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<td>Directory</td>
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Statement of Purpose

Maryville College is a liberal arts, church-related college. It strives to be an instrument of liberation and growth for adults of all ages. Through its curriculum the College affirms the continuing values of a broad range of study in the humanities, the sciences, and the arts. Avoiding narrow specialization, the College aims to enhance career opportunities and develop a true sense of vocation.

To prepare students for a world of uncertainty and accelerating change, the College seeks to stimulate purposeful inquiry, to encourage analytical thinking and effective expression, to foster discriminating aesthetic taste and sound judgment, to provide opportunity for developing personal values, and to nurture the deep concern for persons that leads to constructive action. Founded by leaders of the Presbyterian/Reformed tradition, Maryville College is related to the Presbyterian Church USA in a voluntary covenant. In an atmosphere of freedom and sensitivity, Maryville College bears witness to God’s revelation in Jesus Christ who challenges all human beings to search for truth, to work for justice, to develop wisdom, and to become loving persons. Continuing in this vital faith, the College believes that it must listen attentively and humbly to all human voices so that it may hear the call of God no matter how God may speak.

Maryville College is, in essence, a community for learning. This community includes persons with a variety of interests, backgrounds, beliefs, and nationalities. The faculty, as a group of scholars committed to the preservation and advancement of knowledge, emphasizes effective teaching and encourages supportive relationships with students. The students are challenged to grow in academic competence, personal and social maturity, and spiritual discernment and commitment. In such an atmosphere of openness and caring, lasting friendships are formed. Through caring for others on campus and beyond, sharing genuine concern for the world, and working to fulfill the College’s purpose, directors, administration, staff, faculty, and students strive to build and strengthen the human community.

Identity Statement

Maryville College is an undergraduate, liberal arts, residential community of faith and learning rooted in the Presbyterian/Reformed tradition serving students of all ages and background.

Mission Statement

Maryville College prepares students for lives of citizenship and leadership as we challenge each one to search for truth, grow in wisdom, work for justice and dedicate a life of creativity and service to the peoples of the world.
Educational Goals

Maryville College is an academic community committed to respect for all persons and to diversity of thought and freedom of expression. The College affirms the value of an open-ended search for goodness, truth, and beauty that calls each person to work, to service, and to personal and professional growth. While some of the educational goals articulated below can be achieved during the college years, the total Maryville College experience is grounded in a curriculum that is a major step in a life-long journey. The student is guided in the exploration of paths to inquiry, skill development, personal growth, intercultural understanding, and values.

INQUIRY
› The creative and critical exercise of the scientific, artistic, and humanistic modes of inquiry, and their integration

SKILLS
› Communication, computing, quantitative, and second language skills that enable effective comprehension, analysis, and expression
› Critical thinking that enhances inquiry and decision-making
› An ability to retrieve and synthesize information and to complete independent research
› Interpersonal skills that foster cooperative work, mentoring, and leadership

PERSONAL GROWTH
› Enhancement and integration of all dimensions of personal well-being
› Self-confidence, poise, courage, and creativity in the face of complexity, change, ambiguity, and adversity
› A sense of wonder, curiosity, and a willingness to explore

INTERCULTURAL UNDERSTANDING
› Sensitivity and responsiveness to the individuality and needs of persons of other cultures as well as one’s own
› Appreciation for the breadth, diversity, and richness of human experience in its various social and cultural dimensions
› Global perspective that draws on an understanding of Western and other cultures, including cultures very different from one’s own
› An understanding of, and appreciation for, intercultural relationships both within and across societies

VALUES
› Spiritual growth reflected in a commitment to lifelong examination of one’s beliefs and to living out those beliefs in all of life’s dimensions
› Informed ethical judgment which guides one to make choices leading to a responsible life
› A sense of vocation which reflects stewardship of resources, time, and talents
› Service, global citizenship, and a sense of responsibility for the common good
› Care and respect for the environment which acknowledges interdependence and reflects a commitment to present and future generations
Accreditations and Memberships

Maryville College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Maryville College.

Maryville College is accredited by the National Association of Schools of Music to award baccalaureate degrees in music.

The Maryville College programs in teacher education are approved by the Tennessee Department of Education.

The Maryville College English as a Second Language Program is an approved member of the American Association of Intensive English Programs.

The Maryville College Program for Nonprofit Leadership is certified by American Humanics.

Statement of Nondiscrimination

Maryville College does not discriminate on the basis of race, color, gender, ethnic or national origin, religion, sexual orientation, age, disability, or political beliefs in provision of educational opportunities and benefits.

About Maryville College

Maryville College is a four-year, co-educational, liberal arts college. Founded in 1819 as the Southern and Western Theological Seminary, it was originally intended as a seminary. Quickly realizing that most students were unprepared for graduate study in theology, its founder, Dr. Isaac Anderson, began to offer preparatory “literary” courses. In 1842, the charter from the state of Tennessee was granted for “Maryville College.” Following the disruption of the Civil War, the College reopened and moved to its present location.

Through almost two hundred years, the College has withstood major wars, economic upheavals and changing social realities. By adapting to its shifting environments, the College has remained a strong and vibrant academic community respected for academic excellence and sincerity in implementing its purpose.

