scholarly traditions unique to Morehouse College. Woven into all courses and activities are the Morehouse College standards of excellence that promote acuity, agency, integrity, and brotherhood, thus making the center's Educator Preparation Program the only one of its kind.

Our major offers teacher certification in Early Childhood Education (Grades P-5), Secondary Education (Grades 6-12) in and chemistry, mathematics, English, political science, history, and physics, and Preschool through 12th Grade Education in Spanish. We also offer a non-certified education major and minor.

Student Learning Outcomes:

Early Childhood Education Concentration:

The Early Childhood Education concentration develops innovative, action-oriented educational leaders for classrooms, schools, districts, and communities throughout the world. Our alumni are confident, thoughtful leaders committed to the highest standards of education for children in diverse communities. They are tireless advocates for all children.

- Possess a solid theoretical foundation in education that intersects with theories in the humanities and social sciences
- Develop specialized knowledge in a particular discipline or content area and broad exposure to education-related scholarship and practices
- Understand the multiple non-cognitive variables and social conditions that determine student outcomes
- Identify and communicate how Black thought leaders, scholars, and Morehouse Men influenced education

- Commit themselves to ensure educational practices and environments promote equity, justice, and academic excellence for Black students
- Promote inquiry, optimism, curiosity, and a growth mindset
- Become aware of how systems and actors influence educational practices, policies, and outcomes
- Understand the traditional, contemporary, and critical pedagogical approaches broadly
- Make an impact in schools, community and/or youth serving organizations
- Retain experiences, resources, and mentors that will support their growth and development as an educator

Education (Non-Certification):

The non-certification education degree is for those seeking education-related careers like advocacy, policy, and nonprofit work. The major's liberal arts coursework develops multicultural and interdisciplinary perspectives. The curriculum includes a capstone experience that allows each student to conduct research, intern in non-public school educational settings, and study abroad where possible. After completing our major, students may pursue education-related careers such as developing non-profit curriculum, creating educational programs for media, or working in museums. The degree is structured to give students a strong foundational background in education to support graduate study.

- Understand child and adolescent growth and development
- Understand, evaluate, and use educational research in his chosen career
- Use technology to communicate with diverse audiences
- Understand the impact of language diversity, learner
- Diversity, and cultural diversity in interactions and communications when providing services
- Display ethical practices and professional dispositions
- Demonstrate professional oral and written communication
- Demonstrate competency in use of digital technologies
- Acquire skills to facilitate life-long learning
- Engage in self-reflection and self-assessment

Major Course of Study Requirements:

Bachelor of Arts in Education with Concentration in Early Childhood Education, Bachelor of Arts in Education Studies

Check with Education Department Chair

Secondary Education Teacher Certification Requirements

Check with Education Department Chair

Education (Non-Certification) Minor Requirements

Check with Education Department Chair

Education Course Descriptions

Check with Education Department Chair

ENGLISH

Department Chair:

Dr. Sonya Loftis (Professor)

Faculty:

Dr. Francine Allen-Adams (Associate Professor); Dr. Consuella Bennett (Associate Professor); Dr. Corrie Claiborne (Associate Professor); Dr. Tanya Clark (Senior Assistant Professor NTT); Dr. Leah Creque (Professor); Dr. Michael Janis (Associate Professor); Dr. Alison Ligon (Associate Professor); Dr. Cindy Lutenbacher (Professor); Dr. Nathaniel Norment Jr. (Professor); Dr. Corey Stayton (Assistant Professor)

Overview:

English majors gain an abiding appreciation of world literature and cultures—textual, visual, and digital—and acquire the interdisciplinary and intercultural skills in critical thinking and writing necessary to succeed in advanced studies in the humanities and all professional careers. The English major offers three concentrations: Africana Literature and Cultural Studies, Traditional English Studies, and Writing. The program also offers a minor in English. The program provides a comprehensive curriculum of traditional and contemporary course selections with robust offerings in the African American and Africana literary traditions. The faculty is devoted to the teaching of writing across disciplines, including research skills, literary and cultural criticism, creative writing, and journalism.

Morehouse students must be effective communicators whose abilities in reading, writing, speaking, and listening reflect their sustained intellectual preparation and commitment to humanistic inquiry. Courses in communication skills and language represent the effort of the department to meet students' societal needs and interests and to broaden career opportunities for majors and minors. English provides a firm foundation for those interested in the fields of law and business or entrepreneurship because of its emphasis on communication skills, critical thinking, and cultural diversity.

Student Learning Outcomes:

The following are the learning outcomes for English majors:

- Recognize the significant authors, representative works, literary conventions and techniques, genres, movements, periods, and cultural background of British, American, and African diasporic literature
- Apply knowledge of literary forms and historical modes of literary criticism and theory
- Demonstrate oral and written communication skills at or above the department's established achievement levels

- Integrate critical thinking and research skills into the interpretation and analysis of literary and non-literary works
- Identify and analyze relationships among and between global literature, languages, and cultures
- Synthesize culturally diverse perspectives in literature and literary criticism

Major Course of Study Requirements

Bachelor of Arts in English

Check with English Department Chair

English Minor Requirements

Check with English Department Chair

English Course Descriptions

Check with English Department Chair

ENTREPRENEURSHIP AND INNOVATION MINOR

Faculty Contact:

Dr. SherRhonda Gibbs (Professor, Business Administration)

Entrepreneurship and Innovation Minor Requirements

Check with Faculty Contact

Entrepreneurship and Innovation Course Descriptions

Check with Faculty Contact

ENVIRONMENTAL STUDIES MINOR

Faculty Contact:

Dr. Ethell Vereen (Assistant Professor, Biology)

Overview:

The purpose of the Environmental Studies minor is to provide students with an understanding of the multidimensional nature of environmental problems. This academic minor will present students, who may major in any academic subject, with the opportunity to gain knowledge of, and sensitivity to, the scientific, social, political, economic, and cultural aspects of the human-environment interaction. We will pay attention to the human-environment interactions that particularly impact African American communities. The scale of human-environment interactions ranges from the local community to the national and international scale. For this reason, the environmental studies minor includes community service activities involving students and faculty and significant international issues. The ultimate purpose of this curriculum is to foster understanding of the causes of current environmental problems (including our personal roles in causing these problems) and to empower students to change their own behavior and take leadership roles in addressing environmental issues.

Environmental Studies Minor Requirements

Check with Faculty Contact

EUROPEAN STUDIES MINOR

Faculty Contact:
TBD

Overview:

The European studies minor offers a teaching format designed to develop a student's competence in the language, history, culture, and politics of a particular cultural region and their relationship with the United States. In summary, this minor offers an interdisciplinary study of language, historical and contemporary experiences of European groups in local, national, and global contexts.

European Studies Minor Requirements

Check with Faculty Contact

FRENCH

Department Chair (Modern Foreign Languages):

Dr. Michael Dillon (Professor)

Faculty:

Dr. Vivian Brown (Associate Professor)

Overview:

Our French major prepares students to interpret, compare, and explain the culture and artistic works generated by the diverse societies of the French speaking world. Our students demonstrate interpretative, presentational, and interpersonal communication skills in French at the Advanced Low level according to the proficiency guidelines of the American Council on Teaching Foreign Language. The broad interpretive and language level skills we offer are useful in personal and professional life and prepare our students for global citizenship.

Graduates with a strong French background are in increasingly high demand within the private and public sectors, the scientific community, and, in particular, those organizations operating abroad. Additionally, our program recognizes and emphasizes the lasting African influence present in the francophone world and the cultures they represent.

We work with educational organizations that provide semester or full academic year programs in foreign countries to encourage travel and study abroad. Students may complete a substantial part of their requirements for a major or minor concentration in French through one of these programs. Our major also sponsors its own summer study abroad programs.

Student Learning Outcomes:

As a result of the rigorous study in our program, graduates can:

- Demonstrate Intermediate Low to Advanced Low language skills according to the proficiency guidelines set by the American Council on Teaching Foreign Language (ACTFL) through listening comprehension, verbal communication, expository writing, and reading in French
- Interpret and explain language and linguistic cultural artifacts across time, cultures, and diverse societies in the French-speaking world
- Analyze and critique linguistic cultural artifacts in the diverse societies of the French-speaking world and compare these with their cultural backgrounds

Major Course of Study Requirements

Bachelor of Arts in French

Check with Modern Foreign Languages Department Chair

French Minor Requirements

Check with Modern Foreign Languages Department Chair

French Course Descriptions

Check with Modern Foreign Languages Department Chair

GERMAN MINOR

Department Chair (Modern Foreign Languages):
Dr. Michael Dillon (Professor)

German Minor Requirements

Check with Modern Foreign Languages Department Chair

German Course Descriptions

Check with Modern Foreign Languages Department Chair

HISTORY

Department Chair (Africana Studies and History):

Dr. Monique Earl-Lewis (Associate Professor NTT)

Faculty:

Dr. Frederick Knight (Associate Professor); Dr. Haile Larebo (Associate Professor); Dr. Janira Teague (Assistant Professor)

Overview:

The History major is designed to develop within students a broad base of knowledge of world history that enables them to see and understand diverse people in a variety of historical contexts. Particular emphasis is placed on offering courses that facilitate students' acquisition of knowledge about the history of Black people. The History major prepares students to investigate the human past and hone their skills in analysis and argumentation through the study of primary sources and critical reading of the theoretical debates among historians.

Students have the opportunity to conduct research with faculty as well as independent projects informed by diverse, holistic, and culturally sensitive theories and methodologies. The major pushes students to refine their written and verbal communication skills as well as develop expertise in the use of technology to create digital humanities tools and products. The Morehouse emphasis on character development and leadership is aided by courses on the history of the civil rights and human rights movements.

Our major provides instruction, research, internships, counseling, and extracurricular activities that offer students greater understanding of the world.

The History major prepares students for graduate study and law school as well as for careers in public history, historic preservation, government, the ministry, business, teaching, public advocacy, media commentary, and social analysis.

Student Learning Outcomes:

At the time of graduation, students will meet the following learning outcomes:

- Demonstrate knowledge of historical methods, critical analysis, and historiographical debates
- Explain historical change by looking at global forces and cross-cultural encounters
- Demonstrate core knowledge of historical biography, chronology, and geography
- Write and speak clearly
- Demonstrate knowledge of the experience of African Americans and the African diaspora

Major Course of Study Requirements

Bachelor of Arts in History

Check with Africana Studies and History Department Chair

History Minor Requirements

Check with Africana Studies and History Department Chair

History Course Descriptions

Check with Africana Studies and History Department Chair

INTERNATIONAL STUDIES

Faculty Contact:

Dr. Matthew Platt (Associate Professor, Political Science)

Overview:

International Studies is an interdisciplinary major designed to meet the growing demand for skills in the analysis and solution of contemporary world problems. A core component of the major is preparing African Americans for career opportunities and service in international affairs. The major includes pre-professional training for individuals interested in careers in national, state, and local government, business, law, and journalism, as well as careers as translators and interpreters.

International Studies students have a general interest in political science and the economic, social, and cultural forces that shape our world. For this reason, our major allows students to emphasize political science, sociology, economics, humanities, or natural sciences.

Student Learning Outcomes:

International Studies promotes skills in addressing international and global issues. Majors can:

- Assess political and sociological theories
- Conduct research on regional, national, and global issues
- Articulate, analyze, and argue issues from diverse perspectives of cultural relativity
- Engage in international experiences and study abroad programs

Major Course of Study Requirements

Bachelor of Arts in International Studies

Check with Faculty Contact

International Studies Minor Requirements

Check with Faculty Contact

International Studies Course Descriptions

Check with Faculty Contact

JOURNALISM IN SPORTS, CULTURE, AND SOCIAL JUSTICE

Department Chair:

Prof. Ron Thomas (Associate Professor NTT)

Faculty:

Prof. Mikki Harris (Associate Professor NTT)

Overview:

Dr. Martin Luther King Jr. '48 once said, "education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction."

