HISTORICAL
BARBER-SCOTIA COLLEGE
Concord, North Carolina

Mable Parker McLean College Union

BUSINESS ENTREPRENEURSHIP
Barber-Scotia College, founded in 1867 and located in the beautiful historic district of Concord, North Carolina, is a Presbyterian Church – USA affiliated Christian Liberal Arts College dedicated to the effective training of future professional leaders to serve our changing world. Climate Change, Energy Security, and Global Warming topics have recently grabbed substantial headlines and media attention. The underlying implications of the headlines are far-reaching and likely pervasive in nature. As these phrases and others have entered the lexicology of the general public, institutions of all types are nearly certain to react. Subsequent reactions could be defined as opportunity, should change be translated into a search for solutions to meet institutional and societal concerns, mandates, and individual desires.

The Energy Institute and Curricula will provide immediate benefits to the major industry concern, worker training and re-training in a New Energy World. Gas & Electric Energy Providers, the Agriculture Industry and the Transportation Industry, among others, all are faced with staffing issues and with new metrics in a new competitive environment. Barber-Scotia College offers academic programs of academic excellence as it partners with businesses, industries, governments, and citizens providing a needed platform to supply human resources to fill the void created by the shift in energy resources and global energy needs.

### EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Barber-Scotia College is a historically Black College whose enrollment is predominantly Black. Barber-Scotia College admits students of any race, color, gender, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded, or made available, to the students at the College. Barber-Scotia College does not discriminate on the basis of race, color, handicap, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administrated programs.

Barber-Scotia College makes all decisions regarding recruitment, hiring, promotions, and all other terms and conditions of employment, without discrimination on grounds of race, color, creed or religion, gender, national origin, age, physical or mental handicap, or other factors which cannot lawfully be the basis for an employment decision.
Program Overview

The fate of the nation rises and falls with the state of its economy. The local, state and federal
governments work cooperatively to ensure that the fiduciary needs for the common good of the people
are fulfilled. However, the responsibilities for providing services to constituents remain through good
times and bad alike, along with the associated cost to the business community.
The Business Entrepreneurship program at Barber-Scotia College is designed to fulfill the needs of not
only its students and the nation but also the global Community. The program provides both academic
specialization in Bio Energy and foundational skills in the technology associated with the varied entities
of business, industry and government. The collaborative partnership will enable graduates to unite their
educational and business philosophies with their career aspirations.
Businesses of all sizes realize that conserving energy translates into financial savings. Large and small
businesses benefit from the renewable and alternative energy sources being developed in the twenty-
first century; therefore, the College has identified the following goals.

1. To provide a wide variety of diverse expertise and ability to apply the tools and skills that will
   solve business and organizational concerns; especially those related to Bio Energy.

2. To develop an understanding of the functions of local, national and international businesses
   within which they operate.

3. To provide a useful balance between academic study, professionalism, and the work experience.

4. To foster the development of leadership qualities and to encourage an attitude that values
   continuing education.

5. To prepare well-informed citizens with understanding of the challenges of the future as related
   to globalization and the alternatives facing the world.

BUSINESS ENTREPRENEURSHIP MAJOR; MINOR BIOENGINEERING

Required Semester Hours for Bachelor of Arts Degree: 126 semester hours for Business Entrepreneurship.

Business Entrepreneurship Courses

Introduction to Business - (3 hrs.) - Bus 100 – This course provides a foundation to business operations
through a survey of major business functions (management, production, marketing, finance and accounting,
human resource management and various support functions). The course offers an overview of business
organizations and the business environment, strategic planning, international business, and quality
assurance.

Principles of Finance – (3 hrs.) – Bus 110 – This course provides a conceptual framework of the financial
decision making process and introduces tools and techniques of finances including financial mathematics,
capital budgeting, sources of funds and financial analysis foundation in business financial analysis.
Students will review short term and long term capital, finance control, time value of money, various operation budgets and long range budgets. Students will be required to design their own budget reports for various financial departments.

Principles of Accounting I – (3hrs) – ACC 231 – This course covers analysis and recording of business transactions; accounting for sales, purchases, cash distribution and receivables; end of fiscal period summary, adjustments, financial statements and closing procedures.

People and their Environment (Geography) – Geo 100 – This course provides a survey of earth environments (atmosphere, land, water) and how each varies spatially and how people interact with it. Contemporary economic, political and social patterns and problems are also examined.