While defining the importance of education, Dr. King also could have been writing journalism's mission statement. Those principles have not changed. However, in the 15 years of Morehouse's Journalism program, the discipline has become a rapidly evolving multimedia environment that has chopped down the past's print, broadcast, and photographic silos. Founded by famed filmmaker Spike Lee '79 and the late ESPN sports columnist Ralph Wiley, our major began strictly as a print program with an emphasis on sports. We then added courses that focus on innovative storytelling using visual journalism, audience development, arts and entertainment, and data applicable to sports, arts and entertainment, and social justice.

The Journalism and Sports Program progressed from a concentration to a minor in English. In July 2021, the program was approved as a major and renamed Journalism in Sports, Culture, and Social Justice to address the needs of student journalists who require media and technological literacy, along with innovation.

Student Learning Outcomes:

The following are the learning outcomes of the Journalism major:

- Writing will become clearer, more concise, and better organized
- Critical thinking, interviewing, and news analysis skills will improve
- Skilled usage of photography, video, and audio as storytelling tools
- Real-world exposure to professional journalists through internships, conferences, and covering events
- Comfort in using social media as reporting tools and contact platforms
- Awareness of historic and contemporary racial dimensions of sports

Major Course of Study Requirements

Bachelor of Arts in Journalism in Sports, Culture, and Social Justice

Check with Journalism in Sports, Culture, and Social Justice Department Chair

Journalism Minor Requirements

Check with Journalism in Sports, Culture, and Social Justice Department Chair

Journalism in Sports, Culture, and Social Justice Course Descriptions

Check with Journalism in Sports, Culture, and Social Justice Department Chair

KINESIOLOGY, SPORTS STUDIES, AND PHYSICAL EDUCATION

Department Chair:

Prof. Michael Douglas (Assistant Professor NTT)

Faculty:

Dr. Claude Hutto (Associate Professor); Prof. Billette Owens-Ashford (Assistant Professor NTT); Dr. Joyce Terrell (Assistant Professor NTT)

Overview:

Kinesiology, Sports Studies, and Physical Education instill an appreciation for the promotion of quality health, wellness, nutrition, sports-related activity, and physical fitness. We support the interests and development of future professionals seeking knowledge in multiple disciplines related to human performance, recreation and leisure services, teaching, coaching, and sport management.

The department promotes lifelong learning and participation in human movement that enhances the quality of life for all. Our goal is to provide students with a solid understanding of health and human performance that helps them become competent and productive leaders of change in a variety of professional roles within fitness, exercise and health science, and other professions.

Majors are required to hold membership and actively participate in the James P. Haines Society majors club and are encouraged to hold membership in regional and national organizations.

All students with 25 credit hours must have a minimum cumulative 2.0 GPA.

Majors who acquired 100 hours are required to sit for the senior exit examination.

Academic program honors are awarded to seniors who:

- Maintain a 3.0 GPA or higher
- Successfully participate in or complete a supervised experimental research project
- Complete an authorized independent study project or internship within a selected organization
- Satisfactorily pass the senior exit examination

Majors with stellar academic records are selected for induction into Phi Epsilon Kappa Fraternity. This professional fraternity is for people interested in pursuing careers in physical education, health, recreation, dance, human performance, exercise science, sports medicine, and sports management.

Student Learning Outcomes:

Upon graduation, students are:

- able to demonstrate a fundamental understanding of kinesiology
- capable of applying knowledge and skills learned

Kinesiology offers a rigorous curriculum that prepares students to engage in scholarly endeavors, interpret data and science intelligence, communicate effectively, and articulate a philosophy important to the health and well-being of self and community. Graduates are prepared to enter professional or graduate schools or enter the health and fitness industries.

Major Course of Study Requirements

Bachelor of Science in Kinesiology, Sports Studies, and Physical Education

Check with Kinesiology, Sports Studies, and Physical Education Department Chair

Kinesiology, Sports Studies, and Physical Education Course Descriptions

Check with Kinesiology, Sports Studies, and Physical Education Department Chair

LATIN AMERICAN STUDIES MINOR

Faculty Contact:

Dr. Michael Dillon (Professor, Modern Foreign Languages)

Overview:

The Latin American Studies minor offers an interdisciplinary program of study designed to develop a student's competence in the language, history, culture, politics, and contemporary experiences of Latin American regions and groups and their relationship with the United States in local, national, and global contexts.

Latin American Studies Minor Requirements

Check with Faculty Contact

LEADERSHIP STUDIES MINOR

Faculty Contact:

Dr. Kipton Jensen (Associate Professor, Philosophy)

Overview:

The mission of the Leadership Studies Program is to produce, in the words of Benjamin E. Mays, "men who can be trusted in public and private life, men who are sensitive to the wrongs, the sufferings, and the injustices of society, and who are willing to accept responsibility for correcting those ills.

Similar to Mays, Thurman's ideal of socio-ethical leadership begins and ends with questions of character. This leadership model is less about self-preservation than other-preservation, a value system preoccupied less with "I" than "thou." We emphasize intellectual curiosity through a program more about the lingering questions than textbook definitions and quick answers. It is an academic program that inspires curiosity, patience, and sacrifice.

Student Learning Outcomes:

Academic excellence and ethical integrity exemplify the ideal of leadership at Morehouse. Howard Thurman, Benjamin E. Mays, and Martin Luther King Jr. certainly embody this ideal, but it is demonstrated in the lives of other Morehouse alumni as well.

Students in this program both study and emulate these exemplary leaders and seek inspiration and guidance from diverse leadership styles or models.

The program emphasizes servant leadership and correcting societal inequalities. It relies heavily on problem-based learning, experiential learning, and service-learning.

Martin Luther King Jr. spent his life seeking solutions to the triple evils of racism, poverty, and militarism. These problems constitute interrelated barriers to the community. Following the Morehouse model of leadership, leaders are acutely sensitive to these social problems and assume responsibility to solve them.

Students who participate in the Leadership Studies Program struggle in earnest against all forms of inequality.

Leadership Studies Minor Requirements

Check with Faculty Contact

MATHEMATICS

Department Chair:

Dr. Curtis Clark (Associate Professor)

Faculty:

Dr. Abdelkrim Brania (Professor); Dr. Nathan Alexander (Assistant Professor); Dr. Duane Cooper (Associate Professor); Dr. Tuwaner Lamar (Assistant Professor NTT); Dr. Benedict Nmah (Associate Professor); Dr. Steve Pederson (Associate Professor); Dr. Chuang Peng (Professor); Dr. Masilamani Sambandham (Professor); Dr. Ulrica Wilson (Associate Professor); Dr. George Yuhasz (Assistant Professor NTT); Dr. Chaohui Zhang (Associate Professor)

Overview:

Mathematics strives to prepare students for successful graduate study or a career in private industry, governmental service, or teaching.

The Mathematics department produces competent Mathematics graduates by providing a rigorous and balanced mathematics curriculum and serves the mathematical needs of Morehouse. We strive to foster in our students ethical and civic behavior as well as provide them with leadership opportunities. We maintain high expectations and instill habits for independent and lifelong learning.

We also prepare our students to succeed in graduate and professional schools and to pursue professional careers. The Mathematics major enhances its students' intellectual abilities by developing their mathematical thinking skills (logical reasoning, generalization, abstraction, and formal proof), communication skills to convey mathematical knowledge and technology skills for comprehension and mathematical research, as well as by exposing students to the mathematical sciences both in breadth and depth.

A student pursuing a major in mathematics is encouraged to choose a minor in one of a variety of areas in the physical, social, managerial, biological, chemical, computer, or engineering sciences in which mathematics is an essential tool.

Student Learning Outcomes:

Students majoring in mathematics will:

- Develop mathematical thinking skills beyond a procedural and computational understanding of mathematics
- Emphasize a broad understanding encompassing logical reasoning, generalization, abstraction, and formal proof
- Develop communication skills to convey mathematical knowledge

- Demonstrate knowledge of, and apply skills in, technology (mathematical software platforms, programming, presentation packages, and information sources) to enhance comprehension and research of mathematics
- Gain exposure to a broad and deep view of the mathematical sciences

Major Course of Study Requirements

Bachelor of Arts in Mathematics; Bachelor of Science in Mathematics

Check with Mathematics Department Chair

Mathematics Minor Requirements

Check with Mathematics Department Chair

Mathematics Course Descriptions

Check with Mathematics Department Chair

MUSIC

Department Chair:

Dr. David Morrow (Professor)

Faculty:

Dr. Uzee Brown (Professor); Dr. Benjamin Dawson (Assistant Professor NTT); Dr. Melvin Foster (Associate Professor); Dr. Chad Hughes (Associate Professor); Prof. Timothy Miller (Assistant Professor NTT); Dr. Robert Tanner (Associate Professor)

Overview:

We commit ourselves to fostering artistic talent, academic understanding, and respect for the highest professional standards. Our liberal arts curriculum encourages intellectual development, creativity, and perspective. We study the music of African Americans and the ways in which music from different cultures interact. Music is essential to the appreciation of the human experience.

Students who major in Music are exposed to contemporary technologies to enhance their studies. Majors must choose an emphasis in performance (e.g., woodwinds, brass, strings, voice, piano, or organ), choral conducting and literature, or composition. Students must take an advisory examination in music theory before matriculation in the program. The department chair advises and places beginning theory students and students who take the theory diagnostic exam in the appropriate music theory level.

Accreditation:

Morehouse College is accredited by the National Association of Schools of Music to award a Bachelor of Arts in Music: 11250 Roger Bacon Drive, Suite 21; Reston, VA 20190-5248; (703)437-0700.

Student Learning Outcomes:

Music is a natural expression of the human experience. We produce Morehouse Men who understand music theory as the global language of music. Men who understand the terminology and tools employed in those styles, while not losing sight of the historical, socio-political, and ethical issues in the cultures that created them. Whether in the Western tradition or the African diaspora, our alumni are prepared to effectively communicate, and advocate for, music as an essential part of life. In our department, they acquire performance skills, such as proper technique and methods of preparation. They apply those skills through experience both in solo and ensemble performance. And they gain practical experience with software related to specific music emphases.

Major Course of Study Requirements

Bachelor of Arts in Music

Check with Music Department Chair

Music Minor Requirements

Check with Music Department Chair

Music Course Descriptions

Check with Music Department Chair

NAVAL SCIENCE MINOR

Contact Person:

See Navy Reserve Officer Training Corps (NROTC)

Naval Science Minor Requirements

Check with NROTC

NEUROSCIENCE MINOR

Faculty Contact:

Dr. Larry Blumer (Professor, Biology)

Overview:

Neuroscience, the scientific study of the brain and its functions, is a field on the frontier of science. Neuroscientists study such issues as the molecular and cellular basis of neuronal function, nervous system structure, how systems of neurons process information, the way in which functions are represented in the brain, the evolutionary development of the nervous system, neural correlates of behavior, and mechanisms of nervous system disorders.

The Neuroscience minor at Morehouse College was designed to encourage students to approach their studies of human behavior from an interdisciplinary perspective. Completing a minor in Neuroscience distinguishes you for having pursued your interest in the sciences beyond the courses and electives required for your major.

Training in neuroscience will be useful for many careers in the 21st century, including anthropology, biology, journalism, law, medicine, neuroscience, occupational therapy, pharmacology, physical therapy, psychiatry, psychology, public health, and veterinary medicine, to name a few.

Neuroscience Minor Requirements

Check with Faculty Contact

PHILOSOPHY

Department Chair (Philosophy and Religion):

Dr. Harold Bennett (Professor)

Faculty:

Dr. Kipton Jensen (Associate Professor); Dr. Nathan Nobis (Professor)

Overview:

The Philosophy major is ideal preparation for any career or field of advanced study. Our major develops critical and analytical thinkers, adept at clearly communicating the many facets of human inquiry. Philosophy is a strong foundation in matters of utmost personal, social, and global consequence.

Philosophy gets at the very heart of what it means to live. Ethics, justice, the rationality of religion, and the application of philosophy in our lives are some of the many areas covered in our program. Because of the existential nature of philosophy, it is an ideal second major that may heighten a student's understanding of their primary field.

Our courses rigorously engage pressing, relevant philosophical and ethical questions from Western and non-Western traditions. From diverse thinkers, both past and present, students develop skills in understanding complex theories and arguments. They develop their own informed and well-justified arguments and positions on philosophical issues that affect their own lives and the lives of their local, national, and global communities.

Student Learning Outcomes:

Students of Philosophy gain knowledge and understanding of what influential past and present philosophical thinkers argued from a variety of philosophical traditions. Based on this understanding, students develop their own arguments and positions on important issues confronting society, as well as personal existential, ethical, religious, political, and vocational questions.

Philosophy's focus is on critical thinking. It rigorously asks why about common assumptions and disputed philosophical beliefs and develops skills to evaluate answers rigorously. Skills for evaluating abstract theories and explanations are applied to practical issues of the day with an emphasis on ethics, social justice, racial identity and racial injustice, questions about religious diversity, and knowledge claims from all fields and practices.

Above all, an emphasis is placed on developing the ability to clearly and persuasively communicate and argue positions on controversial and debated issues. These skills are relevant and valuable for studying any subject matter and for engaging profound issues of personal concern.

Major Course of Study Requirements

Bachelor of Art in Philosophy

Check with Philosophy and Religion Department Chair

Philosophy Minor Requirements

Check with Philosophy and Religion Department Chair

Philosophy Course Descriptions

Check with Philosophy and Religion Department Chair

PHYSICS

Interim Department Chair:

Dr. Wesley Sims (Assistant Professor)

Faculty:

Dr. John Howard (Assistant Professor); Dr. Dwayne Joseph (Assistant Professor); Dr. Emmanuel Karikari (Assistant Professor); Dr. Eddie Red (Associate Professor)

Overview:

The mission of the Department of Physics at Morehouse College is to enhance our students' intellectual skills through the study of physics. Toward this end, the department offers a spectrum of courses that reflects both the integral character of physics in the liberal arts curriculum and its essential role in engineering and technology.

The goals of the Department of Physics are to:

1. Prepare physics majors for graduate study in physics and other professional careers
2. Prepare Dual Degree Engineering Program (DDEP) majors for matriculation at engineering schools
3. Support the preparation of students majoring in biology, chemistry, computer science, and mathematics
4. Assist other majors in satisfying the College's general education requirements in science.

Although the department plays a multipurpose role in the curriculum of the College, its primary objective is to prepare students for graduate study and ultimately successful careers in physics. The department also recognizes and accepts its responsibility to address the under-representation of African Americans in science and engineering. Historically, this has been and remains a foremost responsibility in our department. In this light, the department fosters in its students the ideals of ethical behavior and civic engagement, which are necessary for them to become leaders in the realm of science and engineering. The Department of Physics, as well as the College at large, fosters high expectations and habits in its students, resulting in the making of Morehouse Men.

Student Learning Outcomes:

To this end, students matriculating in one of the Department's programs or courses are expected to:

- Identify and understand the fundamental principles of classical and modern physics

- Acquire the analytical and conceptual skills needed to apply these principles to the solution of problems of practical interest
- Develop an awareness of the implications of the role that scientific and technological advances play in contemporary society

Major Course of Study Requirements

Bachelor of Science in Physics; Bachelor of Science in Applied Physics

Check with Physics Department Chair

Physics Minor Requirements

Check with Physics Department Chair

Physics Course Descriptions

Check with Physics Department Chair

POLITICAL SCIENCE

Department Chair:

Dr. Matthew Platt (Associate Professor)

Faculty:

Dr. Ebenezer Aka (Professor); Dr. Andrew Douglas (Professor); Dr. Hye Jang (Assistant Professor); Dr. Adrienne Jones (Assistant Professor); Dr. Levar Smith (Assistant Professor NTT)

Overview:

Political science strives to promote the understanding of politics. Students study systems of government, political theory, and the intersection of politics with race and culture. Students learn to analyze local, national, and international government systems and prepare to become engaged and active citizens. Students who major in Political Science prepare for an array of career paths in government, law, business, public service, and more.

Student Learning Outcomes:

The primary goal of the major is to prepare students for the successful entry and completion of graduate and professional schools, especially law school.

The second goal of the program is to prepare students for entry-level professional employment in public agencies at all levels—international, national, state, and local.

The department's primary strategic objective is to increase the number of students who attend and graduate from professional and graduate schools.

Major Course of Study Requirements

Bachelor of Arts in Political Science

Check with Political Science Department Chair

Political Science Minor Requirements

Check with Political Science Department Chair

Political Science Course Descriptions

Check with Political Science Department Chair

PSYCHOLOGY

Department Chair:

Dr. Tina Chang (Associate Professor)
Dr. Duane Jackson (Professor)

Faculty:

Dr. Jann Adams (Professor); Dr. Jennifer Andrew (Assistant Professor NTT); Dr. Kendrick Brown (Professor); Dr. Chris Markham (Associate Professor); Dr. Bryant Marks (Associate Professor); Dr. Yohance Murray (Assistant Professor NTT); Dr. David Rice (Professor); Dr. Martin Rosenman (Professor); Dr. Sinead Younge (Professor)

Overview:

Psychology develops thoughtful servant leaders through a complete understanding of human behavior. Our department advances the understanding and application of psychology among our students, emphasizing teaching the history, culture, and role of Black people in the psychological sciences.

We equip our students with an understanding of fundamental and evolving theories and concepts in psychology to provide a strong foundation for understanding the basic principles of research in the behavioral sciences. We further prepare our students for academic and professional pursuits by providing awareness of the African American experience and other cultural perspectives with the skills, training, and ethical behavior needed to lead in careers ranging from clinical practice to education, research, social work, business, and other areas.

Student Learning Outcomes:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology
- Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve behavior and mental processes
- Apply psychological principles to personal, social, and organizational issues
- Recognize, understand, and respect the complexity of sociocultural and international diversity
- Develop insight into the behavior and mental processes of themselves and others and apply effective self-management and self-improvement strategies

Major Course of Study Requirements

Bachelor of Arts in Psychology; Bachelor of Science in Psychology

Check with Psychology Department Chair

Psychology Minor (22 credit hours):

Check with Psychology Department Chair

Psychology Course Descriptions

Check with Psychology Department Chair

PUBLIC HEALTH SCIENCE MINOR

Contact:

Dr. Cynthia Trawick

Overview:

Students choosing to pursue the minor are required to complete a 12-credit hour core curriculum consisting of HBIO 240 Introduction to Public Health Science, HBIO 330 Introduction to Epidemiology, HBIO 340 Introduction to Biostatistics, HBIO 450 Public Health Sciences Seminar and Practicum, and one additional three-hour elective course, totaling 15 credit hours.

Students may choose courses offered at the different AUC institutions that satisfy the elective requirements. A faculty member in the PHSI must approve all elective courses. An updated list of elective courses is generated each semester to ensure breadth of study and to exercise quality control. In addition, as a result of our interaction with other historically black colleges and universities, courses in public health have been established. The following is a list of courses for the minor in public health.

Public Health Science Minor Requirements

Check with Contact

PUBLIC HISTORY MINOR

Faculty Contact:

Dr. Karcheik Sims-Alvarado (Assistant Professor, Africana Studies)

Overview:

Check with Faculty Contact

Public History Minor Requirements

Check with Faculty Contact

RELIGION

Department Chair (Philosophy and Religion):

Dr. Harold Bennett (Professor)

Faculty:

Dr. Lawrence Carter Sr. (Professor); Dr. Aaron Parker (Associate Professor)

Overview:

Religion uses approaches from the humanities and social sciences to cast light on the diverse beliefs and practices in faith traditions of societies and cultures. Students study religious texts and explore the tension between religion, science, politics, economics, and other disciplines.

Our major gives attention to the various roles religion played and continues to play in the Black experience. We engage specific conversations and view data and phenomena in religious studies through an Afrocentric lens. Students also develop culturally sensitive ways to view diverse peoples, societies, and cultures domestically and internationally.

Student Learning Outcomes:

Students who major in religion are able to:

- Engage in informed critical self-reflection and assessment of their personal religious beliefs, language, rituals, and experiences
- Discuss respectfully and objectively the world's religions as historical and cultural phenomena
- Express and appraise basic features of religion in the West Coast of Sub-Saharan Africa before the West Atlantic slave trade
- Analyze the history, sacred texts, fundamental beliefs, rituals, world views, and institutions of world religions ranging from African Traditional Religions and Christianity to Islam and Hinduism
- Critique the relationship between religion and the Black Experience in America. They will be able to understand the religion of the enslaved, Black Christianity, the Nation of Islam, Black-Hebrew-Israelite Jews, and other Black religious movements in America
- Articulate their ideas coherently regardless of whether it is in written or spoken form, or to an academic or professional audience

Major Course of Study Requirements

Bachelor of Arts in Religion

Check with Philosophy and Religion Department Chair

Religion Minor Requirements

Check with Philosophy and Religion Department Chair

Religion Course Descriptions

Check with Philosophy and Religion Department Chair

SOCIOLOGY

Department Chair:

Dr. Adria Welcher (Associate Professor)

Faculty:

Dr. Derrick Bryan (Associate Professor); Dr. Cynthia Hewitt (Associate Professor); Dr. Michael Hodge (Professor); Dr. Regine Jackson (Professor); Dr. Mansa King (Associate Professor); Dr. Marisela Martinez-Cola (Assistant Professor); Dr. Taura Taylor (Assistant Professor)

Overview:

Sociology does not simply describe how human social behavior is organized and how it changes. It seeks to explain the reasons for such organization and change. To this end, the professional sociologist aims to learn how to anticipate and predict patterns of human group interaction. Such information, systematically and objectively derived, provides knowledge from which enlightened, informed social policies and planning can ensue.

The department's core curriculum is structured to orient students interested in sociology and other professional areas. Experience in these courses helps to free the mind from the fetters of traditionalism, fostering critical analysis of the social-scientific context. Students are strongly encouraged to engage in internships, fieldwork, and undergraduate research. In addition to the major and minor in sociology, the department offers a minor in criminal justice and a concentration in the sociology of family and gender. The department also prepares for successful graduate study and employment in sociology, research, and other fields.

The careers of the department's graduates include criminal justice, law, social work, environmental planning, policy analysis, gerontology, medical sociology, clinical counseling, public health, medicine, theology, teaching and educational administration, government service, marketing research, industrial sociology, public relations, diplomatic service, organizational research, and administration in industry or community service organizations.

Students majoring and minoring in sociology are eligible for election to the Alpha Kappa Delta International Sociological Honor Society. The department also sponsors a discipline-oriented group, the Morehouse Sociological Association. Our rich history is exemplified by our students, faculty, and programs.