Principles of Marketing – (3 hrs.) - Bus 120 – Students will become familiar with basic marketing principles and concepts. Emphasis is placed on the development of marketing strategy and the major components of the marketing mix (product, price, promotion and distribution). Students are introduced to the critical environmental factors of markets and customer behavior characteristics that affect marketing with other functions in business organizations.

Environmental Conservation: Resource Management (Geography) – (3 hrs.) - Geo 200 – This course focuses on resources in relation to population... Students review policies, practices and constraints in natural resources development and energy crisis.

Principles of Accounting II – (3 hrs.) – Acc. 235 – This course provides an in-depth understanding of accounting concepts, assumptions and principles for small business and corporations as it relates to stocks and bonds as well as limited liability corporations and partnerships. The student will progress to evaluation of accounting data for merchandise inventory, deferrals and accruals, plant assets, intangibles, payables and payroll.

Fundamentals of E-Business – (3 hrs.) – Bus 205 – This course examines the history, basic tools, and many forms of electronic business to business and business to consumer transactions, electronic commerce infrastructure, designing and managing online storefronts, payment options, security, privacy, and the legal and ethical challenges of electronic business.

Small Business Management – (3 hrs.) – Bus. 210 – This course provides the basic principles of operating and managing a small business. Curriculum will includes buying, merchandising, pricing, promotions, inventory management, customer service, location decisions, and planning. Students will review strategic planning considerations relative to operating a small business.

Law for the Entrepreneur and Manager – (3 hrs.) – Bus 300 – This course is a broad-gauged introduction to business law and the major law-sensitive issues arising in the building and financing of new ventures and the management of mature companies. Organizing a new company; venture capital; contracts; liability; employment; intellectual property; public offerings and running a public company; antitrust; regulatory compliance and business crime; international business; buying and selling a business; bankruptcy and reorganization; and business disputes are examined and evaluated.

Entrepreneurship and Innovation – (3 hrs.) - MGMT 310 – This course introduces the student to basics every manager needs to understand to manage technology driven innovation and entrepreneurship. Major topics include: how the innovation process functions; organizing and managing innovation within existing firms; creating entrepreneurial companies; and coping with the strategic challenges facing all innovators.

Contract and Purchasing Negotiation Techniques – (3 hrs.) – Bus 320 – This course covers theory, strategies, techniques and tactics for negotiating contracts, as well as principles and practices of negotiations for corporate or institutional procurements. Students will utilize role playing techniques and methodologies. The course will further provide students with the knowledge and skills to successfully
negotiate the best value for the government as they apply these skills in a wide range of mock negotiation exercises.

Prerequisite: Business Law for Entrepreneurship Business 300

Feasibility Analysis and Business Planning – (3 hrs.) – MGMT 430 – This course examines successful organization by improving communication between business stakeholders and developers through comprehensive requirements analysis and documentation and by providing structured testing and quality assurance.

Prerequisite: Management 310

Financial Management of Organizations – (3 hrs.) – MGMT 370 – This course presents the financial management of the business firm, primarily as it relates to small businesses and entrepreneurs. Students will cover financial goals of the company, its economic and legal text, analysis of financial statements and the efficient management of capital resources and investments within the risk-return trade-off. Topics will be reviewed in theory and using analytical techniques as well as through financial markets and institutions.

Prerequisite: Business 210

Social Entrepreneurship – (3hrs.) – MGMT 470 – This course helps the student develop skills and competencies for creating, developing, presenting, implementing and measuring the success of social innovations. Focus is upon social impact (education, healthcare, economic development, environment, the arts, etc.), support organizations involved with social change and the integration of social impact work into the private business sector.

Prerequisite: Management 310

Entrepreneurship and Internship Seminar – (3 hrs.) – MGMT 400 – Students will investigate the alternative areas of bioengineering and the variety of business opportunities in preparation for their chosen career field. Students will work on specific projects that are designed to research and outline the potential of their chosen target business. Skills in resume writing, interviewing, marketing self and appropriate personal presentation will be explored.

Prerequisite: Successful completion of 90 in the program

Entrepreneurial Finance (3 hrs.) - MGMT 480 – This course examines the elements of entrepreneurial finance, focusing on bio-energy based start-up ventures, and the early sages of company development. The student will answer questions which challenge all entrepreneurs: how much money can and should be raised; when should it be raised, and from whom; what is a reasonable valuation of the company; and how funding, employment contracts and exit decisions should be structured. Students are prepared for in-depth analysis of the structure of the private equity industry.