Student Learning Outcomes:

The goals of the sociology department are organized to ensure that students are prepared to:

- Enter graduate and professional studies
- Use their sociological skills and knowledge to begin careers

- Apply the sociological imagination and critical thinking to everyday life and community concerns
- Demonstrate a global orientation and enhanced awareness, knowledge, and appreciation of the African experience in Africa and the diaspora

Major Course of Study Requirements

Bachelor of Arts in Sociology

Check with Sociology Department Chair

Sociology Minor Requirements

Check with Sociology Department Chair

Criminal Justice Minor Requirements

Check with Sociology Department Chair

Sociology Course Descriptions

Check with Sociology Department Chair

SOFTWARE ENGINEERING

Program Director:

Dr. Kinnis Gosha (Professor, Computer Science)

Overview:

The Software Engineering program prepares students to become software professionals by providing them with the skills needed to innovate software solutions that will drive the future of technology. The program focuses on state-of-the-art engineering methods, emergent technologies and the solutions needed to address the construction of large-scale computer systems and software applications in the real world. Coursework is balanced between computer science theory and practical application of software engineering methodology. Specific training is provided in the areas of programming, object-oriented methodology, data structures, discrete structures, software design, software maintenance, and software testing. This program concludes with a Senior capstone project aimed to imitate agile experience in a formal work environment. Students will utilize the skills they have developed to immerse themselves in tackling complex problems that will lead to groundbreaking final products that showcase their work.

Student Learning Outcomes:

The graduate will be technically qualified for practice in the profession.

He will be an effective technical communicator capable of working effectively in groups on computing problems.

He will demonstrate the ability to identify, formulate and solve engineering problems taking into consideration the impact of these solutions in a global, economic, environmental, and societal context.

Major Course of Study Requirements

Bachelor of Science in Software Engineering

Check with Software Engineering Program Director

Software Engineering Course Descriptions

Check with Software Engineering Program Director

SPANISH

Department Chair (Modern Foreign Languages):

Dr. Michael Dillon (Professor)

Faculty:

Dr. Denise Callejas (Assistant Professor); Dr. Jaime Chavez (Assistant Professor); Dr. Jose Larrauri (Assistant Professor); Dr. Patricia Pogal (Associate Professor); Dr. Haakayoo Zoggyie (Associate Professor)

Overview:

Our Spanish major prepares students to interpret, compare, and explain the culture and artistic works generated by the diverse societies of the Spanish speaking world. Our students demonstrate interpretative, presentational, and interpersonal communication skills in Spanish at the Advanced Low level according to the proficiency guidelines of the American Council on Teaching Foreign Language. The broad interpretive and language level skills we offer are useful in personal and professional life and prepare our students for global citizenship.

Graduates with a strong Spanish background are in increasingly high demand within the private and public sectors, the scientific community, and, in particular, those organizations operating abroad. Additionally, our program recognizes and emphasizes the lasting African influence present in the Hispanic world and the cultures they represent.

We work with educational organizations that provide semester or full academic year programs in foreign countries to encourage travel and study abroad. Students may complete a substantial part of their requirements for a major or minor concentration in Spanish through one of these programs. Our program also sponsors its own summer study abroad programs.

Student Learning Outcomes:

As a result of the rigorous study in our program, graduates can:

- Demonstrate Intermediate Low to Advanced Low language skills according to the proficiency guidelines set by the American Council on Teaching Foreign Language (ACTFL) through listening comprehension, verbal communication, expository writing, and reading in French.
- Interpret and explain language and linguistic cultural artifacts across time, cultures, and diverse societies in the Spanish-speaking world.
- Analyze and critique linguistic cultural artifacts in the diverse societies of the Spanish-speaking world and compare these with their cultural backgrounds.

Major Course of Study Requirements

Bachelor of Arts in Spanish

Check with Modern Foreign Languages Department Chair

Spanish Minor Requirements

Check with Modern Foreign Languages Department Chair

Spanish Course Descriptions

Check with Modern Foreign Languages Department Chair

SUSTAINABILITY MINOR

Faculty Contact:

Dr. Lawrence Blumer (Professor, Biology)

Overview:

Our minor fosters the creation of global leaders, cultivates the attitudes, values, and principles of ethical choice that compels students to develop visions for a sustainable humankind.

Sustainability Minor Requirements

Check with Faculty Contact

THEATER AND PERFORMANCE

Faculty Contact:

Dr. Robert Tanner (Associate Professor, Music)

Overview:

Theatre and performance is made possible through a partnership between Morehouse and Spelman College. We designed the Theatre and Performance curriculum to challenge theatre arts students and encourage discovery, creativity, and scholarship. It provides the formal preparation necessary for advanced academic or professional study. And it offers students experiences in theatre arts through broad-based exposure to the various aspects of drama while contributing to the cultural enrichment of the Atlanta University Center and the community.

We offer creative and inquisitive candidates an opportunity to explore performance, writing, and design through experimentation and exploration. This interdisciplinary approach to performance offers a unique approach to theatre studies. Our students are encouraged to experiment with text, film, live performance, songs, and site-specific areas to develop and create original stories. Along with the classic theatre texts, our students experience comprehensive, interdisciplinary performance training.

Students create a graduation portfolio that includes self-generated short performance work, complete with design, a short-filmed reel, and a monologue to go forward into graduate school or the industry.

African American cultural forms and best practice methodologies, including an introduction to international approaches to theatre, expose students to contemporary performance practice. Students also critically analyze social activism and politics and how these elements come together to shape and form bold and exciting artists and citizens.

Student Learning Outcomes:

The Theatre and Performance major will:

- Articulate in oral and written form, the historical, literary, cultural, and theoretical knowledge of theatre and performance
- Analyze and evaluate scholarship and performance in theatre
- Exhibit high-level critical thinking and performance skills and uniquely expressed creativity
- Use media and technology effectively in performances and presentations
- Demonstrate the ability to work collaboratively to create thoughtful, well-executed works

Major Course of Study Requirements
Bachelor of Arts in Theater and Performance

Check with Faculty Contact

Theater and Performance Minor Requirements

Check with Faculty Contact

Theater and Performance Course Descriptions

Check with Faculty Contact

URBAN STUDIES

Program Director:

Dr. Ebenezer Aka (Professor, Political Science)

Overview:

Established in 1976, our urban studies program enjoys an excellent reputation in the nation, and especially among the universities and colleges in Atlanta that offer urban studies and city and regional planning programs. Our program's core introduces students to the field and prepares them for advanced work. We also offer two concentrations, urban management and urban planning.

Student Learning Outcomes:

Students who earn a degree in urban studies should be able to:

- Advance the state of the art of urban studies and planning education
- Recognize and determine the underlying structural systems of communities
- Foster planning in democratic societies by emphasizing public interest advocacy and political engagement
- Act as progressive change agents rather than as defenders of the status quo
- Respond to the users of planning services in public as well as the private sector
- Provide service to cities and the states by translating and applying urban studies training to the solution of specific community problems

Major Course of Study Requirements

Bachelor of Arts in Urban Studies

Check with Urban Studies Program Director

Urban Studies Minor Requirements

Check with Urban Studies Program Director

Urban Studies Course Descriptions

Check with Urban Studies Program Director

SECTION 5:

SPECIAL ACADEMIC PROGRAMS CENTERS AND INSTITUTES

SPECIAL ACADEMIC PROGRAMS

ARMY RESERVE OFFICER TRAINING CORPS (AROTC)

Contact Person:

Kemetta Burdette
kburdette@gsu.edu
(404) 413-6493

Morehouse College Army Reserve Officer Training Corps (ROTC), a subsidiary of the Georgia State University ROTC, is designed to develop students who exhibit strong scholarly, athletic, leadership attributes, and a desire to serve this country to become a Second Lieutenant in the regular Army, US Army Reserve, or the Army National Guard. Students may enter this program at any stage of their collegiate or graduate career; provided they meet the requirements listed below and will be eligible for benefits to assist them in pursuing their collegiate goals.

For more information about Army ROTC, [visit our website](#).

HOWARD THURMAN HONORS PROGRAM

Faculty Contact:

Dr. Alison Ligon (Associate Professor, English)
Dr. Lance Young (Associate Professor, Chemistry)

Administration of the Honors Program:

The program is administered by co-directors, a program coordinator, and an Honors Program Council, composed of selected departmental chairpersons and core faculty members, three student representatives and the co-directors.

Overview:

The Morehouse College Honors Program is a four-year academic program for outstanding students, based in the liberal arts core and integrating the General Studies curriculum with specially designed traditional and cross-disciplinary offerings. Students of high intellectual ability, strong motivation, and broad interests are provided stimulating learning opportunities in the classroom and outside the regular academic environment. Honors Program members take special sections of regular Morehouse courses, taught by Honors faculty members who are chosen on the basis of their reputations as outstanding teachers. Course enrollment is limited to approximately 20 students. The program is open to students in all academic disciplines and majors. Faculty members in the program nurture the Honors Program participant throughout his college life in the areas of scholarly inquiry, independent and creative thinking, and exemplary scholarship. The program emphasizes leadership and social outreach to balance the student's academic pursuits.

Admission to the Program:

Admission to the Honors Program is based on SAT and ACT scores (generally a minimum of 1260 and 27, respectively), high school GPA (a minimum of 3.0), and a profile completed by each prospective freshman; a typical student enters the four-year program as a freshman. Students enrolled in dual-degree programs at other institutions graduate from the Honors Program at the end of five years. Ninety-five percent enter as first-semester freshmen. Second-semester freshmen and first-semester sophomores may apply for admission if they are not admitted at the beginning of freshman year. These students usually have been recommended by teachers or departmental chairpersons and have maintained a GPA of 3.25. In rare cases of promising freshmen whose entrance scores fall just below the minimum, admission is possible on a one-semester, conditional basis. Entering freshmen may petition for exemption credit based on AP, IB, and A-Level scores from high school programs, as well as on approved college credits received during high school.

Lower-Division Honors (Freshmen and Sophomores):

Over a two-year period, students on this level are enrolled in sections of English, World History, Mathematics (either Pre-Calculus or Calculus, depending on the major), World Literature, French, Spanish, Philosophy, Political Science, Sociology, African American Studies, Physical Science, Religion, Economics, and Psychology. Each student takes other lower-division and major courses with members of the regular student body. During the first two years, each student is provided close guidance and advisement from the director of the program, who works closely with departmental chairpersons on matters of course selection and sectioning. In addition, upper-class Honors Program students serve actively as advisors, tutors, and role models for freshmen, from orientation week throughout the first year.

Upper-Division Honors (Juniors and Seniors):

Students on this level are not required to take Honors Program courses. However, they are expected to perform honors-level work in selected courses. The student will complete special course-related assignments, make presentations, participate in seminars, and focus on departmental research. An Honors Program interdisciplinary seminar is offered for juniors and seniors. During the senior year, each student will be expected to write and defend a senior thesis or project in his major department. A staple of honors programs across the country, the senior thesis will provide excellent preparation for students desiring to do graduate or professional studies or to enter high-level positions upon graduation. The following courses are offered in the Honors Program, in conjunction with the designated College departments: Africana Studies 100, History 111-112, Philosophy 201, Senior Seminar 340, Economics 201 (Macroeconomics), Mathematics 100, Physical Science 102 & Lab, Sociology 101, English 103 (Composition), Mathematics 120, Political Science 251, Spanish 251-252, English 250 (World Literature), Mathematics 161- 162, Psychology 101, French 251-252, National Government 251, and Religion 201.

At graduation, students must have a minimum of 10 Honors Program courses or their equivalent and a minimum of one cross-disciplinary seminar.

Requirements and Standards:

The Honors Program student must maintain a minimum GPA of at least 3.0 during his freshman and sophomore years. The minimum for juniors and seniors is 3.25. Any student falling below the minimum is placed on a one-semester probation in the program; he will have the following semester to raise his GPA and to resume his good standing in the program. If he does not attain the minimum, he will be dropped from the program. No first-semester freshman is dropped or put on probation unless his GPA falls so low during the first semester (below 2.5) that it is impossible for him to recover in the following semester. Students who maintain high averages in the Honors Program are recognized throughout the academic year in special assembly programs, College-wide Scholars Day, special scholarships and internships, and recommendations from teachers in the program for periodic national awards and prizes.

The Honors Program Student Association:

The Honors Program Student Association (HPSA) is a chartered, student-administered organization of all students in the program. It elects its own officers annually, holds monthly meetings to plan and implement social and academic activities, works with other chartered organizations to present speakers and programs, and participates in activities with Honors Program students in other local colleges. The organization is governed by the college's regulations for campus groups and by its own constitution and bylaws. HPSA members have close associations with program members at Clark Atlanta University, Georgia State University, Spelman College, and the University of Georgia.

Professional Affiliations:

Morehouse College holds institutional memberships in the National Collegiate Honors Council, the Southern Regional Honors Council, the National Association of African American Honors Programs, and the Georgia Collegiate Honors Council. Students and faculty members maintain individual memberships in these professional associations. Each organization holds an annual meeting, where selected Morehouse faculty and students attend as delegates, present papers, and conduct workshops.

JUSTICE-MESTER (JMESTER)

The Morehouse College Justice-Mester (JMester) is a winter term that positions social impact and social justice issues as central in a high-performance learning community with classes taught by Morehouse College faculty and College-affiliated content experts. JMester provides the unique opportunity for learners to engage in an intensely focused and immersive “high-touch” academic experience beyond traditional methods of instruction that might take place during a regular semester course. During the term Faculty are charged to design their ‘dream’ courses with particular attention given to innovation, engagement, and application for both the learner and the lecturer.

JMester Curriculum Framework for Social Impact

JMester course curricula are grounded within a Curriculum Framework for Social Impact that is designed to help develop skills, attitudes and behaviors that encourage student scholars to contribute positively to their communities. The Curriculum Framework is an extension of the Morehouse College mission and centers authentic engagement, understanding self, understanding rudimentary tactics of impactful leaders and movements, and the accountability tethered to being knowledgeable about freedoms and the consequences of their denial. These themes are anchored by four domains of social justice — identity, diversity, justice, and action.

Faculty and Student Roles in JMester Courses

Faculty who teach JMester courses utilize the Curriculum Framework for Social Impact as a “map” broad enough to be integrated into their individual pedagogical expressions, while also maintaining a Morehouse-centric foundation that is informed by the best histories and practices of the College and related leadership (i.e., Howard Thurman and the work of humanness; the radical vision of Spike Lee; the economic innovations of Maynard Jackson; and the American non-violent movement pioneered by Martin Luther King, Jr.).

Students who engage in the JMester experience are intent on the positionality of their learning. They are assuming instruction and lines of inquiry that anchor their education as being of consequence and necessary in the establishment and maintenance of a just society. Their participation in JMester presumes collaboration with peers and the professor toward social justice, social impact, and deep attachment to a 21st century expression of the Morehouse College Mission.

JMester Courses as Free Elective Courses

JMester courses are for credit as free elective courses toward graduation. Students are directed to engage Department areas prior to enrolling to determine if credit from these courses can be applied to their specific major or can fulfill general education requirements.

Also, because JMester is a partial semester affiliated with the spring term, students must be careful not to take more total course hours for the spring semester (including JMester) than what is a typical full load, or additional costs will be incurred.

Timing of JMester Courses and Contact Hours

Courses take place during the month of January with the College calendar dictating the specific week(s) across which classes will be taught. For JMester, in order for the course to have an equivalent number of contact minutes for a student to earn 3-credit-hours, each will meet for the equivalent 2,250 contact minutes students get in the 15-week semester. For example, a class might meet for five hours per day (300 minutes) across 7.5 days.

Given that students will receive an enriched and particularly dedicated learning experience, more time in class and on outside assignments than in a regular semester course is to be expected. Therefore, students can only take one course during the JMester term.

JMester Course Offerings

JMester has a history of success and strong course offerings. Student scholars have taken JMester courses ranging from *Drone Journalism* to *We Believe You: Learning to Listen to Women and the LGBTQIA Community*, to *The Philosophies and Thoughts of W.E.B. DuBois and Frantz Fanon*, to *Psychology, Sport and Social Justice*. Course listings for JMester are made available along with class offerings for the Spring semester.

NAVY RESERVE OFFICER TRAINING CORPS (NROTC)

Contact Person:

CAPT Jesus Rodrigues

Overview:

The NROTC program is an officer accession point for the United States Navy and Marine Corps. Upon graduation and subsequent commissioning, naval officers are ordered to active-duty service primarily in the aviation, submarine, and surface warfare communities. Marine Corps commissioners report to the Marine Corps Basic School for further training and follow-up assignments in various specialties.

The program's objective is to provide students with the basic concepts and principles that they will need as commissioned officers in the naval service. NROTC students receive an educational background in the basics of naval science, principles of leadership and management, and requirements for national security. This background allows later participation in advanced naval education programs.

As an NROTC student, you enroll in one of the three categories outlined below.

- **NROTC Scholarship Students:**

The NROTC scholarship pays for tuition, fees, and a portion of textbooks. The Navy also provides uniforms and a monthly subsistence allowance. Scholarship students must complete the naval science curriculum and take summer cruises of four to six weeks between academic years, usually aboard Navy ships, submarines, or Marine Corps Bulldog Training.

Four-year scholarship students are selected through a nation-wide competition. Selection criteria are derived from SAT or ACT scores, high school academic performance, and extracurricular activities. The Naval Recruiting Command administers the selection process. However, the Morehouse College NROTC unit provides guidance and information to applicants.

- **Non-Scholarship Students:**

Non-scholarship students interested in a naval commission may apply for the NROTC college program. In this program, the Navy provides uniforms and naval science textbooks. College program students are eligible to compete for a one-, two- or three-year NROTC scholarship as described above. NROTC College Program requirements include the completion of the naval science curriculum and participation in a summer cruise between the junior and senior years.

Interested students may apply at the NROTC unit or through the director of admissions. The application process includes a review of previous academic performance and an interview.

- **Two-Year Scholarship Program Students:**

Sophomore students who have not been enrolled in the NROTC program may become NROTC midshipmen by applying and competing nationally for a two-year NROTC scholarship. This scholarship provides tuition, fees, labs, and textbooks for the junior and senior years. Those selected for the program attend six weeks of training in Newport, R.I., which takes the place of the first two years of naval science classes. Upon successful completion of this training, the students join the NROTC unit on an equal footing with other NROTC students in their junior year of naval science classes.

PRE-LAW PROGRAM

Faculty Contact:

Dr. Adrienne Jones (Assistant Professor, Political Science)

Students who intend to pursue law degrees are encouraged to take the following cognate courses:

- HBA 225 Legal Environment of Business
- HPHI 202 Critical Thinking
- HENG 265 Advanced Composition

Program Components:

Pre-law includes three components: curriculum analysis, individualized advisement, and student activity.

- Curriculum analysis begins with the consideration of courses at Morehouse that will enhance the performance of the student on the Law School Admissions Test (LSAT), overall study during a three-year program at law school and passage of a state bar examination at the conclusion of law school.

- Individualized pre-law advising is the critical link between the student and entry into the field of law.
- Student activity promotes student involvement in all activities that sharpen communication, critical thinking, and analytical experience. These student activities at Morehouse now include Moot Court, debate, directed study, internship service and writing in the field of law. Any activity that may improve analytical writing and reading comprehension may also be included.

Pre-law at Morehouse includes these elements: The Morehouse-Spelman Pre-Law Society, the Pre-Law Fraternity (Phi Alpha Delta), the Moot Court Team, and a Student Advisory Board.

Recommended Courses:

It is strongly recommended that future law students take the following courses during their first three years at Morehouse:

- HENG 265 Advanced Composition
- HPHI 202 Critical Thinking
- HPHI 301 Formal Logic
- HPSC 348 American Constitutional Law

Consistent with the goals of enhanced analytical thinking, it is recommended that a future law student, when possible, also take one or more of the following courses as well:

- HBUS 323 Comprehensive Business Law
- HENG 241 Literary Form
- HHIS 476 Seminar in Recent United States History
- HMTH 211 Introduction to Discrete Mathematics
- HPHI 20 Introduction to Philosophy
- HPSC 385 Theories of International Relations
- HPSC 461 History of Political Thought
- HPSC 482 International Ethics
- HPSC 490 Conflict and Conflict Resolution
- HSOC 215 Criminology
- HSOC 307 History of Social Thought
- HSOC 407 Contemporary Sociological Theory
- HSOC 414 Political Sociology
- HSOC 416 Law and Society

STUDY ABROAD

There are several types of study abroad experiences available at Morehouse College.

Why Study Abroad?

In an increasingly global world, it is important for students to acquire a broadening scope of knowledge and experience. Study abroad provides not only a new perspective, but also allows students to develop new skills, independence, and the self-confidence needed to survive and succeed in the global marketplace. International experience provides students a competitive edge with prospective employers or graduate programs, and builds foreign language skills and intercultural understanding.

Researching Studying Abroad Options

Students should follow these steps when researching study abroad possibilities.

1. [Research the program options.](#)
Consider the following questions when researching program options:
 - Timing and length of study abroad
 - Subjects of study while studying abroad
 - Location of program
 - Cost of program
 - Model of program - faculty-led or provider?
 - Language skills needed
 - Other personal, academic, or professional reasons
2. Contact the faculty-leader or staff advisor for the program(s) if students still have questions after carefully reviewing the program information provided on the website.
3. Discuss interest in studying abroad with family or other important people in your life.

Additional Considerations When Thinking about Studying Abroad

Students should start their study abroad research up to a year in advance of when they wish to go abroad. Studying abroad requires planning and preparation and it cannot be done at the last minute.

Students must maintain a strong GPA. Most programs require at least a 2.5 GPA for consideration. Also, all Morehouse students must have a minimum 2.0 GPA to participate in a study abroad program.

Students must complete all application requirements thoroughly and accurately. An instructional guide for searching programs and completing an application can be found [here](#).

Students must meet all stated deadlines. They should not wait until the last minute to begin their application.

Some programs enroll on a “first-come, first-served” basis.

Types of Study Abroad Experiences

Short-term Morehouse Academic Experience

This experience, which is tailored by Morehouse faculty members, offers unique opportunities for students to travel abroad generally during the winter term, spring break, and summer term. This type of experience is typically 1 – 3 weeks in length. Academic credit may or may not be associated with this experience and will vary by program.

Semester Term / Academic Term Experience with Partner

This study abroad experience is with one of Morehouse’s 5 preferred partners and can be for a semester term or academic year. Academic credit is associated with this experience.

Short-term Research Experience

This experience allows students to choose from a range of academic research opportunities. During the program, they will gain valuable academic research experience while working under the direction of a research mentor, in addition to the opportunity of living and studying in another country.

Short-term Service Experience

This experience allows students to go beyond the classroom and into the local community by volunteering in a service-learning program. Students can volunteer on projects with nonprofit organizations, teach at local schools, as well as many other opportunities. This experience can be through a Morehouse faculty-led program or through a program offered by one of Morehouse’s 5 preferred partners.

Language Intensive Experience

This experience allows students to learn or improve their language skills while immersing themselves in the host country through language and culture courses. This experience is typically a summer or semester term experience.

Internship Program Experience

This experience offers the opportunity for students to have a full-time internship abroad working in a global environment and learn about their field from a cross-cultural perspective. Through the 5 preferred partners, students can apply for an internship placement that matches their career aspirations, educational background, and location preferences. This experience is typically a summer or semester term experience.