Prerequisite: Management 370

Suggestive Course of Study
B.S. Degree with a Major in Business Entrepreneurship

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<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>Freshman Year</td>
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<tr>
<td>Fall</td>
<td>GS ENG100</td>
<td>English Comp. I</td>
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<td></td>
<td>GS MAT100</td>
<td>College Mathematics</td>
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<td>GS HIST100</td>
<td>United States History I</td>
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<td>GS HPE111</td>
<td>Physical Activity</td>
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<td>GS MAT102</td>
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<td></td>
<td>GS GEO100</td>
<td>People and Their Environment</td>
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<td>GS HPE211</td>
<td>Wellness and Fitness</td>
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<td>BUS100</td>
<td>Introduction to Business</td>
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<td>GS ENV 230</td>
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Sophomore Year

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<tr>
<td>GS ART100 Art Appreciation (3)</td>
<td>GEO200 Resource Management (3)</td>
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<td>GS ENG230 World Literature (3)</td>
<td>GS COM 232 Oral Communication (3)</td>
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<td>GS BS200 Bible Survey II (3)</td>
<td>GS BS202 Bible Survey II (3)</td>
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<td>GS ETH100 Introduction to Ethics (3)</td>
<td>BUS205 Fundamentals of E-Business (3)</td>
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<td>BUS110 Principles of Finance (3)</td>
<td>BUS120 Principles of Marketing (3)</td>
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<td>ACC231 Principles of Accounting I (3)</td>
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Junior Year

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<tr>
<td>GS SPA131 Spanish I (3)</td>
<td>GS SPA 231 Spanish II (3)</td>
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<tr>
<td>GS ETH100 Introduction to Ethics (3)</td>
<td>BUS210 Small Business Management (3)</td>
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<td>MGMT310 Entrepreneurship Innovations (3)</td>
<td>MGMT320 Contract and Purchasing (3)</td>
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<tr>
<td>MGMT300 Law / Entrepreneur &amp; Manager (3)</td>
<td>MGMT370 Financial Management Organization</td>
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<td>BE 201 Principles Alternative Energy (3)</td>
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Senior Year

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<td>BS PT412 Theo. Research Methods (3)</td>
<td>BE408 Capstone Project II (3)</td>
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<td>BE406 Capstone Project I (3)</td>
<td>BE403 Global Connections (3)</td>
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<td>GS SEM410 Senior Seminar (1)</td>
<td>MGMT400B Entrepreneurship Internship II (3)</td>
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<td>MGMT400A Entrepreneurship Internship I (3)</td>
<td>MGMT 430 Feasibility Analysis /Business Planning (3)</td>
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<td>MGMT470 Social Entrepreneurship (3)</td>
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Through the Pages of History
Barber-Scotia College

Barber-Scotia College was founded as Scotia Seminary in January, 1867, by Reverend Luke Dorland who was commissioned by the Presbyterian Church, U.S.A. to establish in the South an institution for the training of Negro women. A survey of situations and of needs resulted in the selection of Concord, North Carolina as the place for the location of the school. Organization included a program of elementary, secondary, and normal school work.

The original charge of the College was to prepare teachers and social workers. Accordingly, subjects classified as normal, academic, and homemaking were offered in a manner to qualify for state certification, as well as collegiate level studies. The Mission of the College has always focused on Total Student Development (TSD) as etched in the Faith Hall cornerstone: For Head, Hand and Heart.

The second period of academic development of the institution came in 1916 as the name was changed to Scotia Women’s College. In 1930, Barber Memorial College of Anniston, Alabama, merged with Scotia Women’s College. The present name, Barber-Scotia College was adopted in 1932.

Rating and accreditation by this time had become a point of great urgency in education in the South, and four (4) years after the merger of Barber with Scotia, the Southern Association of Colleges and Secondary Schools (SACS) granted Barber-Scotia approval as a Class “A” Junior College. Eight (8) years later (1942), the Board of National Missions took action to support fully a four-year program for the College; and in 1945, the first class to be granted the Bachelor’s Degree was graduated. The North Carolina Board of Education granted four-year rating in 1946, which made it possible for graduates planning to teach to receive the “A” Certificate.
On April 2, 1954, the charter of Barber-Scotia College was amended to admit students without regard to race or sex. In 1955 the first white male student was admitted. Following closely on that event, the College was admitted to full membership in the Southern Association of Colleges and Schools. The College became accredited to award Level II degrees (Bachelor of Arts and Bachelor of Science). This accreditation remained in effect until June of 2004 when a series of compelling and challenging circumstances impacted the College and its accreditation with SACS was withdrawn. This is being corrected with the re-application for accreditation through Transnational Association of Christian Colleges and Schools (TRACS). The application was submitted in the spring of 2009.