The Office of International Education (OIE) within the Andrew Young Center for Global Leadership

Housed in the Andrew Young Center for Global Leadership, the *Office of International Education* (OIE) leads and supports international education at Morehouse College. Initiatives include internationalization of the student body and campus life, internationalization of the curriculum, and education abroad. The OIE supports development and implementation of faculty-led study abroad experiences and provides advising and support to students interested in studying abroad.

The OIE partners with multiple external providers to facilitate semester, academic year, and short-term global experiences for students. Morehouse College study abroad partners include ISEP, CAPA, Arcadia, CIEE, and IES. The OIE offers a curated list of opportunities made available through these five partners that provide cost-effective, high-quality study abroad experiences. These experiences allow students to enroll at and pay Morehouse College tuition and fees while studying abroad. Additionally, ISEP offers a global exchange program offering study abroad experiences at approximately 200 institutions globally. This exchange program allows Morehouse students to attend an international college or university for a semester or academic year while students enrolled at other institutions study at Morehouse College.

Students of all disciplines who are in good standing (academic and conduct) are encouraged to study abroad. Interested students should work with their academic advisor to create a plan that includes a semester or year studying at another institution while completing their academic requirements. For more information, students are encouraged to review the Morehouse College study abroad website: <https://studyabroad.morehouse.edu>.

CENTERS AND INSTITUTES

CENTERS AND INSTITUTES

Andrew Young Center For Global Leadership (AYCGL)

The *Andrew Young Center for Global Leadership* (AYCGL) provides institutional, national, and international leadership in the examination and generation of solutions for global challenges, the study of social justice-based leadership, social justice activism training and the development of social change agents, and co-curricular experiences designed to prepare students for lives as global citizens and leaders. Comprised of three interdependent institutes and an academic program, the AYCGL includes the *Institute for Research, Civic Engagement, and Policy*, the *Institute for International and Experiential Education*, the *Institute for Social Justice Inquiry and Praxis*, and the *Leadership Studies Program*. The Office of International Education is housed in the AYCGL and, through study abroad and other programming, expands upon multiple efforts to implement experiential education at the college. The AYCGL is home to numerous programs, including those supporting scholarly engagement and production, academic and leadership development, social justice activism and civic engagement, and community engagement. Two scholarship programs housed in the AYCGL, the Oprah Winfrey Scholars Program and SMASH Scholars Program, support approximately 80 students and provide co-curricular leadership and service experiences designed to develop social justice focused, globally informed leaders.

Contact: Dr. Jann Adams (AYCGL Lead Director, Professor of Psychology)

Black Men's Research Institute (BMRI)

The *Black Men's Research Institute* (BMRI) aims to advance more inclusive curricular and programmatic offerings and scholarship/creative work encompassing the humanities, humanistic social sciences, and artistic frames not always connected with understandings of Black men. BMRI provides a highly visible platform by which faculty, students, and the broader community may engage and, if necessary, counter narratives and policies that do not attend to the full breadth of experiences and perspectives reflected in an intersectional orientation to Black men's experiences and masculinities. BMRI will focus on the intersection of culture and social justice by contextualizing Black masculinities in all their manifestations, both within and outside of the U.S. Therefore, the Institute also will provide a context for engagement of local, national, and global scholars in meaningful dialog about expanding notions of Black masculinities and Black men's lived experiences beyond a heteronormative, patriarchal frame.

Contact: Dr. Walter Kimbrough (BMRI Interim Executive Director)

Center For Black Entrepreneurship (CBE)

The *Center for Black Entrepreneurship* (CBE) is a partnership of the Black Economic Alliance Foundation (BEAF), Spelman College, and Morehouse College, located on the campuses of Morehouse and Spelman. The CBE seeks to eliminate the access barriers faced by Black

entrepreneurs, professional investors, and business builders by leveraging education, mentorship, access to capital, and opportunity.

The CBE offers academic curriculum to students in the Atlanta University Center Consortium (AUC), which includes Clark Atlanta University, Morris Brown College, and Morehouse School of Medicine in addition to Spelman and Morehouse. The Center also supports co-curricular programming that will provide students with additional tools, training, networks, and opportunities necessary for success. Additionally, the CBE hosts online courses and certificate programs to make its curriculum and training accessible to a broader adult audience across the globe. These offerings include stackable credits, upskilling opportunities, and co-curricular engagements for students from any school, including older and non-traditional students, as well as to non-student current and aspiring entrepreneurs.

Contact: TBD

Morehouse Innovation and Entrepreneurship Center (MIEC, Institute of CBE)

The *Morehouse Innovation & Entrepreneurship Center* (MIEC) is a global model for higher education and industry collaborations, programs that connect education with entrepreneurial leadership development, and community-focused resources and support. The mission of MIEC is *to start, scale and sustain Black businesses* whether it is with our students or businesses in the community. MIEC sees entrepreneurship and business ownership as a pathway of closing the racial wealth divide and a source of economic empowerment. MIEC's mission is accomplished by providing the following programs: (1) Co-curricular programming to expose undergraduate college students to a better understanding of an entrepreneurial mindset. These initiatives include a speaker series, pitch competitions, startup workshops, internships, and innovation sprints, (2) technical assistance to existing businesses in the form of business management curriculum to aid access to capital, coaching and increase in contracts, and (3) research and consultative services to government agencies, corporations, and universities seeking to expand their under-represented small business suppliers.

Contact: Dr. Tiffany Bussey (MIEC Executive Director)

INITIATIVES AND PROGRAMS

Federal Trio Programs

The Federal *Trio Programs* are sponsored by the U.S. Department of Education and funded under Title IV of the Higher Education Act of 1965. These programs assist students in overcoming class, social, academic, and cultural barriers to higher education. Currently, there are seven programs on the Morehouse College campus serving low-income individuals and first-generation college students from middle school to post baccalaureate programs. These seven programs include: (1) Upward Bound (two projects), (2) Talent Search, (3) Upward Bound Math/Science Regional Center, State Math/Science Center, Greater Orlando Math/Science, and (4) Ronald E. McNair Post Baccalaureate Program.

Collectively, these programs identify promising students and (1) support them through the transition from middle school to high school as well as with the college application process (Talent Search); (2) prepare students for college-level coursework (Upward Bound); (3) increase the number of high school students from underrepresented backgrounds in obtaining degrees in math, science and engineering (Math/Science Regional, State, Greater Orlando Centers); and (4) provide undergraduate research opportunities to increase the number of students who complete Ph.D. programs in STEM (Ronald E. McNair).

Contact: Dr. Cynthia Trawick (TRIO Director)

HBCU STEM Undergraduate Success Research Center

The *HBCU STEM Undergraduate Success (STEM US) Research Center*, funded by the National Science Foundation, seeks to understand and disseminate information on student success in STEM from the HBCU perspective. The three areas of research are: (1) Course-based Undergraduate Research Experiences (CUREs), (2) Intersectionality, Scientific Literacy, Intersectionality, Project Knowledge Academic Mentoring, and (3) Academic Pipeline Project/THRIVE. Additionally, the *HBCU STEM Undergraduate Success Research Center* seeks to provide research experiences to undergraduate, postbaccalaureate, and graduate students. These experiences are meant to allow students the opportunity to become familiar with the research process while supporting students as they pursue their academic and research goals.

Contact: Dr. Derrick Bryan (HBCU STEM Director, Associate Professor of Sociology)

International Comparative Labor Studies (ICLS)

International Comparative Labor Studies (ICLS) is a social science and humanities interdisciplinary initiative to educate for sustainable careers contributing leadership, research, and organizing for students with social justice ideals. ICLS helps students develop a 21st century vision for sustainable meaningful work lives for African American and all workers through study of worker organizing and community development in the South and comparison of strategies globally. In the spirit of Djehuti – Kemetic (ancient Egyptian) God of science and shared knowledge of producing – ICLS seeks to close the gap between physical and mental labor by balancing experiential learning with theoretical knowledge. ICLS is comprised of two major programs, the 1) certificate program, and 2) the Research Fellows Program. ICLS provides a unique program of direct education and research services to unions and other public interest organizations. The ICLS Research Fellows Program will include scholar activists who possess the professional acumen and interest to develop, critique, and defend political economy propositions.

Contact: Dr. Cynthia Hewitt (ICLS Chair, Associate Professor of Sociology)

Morehouse Center for Excellence in Education (MCEE)

The *Morehouse Center for Excellence in Education (MCEE)* aims to develop a talented pipeline of world-class practitioners, innovators, policymakers, leaders, and researchers who are equipped to transform and improve educational outcomes in urban and underserved communities. MCEE has an unrelenting focus on social justice, educational excellence, equity, and ethical leadership. These core values are embedded in all aspects of the student experience and the work of the

Center. Woven into all courses and activities are the Morehouse College standards of excellence that promote acuity, agency, integrity, and brotherhood. The Center's initiatives are designed to be responsive to the ever-changing P-16 education landscape. The college's Education Department and Teacher Education Program are connected to the Center and support students pursuing degrees in Early Childhood Education and Educational Studies, as well as those seeking certification in Secondary Education.

Contact: Dr. Nina Gilbert (MCEE Director, Assistant Professor of Education)

Morehouse College Makerspace Exploration Center

The *Morehouse College MakerSpace Exploration Center* promotes student learning through *making*, an iterative, hands-on experiential activity that teaches students to apply skills, build models, identify problems, revise ideas, and share new knowledge with others. Defined as a cooperative experience where students can make things, conduct research, and collaborate, the innovation of *making* encourages creativity, artistic expression, and innovation through the use of technology. The MakerSpace facilitates both formal and informal learning, offering a space in which students conduct original experimentation, engage in positive risk-taking activities, and benefit overall from cross-disciplinary interactions and technically advanced learning. The MakerSpace Exploration Center facilitates the "hands-on" use of new technologies like 3D printing and laser ablation (cutting), as well as the use of classic techniques in paper, metal, and wood fabrication.

Contact: Dr. Brian Lawrence (Makerspace Exploration Center Director, Associate Professor of Chemistry)

Public Health Sciences Institute (PHSI)

The Morehouse College *Public Health Sciences Institute* (PHSI) was established in 1988 under a cooperative agreement with the Centers for Disease Control and Prevention (CDC) enhance diversity among emerging leaders within the public health workforce. The PHSI is affiliated with the only undergraduate minor in Public Health available to students in the Atlanta University Center Consortium. Additionally, PHSI offers a summer public health internship, *Project Imhotep*, which is an 11-week program funded through a cooperative agreement with the CDC. It is Project Imhotep's mission to increase the representation of underrepresented minority students in graduate programs and careers in public health. In addition to these offerings, the PHSI offers career counseling and leadership and personal development opportunities to support students as they explore, build, and pursue a career in public health.

Contact: Dr. Cynthia Trawick (PHSI Director)

Scientific Literacy Center

The *Scientific Literacy Center* is an online "one-stop-shop" for scientific literacy related information for freshmen majoring in science, technology, engineering, and mathematics (STEM), as well as STEM faculty members. The Center's mission includes facilitating the successful pursuit of STEM majors, enhancing student cognitive and non-cognitive skills, and providing a proven curriculum that is specifically designed to increase STEM retention. The scientific literacy course includes 12 stand-alone chapter/modules. Each module contains a

professionally produced video lecture with accompanying slides, active-learning activities, and a quiz. The Center contains hundreds of useful links, research simulations and even a 1-hour credit course.

Contact: Dr. Lycurgus Muldrow (Scientific Literacy Center Director)

SECTION 6:

FACULTY, ADMINISTRATORS, AND TRUSTEES LISTING

FACULTY LISTING

DIVISION OF BUSINESS & ECONOMICS

BUSINESS ADMINISTRATION

Siavash Abghari, Professor

B.A., University of Tehran; M.A., Memphis State University; Ph.D., Emory University

Irving Corrales, Assistant Professor NTT

B.S., Universidad Simón Bolívar; M.B.A., Mercer University

Carolyn D. Davis, Associate Professor

B.S., Northwestern University; M.B.A., University of Chicago; Ph.D., Georgia Institute of Technology

John V. Eagan, Associate Professor

B.A., Ph.D., Georgia State University; J.D., Harvard Law School

SherRhonda Gibbs, Professor

B.S., Grambling State University; M.B.A., Winona State University; Ph.D., Jackson State University

Keith B. Hollingsworth, Professor

B.S., M.S., Ph.D., Georgia Institute of Technology

Glynnis Johnson, Assistant Professor NTT

B.A., Dillard University; M.A., Ph.D., The University of Texas at Austin

Felix Kamuche, Professor

B.S., University of Texas; M.A., Jackson State University; Ph.D., University of North Texas

Rubina F. Malik, Senior Assistant Professor NTT

B.S., Georgia State University; M.B.A., Mercer University; Ph.D., University of Georgia

Aisha Meeks, Associate Professor

BA, MA., Ph.D., Jackson State University

Gabriela Maria Piscopo, Assistant Professor NTT

B.A., Universidad Carabobo; M.B.A., Carnegie Mellon University; Ph.D., Georgia State University

Emmanuel O. Onifade, Professor

B.S., Central State University; M.B.A., University of Cincinnati; Ph.D., University of South Carolina

Patrick Washington, Associate Professor

B.A., Morehouse College; M.S., University of Alabama; Ph.D., University of Alabama

Cassandra Wells, Associate Professor

B.A., Clark College; M.B.A., University of Florida; Ph.D., Georgia Institute of Technology

ECONOMICS

Juliet Elu, Charles E. Merrill Endowed Professor

B.S., M.B.A., Utah State University; Ph.D., University of Utah

David A. Poyer, Associate Professor

B.S., Howard University; M.A., Ph.D., The State University of New York College at Buffalo
(Morehouse College, 2002)

Mona Ray, Associate Professor

B.A., University of Kalyani; M.A., Ph.D., Clemson University
(Morehouse College, 2002)

DIVISION OF HUMANITIES, SOCIAL SCIENCES, MEDIA, AND ARTS

AFRICANA STUDIES

Vicki Crawford, Professor and Endowed Chair in Civil and Human Rights

B.A., Spelman College; M.A., University of Georgia; Ph.D., Emory University

Monique Earl-Lewis, Associate Professor NTT

B.A., Auburn University; M.S., University of South Alabama; M.A., Ph.D., California School of
Professional Psychology, Los Angeles (CSPP-LA)

Clarissa Myrick-Harris, Professor

B.A., Morris Brown College; M.A., The Ohio State University; Ph.D., Emory University

Samuel T. Livingston, Associate Professor

B.A., University of South Carolina; M.A., Ph.D., Temple University
(Morehouse College, 2003)

Karcheik Sims-Alvarado, Assistant Professor

B.A., M.A., Clark Atlanta University; Ph.D., Georgia State University

CINEMA, TELEVISION, AND EMERGING MEDIA STUDIES

Stephane Dunn, Professor

B.A., University of Evansville; M.F.A., M.A., Ph.D., University of Notre Dame

Avery O. Williams, Assistant Professor NTT
B.A., Morehouse College; M.F.A., New York University

COMMUNICATION STUDIES

Felicia R. Stewart, Professor
B.A., Howard University; J.D., Emory University; Ph.D., Howard University

Natasha Howard, Assistant Professor
B.A., Xavier University; M.A., New York University; M.S., Long Island University; Ph.D., Howard University

Kenneth Newby, Senior Assistant Professor NTT
B.A., Morehouse College; J.D., University of Connecticut School of Law

Keisha E. Tassie, Associate Professor
B.A., M.A., Ph.D., University of Georgia

ENGLISH

Francine Allen Adams, Associate Professor
B.A., M.A., University of North Carolina-Chapel Hill; Ph.D., Georgia State University

Consuella Bennett, Associate Professor
B.A., M.A., University of the West Indies; Ph.D., Georgia State University

Corrie B. Claiborne, Associate Professor
B.A., Syracuse University, M.A., University of Southern Carolina; Ph.D., The Ohio State University

Tanya Clark, Senior Assistant Professor NTT
B.A., Clark Atlanta University; M.S., University of Rhode Island; Ph.D., Temple University

Leah Creque, Professor
B.A., Wellesley College; M.B.A., Atlanta University; Ph.D., Emory University

Michael Janis, Associate Professor
B.A., Emory University; Ph.D., State University of New York at Stony Brook

Alison Ligon, Associate Professor
B.A., Hampton University; M.A., Duke University; D.A., Clark Atlanta University

Sonya F. Loftis, Professor
B.A., University of North Georgia; Ph.D., University of Georgia

Cindy Lutenbacher, Professor

B.A., Vanderbilt University; M.F.A., Washington University; Ph.D., Northwestern University

Nathaniel Norment, Professor

B. S., Ball State University; M.S., Saint Francis University; Ph.D., Fordham University

Corey Stayton, Assistant Professor

B.A., Xavier University of Louisiana; M.A., Clark Atlanta University; Ph.D., Clark Atlanta University

HISTORY

Frederick C. Knight, Associate Professor

B.A., Morehouse College; M.A., Ph.D., University of California, Riverside

Haile M. Larebo, Associate Professor

B.A., S.T.L., Angelicum University; Ph.D., University of London
(Morehouse College, 1997)

Janira Teague, Assistant Professor

B.A., Kent State University; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles

JOURNALISM IN SPORTS, CULTURE, AND SOCIAL JUSTICE

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B.A., Spelman College; M.S., Boston University

Ronald Thomas, Associate Professor

B.A., University of Rochester; M.A., Northwestern University

MODERN FOREIGN LANGUAGES

Vivian A. Brown, Associate Professor

B.A., Hampton Institute; M.A., Atlanta University; Ph.D., Emory University

Denise Callejas, Assistant Professor

B.A., M.A., Florida State University; Ph.D., Vanderbilt University

Jamie Chavez, Assistant Professor

B.A., University of the South-Sewanee; M.A., University of Georgia

Michael F. Dillon, Professor

B.A., Universidad San Francisco de Quito, Ecuador; M.A., Ph.D., University of Alabama

Jose A. Larrauri-Santiago, Assistant Professor

B.A., M.A., Inter American University of Puerto Rico; Ph.D., Emory University

Patricia B. Pogal, Associate Professor

B.A., George Washington University; M.A., Ph.D., Harvard University; J.D., Georgia State University

Ruihua Shen, Professor

B.A., Wuhan University; M.A., Ph.D., University of Oregon

Haakayoo N. Zoggyie, Associate Professor

B.A., University of Ghana; M.A., University of Alberta; Ph.D., University of Cincinnati

MUSIC

Uzee Brown Jr., Professor

B.A., Morehouse College; M.M., Bowling Green State University; M.M., D.M.A., University of Michigan

Benjamin Dawson, Assistant Professor NTT

B.A., Thomas Edison State University; M.A., Appalachian State University; D.M.A., University of Georgia

Melvin F. Foster, Associate Professor

B.M., University of Rochester; M.M., D.M.A., University of California, Santa Barbara

Chad Hughes, Associate Professor

B.M., University of Michigan; M.M., Kansas State University

Timothy Miller, Assistant Professor NTT

B.A., Morehouse College; M.M., Mannes College of Music

David E. Morrow, Professor

B.A., Morehouse College; M.M., University of Michigan; D.M.A., University of Cincinnati

Robert T. Tanner, Associate Professor

B.A., Capital University; M.A., D.M.A., The Ohio State University

PHILOSOPHY & RELIGION

Harold V. Bennett, Professor and Martin Luther King, Jr. Endowed Chair

B.S., North Carolina Agricultural and Technical State University; M.Div., Interdenominational Theological Center; M.A., Georgia State University; M.A., Ph.D., Vanderbilt University

Lawrence E. Carter, Professor

B.A., Virginia University; M.Div., S.T.M., Ph.D., Boston University; D.D., Virginia University

Kipton E. Jensen, Associate Professor and Coca-Cola Endowed Chair of Leadership Studies

B.A., University of Nebraska; Ph.D., Marquette University

Nathan Nobis, Professor

B.A., Wheaton College; M.A., Northern Illinois University; Ph.D., University of Rochester

Aaron L. Parker, Associate Professor

B.A., Morehouse College; Ph.D., Emory University

POLITICAL SCIENCE

Ebenezer O. Aka, Professor

BACRP, M.A., University of Louisiana; M.C.R.P., Rutgers University, The State University of New Jersey; Ph.D., Texas A & M University

Andrew J. Douglas, Professor

B.A., University of California, Berkeley; M.A., PhD. University of Virginia

Hye Jang, Assistant Professor

B.A., Yonsei University; M.A., Yonsei University; M.A., University of Florida; Ph.D., University of Florida

Adrienne Jones, Assistant Professor

B.A., Brown University; J.D., University of California, Berkeley; M.A., Ph.D., City University of New York

Matthew Platt, Associate Professor

B.A., Morehouse College; Ph.D., University of Rochester

Levar Smith, Assistant Professor

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SOCIOLOGY

Derrick M. Bryan, Associate Professor

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Cynthia L. Hewitt, Avalon Humanities and Social Sciences Associate Professor

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Michael Hodge, Professor

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Regine Jackson, Professor

B.A., Brown University; M.A., Ph.D., University of Michigan

Mansa B. King, Associate Professor

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Marisela Martinez-Cola, Assistant Professor

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Taura Taylor, Assistant Professor

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Adria Welcher, Associate Professor

B.A., Spelman College; M.A., Stanford University; M.A., University of Michigan; Ph.D., Emory University

VISUAL ART PROGRAM

Krista Clark, Assistant Professor NTT

B.F.A., Atlanta College of Art; M.A., New York University; M.F.A., Georgia State University (Morehouse College, 2017)

Maria Korol, Assistant Professor

B.A., University of California, Irvine; M.F.A., Indiana University

DIVISION OF PROFESSIONAL AND CONTINUING STUDIES

EDUCATION

Horace (Justin) Ballenger, Assistant Professor

A.A., North Carolina College of Theology; B.S., Clemson University; M.A.T., Clemson University; Ph.D., Clemson University

Nina Gilbert, Assistant Professor

B.S., University of West Georgia; M.Ed., Clark Atlanta University; Ed.D., University of Pennsylvania

Muhsinah Morris, Assistant Professor NTT

B.S., Clark Atlanta University; M.B.A., DeVry University; Ph.D., Emory University

KINESIOLOGY, SPORTS STUDIES & PHYSICAL EDUCATION

Billette Owens-Ashford, Assistant Professor NTT

B.A., Clark Atlanta University; M.A., The Ohio State University

Michael Douglas, Assistant Professor NTT

B.A., Morehouse College; M.S., Life University

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Joyce Terrell, Assistant Professor NTT

B.S., University of Maryland Eastern Shore; M.S., Ph.D., Walden University

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Lawrence S. Blumer, Professor

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Dwann Davenport, Assistant Professor

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CHEMISTRY

Brian Lawrence, Associate Professor

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Juana Mendenhall, Walter E. Massey Endowed Professor in the Physical Sciences
B.S., North Carolina Agricultural and Technical State University; Ph.D., Clark Atlanta University

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COMPUTER SCIENCE

Sonya M. Dennis, Assistant Professor NTT
B.S., Savannah State University; M.S., Clark Atlanta University; Ph.D. Walden University

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B.S., Albany State University; M.S., Ph.D., Auburn University