Despite what appears to be insurmountable challenges, the College continues to be poised for proactive revitalization. Its future has been entrusted to a dedicated team of stakeholders and visionaries who strive to restore Barber-Scotia College to its rightful place in the pantheon of American Higher Education. Barber-Scotia College looks forward to this challenge with confidence that God will send students who will strive to prepare themselves for the challenges of the future and help restore the academic integrity of the institution.

Barber-Scotia College continues to express its gratitude to the former Presbyterian Church in the United States of America, and currently to the Presbyterian Church (USA) for its historical and present-day commitment to the original vision of Barber-Scotia College.

As the College rebuilds and moves forward into the future the focus must continue in the original intent of the founding fathers. “To quote from the 1964 catalog is merely to reinforce the earlier concepts of what the purpose of the College should be:

The purposes that guide the construction and operation of an educational program must be based on sincere beliefs concerning the dignity and nature of man and the destiny of his strivings.”

The College must preserve its integrity as it faces the challenge of preparing students for the twenty-first century. Barber-Scotia continues to explore the needs of the community and to seek to train leaders to serve and impact change for the greater good of the global community.

“The purposes referred to grew out of the conviction that the pursuit of excellence in learning must be joined with the pursuit of excellence in living, or life becomes barren and burdensome.”

The present day campus consists of nineteen acres and twenty-four buildings. The oldest building is Graves Hall, erected in 1877. Faith Hall was erected in 1891.

The Lionel H. Newsom Gymnasium, named after the seventh president of Barber-Scotia, was constructed during the middle 1960s and serves the students, faculty, staff, and community of Cabarrus County. The Gymnasium has three (3) office suite areas; a dance studio, a regulation size basketball floor; laboratory/classroom areas: a weight room; a training room; an Olympic size swimming pool; and storage areas. Two (2) tennis courts are located behind the building and a large field for activities is located directly across the closed road adjacent to the gym.

Cozart House was built by L. S. Cozart, the sixth president and housed the presidential family from 1934 until 1967.

The Kittie M. Sanson Chapel was erected on Campus in 1988 and dedicated to the worship of Almighty God, for proper and sacred use as a Chapel. Appreciation is extended to Kittie M. Sanson for the funding of this beautiful facility.

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2 Ibid. 14-15.
The Chapel is used by the administration, faculty, staff, students, neighborhood, and community groups for worship, meetings, convocations, assemblies, academic and cultural programs. These activities uplift and enhance the total development of all persons and stress the interaction of cultures, Christian heritage, scholarship, citizenship, and leadership as cited in the purpose statement of the College.

The Mable Parker McLean College Union is designed to meet the needs and interest of students, faculty, staff, alumni, and the community. The College Union serves as a vital part of the Barber-Scotia College educational program and provides a place for cultural, social, and recreational programs aimed to make leisure development a co-operating factor with academic achievement. Students are encouraged to participate in a variety of activities to assist them in self-realization for personal growth and social competencies, encourage growth effectiveness, and to foster the total development of students.

McLean College Union facilities include:

- **Student Lounge**: First Floor
- **Meeting Rooms**: Second Floor - Reservations taken in room 225 - Student Affairs Office
- **Information Center**: First Floor - Information Desk
- **Game Room with snack bar**: First Floor
- **Cafeteria**: First Floor
- **Bookstore**: Room 18 - Ground Floor
- **Mail Room**: Ground Floor

Dr. Mable Parker McLean was the ninth president. The College Union building is named in her honor.

Cozart Hall, (the Administration Building) was named after L. S. Cozart. (President 1932 – 1964)

One of the residence halls is named for Mary McLead Bethune, President of Bethune Cookman College; an alumni of B-SC, nationally known educator, advisor to five US presidents, and director of NYA in relation to Negro affairs.

The other high-rise resident hall is named for C. C. Boulewere, longtime Board of Trustees member and leader for campus improvements.

Charlotte A. Percival, a graduate of New England Hospital for Women served as nurse and supervisor of hygiene. Percival Hall, erected in 1949, was named in honor of the 52 years that Miss Percival dedicated to Barber-Scotia as a student and as a teacher.

Sage Memorial Library provides resources and services to compliment and support the College academic programs, faculty and student research, and the general information and cultural needs of the community.

The Library is named in honor of the Sage Foundation which provided funds to renovate the facility. The two-story, easily accessible Library is centrally located and completely air-conditioned. Students, faculty, staff, and community users are welcomed to make the greatest possible use of the library.

The library collection is an ever-expanding collection of books, videotapes, slides, and microfilms. Online and CD ROM are available to assist users in their pursuit of information.
Collaborative Partnerships:

Barber-Scotia College is a Nonprofit 501 (3), Historical Black College (HBCU founded in 1867) located in Concord, North Carolina and affiliated with the Presbyterian Church USA. The collaborative partners include (but are not limited to), UNCC Departments of Physics, Engineering Technology, and Business; M&M Technology; Enviro-Tech Industries and representatives from the City of Concord.

All collaborative partners (except BSC) hold academic accreditations, Certificates of Achievements, Business License, and/or Government Sanction Approval. Barber-Scotia re-entered the academic re-accreditation process in January of 2009. All instructors hold a Master’s degree or higher.

BARBER-SCOTIA COLLEGE MISSION STATEMENT

We, at Barber-Scotia College, believe that human dignity is an endowment from God and that all persons have the responsibility for developing their potential to the fullest and for devoting their creative energies toward making a better world. We believe that all persons have five important aspects: intellectual, physical, emotional, social, and spiritual and that the development of one aspect is integrally related to the development of all others. We believe that the development and this integration must take place within a framework of cultural heritage and through a commitment to ideals arising from Christian and democratic principles.

Recognizing the unique and infinitely significant value of the individual, it is our goal to provide an opportunity for all students to realize their capabilities. We will provide this opportunity through a liberal arts education in a community concerned with the interaction of cultures, Christian heritage, scholarship, citizenship, and leadership. The College continually seeks to provide an atmosphere and environment in which learning will always be adventurous for the total community of scholars.

To implement this mission, Barber-Scotia College strives to:

1. Stimulate the students to inquire keenly and to acquire appreciation of knowledge and understanding and to develop critical, independent and resourceful thinking in a climate that is conducive to excellence in performance on the part of those who teach and those who learn.

2. Maintain programs and services that stimulate the total development of students in terms of their social, intellectual, physical, cultural, ethical, and spiritual growth.

3. Provide opportunities for students to understand and to develop a fuller appreciation of their heritage as they grow in their understanding and interaction with other ethnic groups which include respect for self and others, acceptance of responsibilities, a sense of justice, global diversity, and ethical and spiritual integrity.

4. Prepare students professionally who will become competent teachers with desirable personal, social, and emotional characteristics for effective service and leadership in the elementary and secondary schools and in the larger community.

5. Prepare graduates for expanding opportunities for employment and leadership in business, industry, church, and government.

6. Strengthen the collaborative and reciprocal relationships between Barber-Scotia College and the Concord/Cabarrus Community.
7. Strengthen and maintain a climate of campus life that will perpetuate, support and promote the spirit of cooperation, integrity, mutual respect, and productivity.

8. Instill in the students a quest for knowledge that becomes a life-long process.

9. Prepare students for successful performance in professional and graduate schools.

10. Generate, manage and stabilize the fiscal and human resources of the College in a manner adequate to support its programs.

11. To ensure that students acquire the knowledge and skills that will prepare them to function effectively and proficiently in a global marketplace that requires technological competency.

[Approved and Adopted by the Board of Trustees, 2004]

Goals and Objectives:

Establish an appropriate interdisciplinary Bachelor Degree program in Bio Energy Options via Green Energy Curriculum in but not limited to renewable energy, fuel cells, transportation, water quality and conservation, waste energy reclamation, etc., targeting entrepreneurship, engineering, and research.

Produce qualified, trained and competent workers to transition from post-secondary education into Green Job workforce and into independent employment, helping to build financial stability and profitability of businesses.

Establish on-going working relationships with mayors enabling educational benefits to them in the area of Bio Energy; alternative energy options for cities of the state and nation.

Establish a certificate training program in operations and maintenance for City Public utility personnel.

The Energy Institute will provide immediate benefits to the City of Concord and major energy industries by providing ongoing worker training and re-training and will provide leadership to the aggressive response to the energy challenge in North Carolina.

STATEMENT OF PHILOSOPHY

We believe that human dignity is an endowment from God and that all persons have the responsibility for developing their potential to the fullest and for devoting their creative energies toward making a better world. We believe that all persons have five (5) important aspects – Aesthetic (emotional and ethical), intellectual, physical, social, and spiritual - and that the development of one aspect is integrally related to the development of all others. This development and integration must take place within a framework of cultural heritage and through a commitment to ideals arising from Christian and democratic principles.