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MATHEMATICS

Nathan Alexander, Assistant Professor
B.A., University of North Carolina; M.A., New York University; Ph.D., Columbia University

Abdelkrim Brania, Professor
B.S., National Polytechnic School of Algeria; M.S., Georgia Institute of Technology; Ph.D., Emory University

Curtis Clark, Associate Professor
B.S., Morehouse College; M.S., University of Chicago; Ph.D., University of Michigan

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B.S., Morehouse College; M.S., Georgia Institute of Technology; Ph.D., University of California, Berkeley

Tuwaner H. Lamar, Assistant Professor NTT
B.S., M.S., Florida State University; Ph.D., Auburn University

Benedict K. Nmah, Associate Professor

B.S., University of Liberia; M.S., Utah State University; M.S.I.E., Ph.D., New Mexico State University

Steven M. Pederson, Associate Professor

B.S., North Carolina State University; M.A., Georgia State University; Ph.D., Georgia Institute of Technology

Chuang Peng, Professor

B.S., M.S., Beijing Normal University; Ph.D., University of Georgia

Masilamani Sambandham, Professor

B.S., University of Madras; M.S., Atlanta University; M.S., Ph.D., Annamalai University

Ulrica Y. Wilson, Associate Professor

B.S., Spelman College; M.S., University of Massachusetts; Ph.D., Emory University

George Yuhasz, Assistant Professor NTT

B.S., M.S., Virginia State University; Ph.D., North Carolina State University

Chaohui Zhang, Associate Professor

B.S., M.S., Fudan University; Ph.D., State University of New York at Stony Brook

PHYSICS

John Howard, Assistant Professor

B.S., Morehouse College; Ph.D., Georgia Institute of Technology

Dwayne Joseph, Assistant Professor

B.S., Morehouse College; M.S., Ph.D., Florida Agricultural and Mechanical University

Emmanuel Karikari, Assistant Professor

B.S., Kwame Nkrumah University of Science and Technology; M.S., Ph.D., University of Virginia

Eddie C. Red, Associate Professor

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Wesley Sims, Assistant Professor

B.S., Morehouse College; M. Eng., University of Alabama at Birmingham; Ph.D., Alabama Agricultural and Mechanical University

PSYCHOLOGY

Jann H. Adams, Professor

B.A., Oberlin College; Ph.D., Indiana University

Jennifer G. Andrews, Assistant Professor NTT
B.A., M.A., Ph.D., Emory University

Kendrick T. Brown, Professor
B.A., Mount Union College; M.S., Ph.D., University of Michigan

Tina Chang, Associate Professor
B.A., University of California, Davis; M.S., Ph.D., Georgia Institute of Technology

Duane M. Jackson, Professor of Psychology
B.A., Morehouse College; Ph.D., University of Illinois

Chris Markham, Associate Professor
B.A., University of Hawai'i, Mānoa; M.A., University of Hawai'i, Mānoa; Ph.D., University of Hawai'i, Mānoa

Bryant T. Marks, Associate Professor
B.A., Morehouse College; M.A., Ph.D., University of Michigan

Yohance Murray, Assistant Professor NTT
B.A., Morehouse College, M.A., Ph.D., University of Michigan

David W. Rice, Professor
B.A., Morehouse College; M.S., Howard University; M.S., Columbia University; Ph.D., Howard University

Martin F. Rosenman, Professor
B.S., University of Florida; M.A., University of Arkansas; Ph.D., University of South Carolina

Sinead N. Younge, Danforth Endowed Professor in Psychology
B.A., San Diego State University; M.A., Ph.D., Michigan State University

ARMY RESERVE OFFICER TRAINING CORPS (AROTC)

(Offered in collaboration with Georgia State AROTC)

LTC Meeshack R. Lee, Chair & Professor, Military Science Department

MSG Ryan Hastings, Senior Military Instructor

MAJ Darrell Lyles, Executive Officer, Assistant Professor

MAJ Peter Ahching, Assistant Professor

MAJ Lucretia Portwine, Operations Officer, Assistant Professor

SFC Jason Cheeck, Military Science Instructor

NAVY RESERVE OFFICER TRAINING CORPS (NROTC)

CAPT Jesus Rodrigues, USN, Commanding Officer

MAJ Myron J. Thomas, USMC, Executive Officer

LT Vigneshwar Manickam, Submarine Officer, Freshman Advisor

LT John Noojin, Aviation Officer, Sophomore Advisor

LT Chelsey Curney, Surface Warfare Officer, Upperclassman Advisor

CAPT Keith Wallace, Marine Officer Instructor

GYSGT Dominique Young, Assistant Marine Officer Instructor

RESEARCH ASSOCIATES

Aaron Carter-Ényì, Assistant Professor of Research
B.M., Southwestern University; M.M., Texas State University; M.M., University of Texas at San Antonio; Ph.D., The Ohio State University

EMERITI

Daniel Klenbort, Emeritus Professor
History
B.S., M.A., Ph.D., University of Chicago

Ida Rousseau Mukenge, Emerita Professor
Sociology
B.A., M.A., Ph.D., University of California, Berkeley

Melvin B. Rahming, Emeritus Professor
English
B.A., Oklahoma Baptist University; M.A., Ph.D., Oklahoma University

E. Delores Stephens, Emerita Professor
English
B.A., Spelman College; M.A., Atlanta University; Ph.D., Emory University

Linda G. Zatlin, Emerita Professor
English
B.A., University of Maryland; M.A., Ph.D., Emory University

ADMINISTRATIVE LEADERS LISTING

EXECUTIVE LEADERSHIP TEAM (ELT)

David A. Thomas, Ph.D.

President of the College

Kendrick T. Brown, Ph.D.

Provost and Senior Vice President of Academic Affairs

Karen Miller, J.D.

Senior Vice President & Chief Administrative Officer

Undria Stalling

Senior Vice President of Business and Finance & Chief Financial Officer

Kevin Booker

Vice President for Student Services and Dean of the College

Henry Goodgame

Vice President for External Relations and Alumni Engagement

Kimberly Marshall, Ph.D.

Vice President for Information Technology & Chief Information Officer

Paula Resley

Chief Brand Officer & Vice President of Strategic Marketing, Communications, and Admissions

Brenda Wilson-Hale

Interim Vice President for Institutional Advancement & Chief Advancement Officer

Camilya Robertson

Associate Vice President of Strategy and Planning & Director of Title III Programs

Curtis Campbell

Athletics Director

Sharmyne Evans

Director of the Office of Data Analytics, Institutional Research and Effectiveness

T.J. Snowden, Ed.D.

Chief of Staff to the President

KEY ADMINISTRATORS

ACADEMIC AFFAIRS

Kendrick T. Brown, Ph.D.

Provost and Senior Vice President of Academic Affairs

Jann Adams, Ph.D.

Associate Vice President of Academic Affairs

Marie Brown

Registrar

Leah Creque, Ph.D.

Associate Provost for Pedagogy and Assessment

Mel Foster, Ph.D.

Associate Provost for Academic Success

SherRhonda Gibbs, Ph.D.

Dean, Division of Business and Economics

Regine Jackson, Ph.D.

Dean, Division of Humanities, Social Sciences, Media, and Arts

Triscia Hendrickson, Ph.D.

Associate Provost for Research and Student Training

Claude Hutto, Ed.D.

Dean, Division of Professional and Continuing Studies

Martha Madkins, Ph.D.

Associate Provost of Online Education

Eddie Red, Ph.D.

Interim Dean, Division of Science, Technology, Engineering, and Mathematics

Iretha Stoney

Director of Academic Affairs Operations

ADMINISTRATIVE SERVICES

Karen Miller, J.D.

Senior Vice President & Chief Administrative Officer

Andre Bertrand

Associate Vice President for Capital Improvement and Campus Planning

Michael Johnson

Associate Vice President of Human Resources

Kimberly Marshall, Ph.D.

Vice President for Information Technology & Chief Information Officer

Hideko Sera, Psy.D.

Director of Equity, Inclusion and Belonging

ADVANCEMENT

Brenda Wilson-Hale

Interim Vice President of Institutional Advancement & Chief Advancement Officer

Joshua Carter

Associate Vice President of Advancement Administration & Chief Giving Officer

Rhonda Elmore

Director of Donor Relations, Scholarships, and Endowment Administration

Jason Keene

Senior Director of Corporate & Foundation Relations

James Shaw

Associate Vice President of Development

BUSINESS AND FINANCE

Undria Stalling

Senior Vice President of Business and Finance & Chief Financial Officer

LaMario Primas, Ed.D.

Executive Director of Financial Aid & Scholarships

Haskell B. Ruff

Associate Vice President and Controller

Philmon Thomas

Associate Vice President and Chief Procurement Officer

Tracie Young

Director of Finance Planning and Analysis

EXTERNAL RELATIONS AND ALUMNI ENGAGEMENT

Henry Goodgame

Vice President of External Relations and Alumni Engagement

Sean Bland

Director of Alumni Engagement, Partnerships, and Events

Katina Henderson-Hawkins

Director of Parent Engagement, Partnerships, and Event Sponsorships

James Smartt

Director of Event Support Services

PRESIDENT'S OFFICE

David A. Thomas, Ph.D.

President of Morehouse College

Curtis Campbell

Director of Athletics

Lawrence E. Carter Sr., D.D.

Dean of the Martin Luther King Jr. International Chapel
College Archivist and Curator

Sharmyne Evans

Director of the Office of Data Analytics, Institutional Research & Effectiveness

Camilya Robertson

Associate Vice President of Strategy and Planning & Director of Title III Programs

T.J. Snowden, Ed.D.

Chief of Staff to the President

STRATEGIC MARKETING, COMMUNICATIONS, AND ADMISSIONS

Paula Resley

Chief Brand Officer & Vice President of Strategic Marketing, Communications, and Admissions

Ryan Gray
Senior Manager of Online Admissions

Michael Gumm
Director of Recruiting and Admissions

Antonio McFarland
Associate Director of Recruiting and Admissions

Cedric Mobley
Associate Vice President for Marketing and Communications

Descatur Potier
Executive Director of Recruiting, Admissions, and Strategic Partnerships

STUDENT SERVICES

Kevin Booker
Vice President for Student Services and Dean of the College

Steve Allwood, Ph.D.
Director of Student Counseling & Accessibility Services

Lovely Durham
Associate Dean of Student Services

Brock Mayers, Ed.D.
Associate Vice President & Dean of Students

Charles Prescott II
Chief of Police

Nije Lane
Director of the Office of Housing and Residential Education

Travis Sadler, Ed.D.
Director of Student Accessibility Services

Michael Turner, Ed.D.
Associate Dean of Students and Ombudsperson

TRUSTEES LISTING

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Willie Woods '85, Chairman
John Thornton, Vice Chair
Richard Thaler Jr., Treasurer
A. Scott Bolden '84, Secretary

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Christopher B. Cowan '87
Javarro Edwards
Alan H. Fleischmann
Dr. Melvin Foster (Faculty Trustee)
Dr. Eddie Glaude '89
Doug Hertz
Fred Humphries '83
Dr. Duane Jackson '94 (Faculty Trustee)
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Harold Martin Jr. '02
John O'Neill
Verdun Perry '94
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Dr. David A. Thomas (Morehouse College President)
John Thornton
Malcolm Tucker (Student Trustee)
Euclid Walker '94
Stan Washington '85
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Willie Woods '85

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Billye S. Aaron
Dr. Benjamin A. Blackburn II '61
Robert C. Davidson Jr. '67
Robert Levin
James L. Hudson '61
Jim Moss '70

Ambassador Andrew Young
Dr. Dorothy Cowser Yancy
Dale E. Jones '82