As the 12th oldest institution of higher learning in the South, the College maintains an affiliation with the Presbyterian Church (USA). Known for its academic rigor and its focus on the liberal arts, Maryville is where students come to stretch their minds, stretch themselves and learn how to make a difference in the world.
# 2011-2012 Academic Calendar

## FALL SEMESTER 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon, Aug 29</td>
<td>Registration - New Students</td>
</tr>
<tr>
<td>Tue, Aug 30</td>
<td>Registration - Returning Students</td>
</tr>
<tr>
<td>Wed, Aug 31</td>
<td>Fall Semester Classes Begin</td>
</tr>
<tr>
<td>Thu, Sep 1</td>
<td>Opening Convocation</td>
</tr>
<tr>
<td>Mon, Sep 5</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Tue, Oct 4</td>
<td>Last day to withdraw from a course and receive a &quot;W&quot;</td>
</tr>
<tr>
<td>Fri-Sun, Oct 14-16</td>
<td>Long Weekend</td>
</tr>
<tr>
<td>Tue, Oct 25</td>
<td>Last day to withdraw and receive a &quot;WP or &quot;WF&quot;</td>
</tr>
<tr>
<td>Th, Fr, Nov 10, 11</td>
<td>Comprehensive Exams for Graduating Seniors</td>
</tr>
<tr>
<td>Wed-Sun, Nov 23-27</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Fri, Dec 9</td>
<td>Classes End</td>
</tr>
<tr>
<td>Mon-Thu, Dec 12-15</td>
<td>Examination Period</td>
</tr>
<tr>
<td>Fr, Dec 16 -- Su, Jan 8</td>
<td>Christmas Break</td>
</tr>
</tbody>
</table>

## JANUARY TERM 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon, Jan 9</td>
<td>January Term Classes Begin - Registration</td>
</tr>
<tr>
<td>Mon, Jan 16</td>
<td>Martin Luther King Holiday (Classes Meet)</td>
</tr>
<tr>
<td>Fri, Jan 27</td>
<td>January Term Classes End</td>
</tr>
<tr>
<td>Sat, Jan 28</td>
<td>January Term Snow Make-Up Day</td>
</tr>
</tbody>
</table>

## SPRING SEMESTER 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan 30</td>
<td>Spring Registration</td>
</tr>
<tr>
<td>Tue, Jan 31</td>
<td>Spring Registration</td>
</tr>
<tr>
<td>Wed, Feb 1</td>
<td>Spring Semester Classes Begin</td>
</tr>
<tr>
<td>Tue, Mar 6</td>
<td>Last day to withdraw from a course and receive a &quot;W&quot;</td>
</tr>
<tr>
<td>Sa-Su, Mar 17-25</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Tue, Apr 3</td>
<td>Last day to withdraw and receive a &quot;WP or &quot;WF&quot;</td>
</tr>
<tr>
<td>Fri, Apr 6</td>
<td>Good Friday - College Closed</td>
</tr>
<tr>
<td>Th, Fr, Apr 19, 20</td>
<td>Comprehensive Exam for Graduating Seniors</td>
</tr>
<tr>
<td>Sat, Apr 14</td>
<td>Academic Award Ceremony</td>
</tr>
<tr>
<td>Fri, May 11</td>
<td>Classes End</td>
</tr>
<tr>
<td>Mon-Thu, May 14-17</td>
<td>Examination Period</td>
</tr>
<tr>
<td>Sun, May 20</td>
<td>Baccalaureate &amp; Commencement</td>
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</tbody>
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SUMMER SESSION 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tue, May 29</td>
<td>Summer School Begins</td>
</tr>
<tr>
<td>Tue, May 29</td>
<td>First 3-week, 5-week, &amp; 11-week Terms Begin</td>
</tr>
<tr>
<td>Mon, May 28</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>Mon, Jun 18</td>
<td>First 3-week Term Ends</td>
</tr>
<tr>
<td>Tue, Jun 19</td>
<td>Second 3-week Term Begins</td>
</tr>
<tr>
<td>Mon, Jul 2</td>
<td>First 5-week Term Ends</td>
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<tr>
<td>Tue, Jul 3</td>
<td>Second 5-week Term Begins</td>
</tr>
<tr>
<td>Wed, Jul 4</td>
<td>Fourth of July Holiday</td>
</tr>
<tr>
<td>Fri, Jul 10</td>
<td>Second 3-week Term Ends</td>
</tr>
<tr>
<td>Tue, Aug 7</td>
<td>Second 5-week Term Ends</td>
</tr>
<tr>
<td>Fri, Aug 10</td>
<td>11-week Term Ends</td>
</tr>
</tbody>
</table>

A Church-Related College for the 21st Century

Maryville College proudly claims its Presbyterian heritage, from the time the Rev. Isaac Anderson founded the college in 1819 to train ministers for the frontier of the United States until today, when we enjoy a rich diversity of students. While holding strongly to its Presbyterian connection, the College honors and welcomes students from all backgrounds and religious traditions. The practice of faith and learning at Maryville College connects scholarship, worship, and community, by giving each student a place to explore, a place to grow and a place to commit. The whole community is invited to worship at the Center for Campus Ministry each Tuesday at 1:15.

Faith and Learning Statement

Maryville College, related by voluntary covenant to the Presbyterian Church (USA), seeks to provide a quality liberal arts education that encourages the search for truth in all areas of life. One of sixty-five colleges related to the PC (USA), Maryville College is a part of the wider mission and witness of the Presbyterian Church in the world.

The Presbyterian tradition, with its historical emphasis on both an educated clergy and an educated laity, provides the theological framework for such an institution of higher education. Reformed theology places all reality in relationship to God and thus finds all subject matters worthy of study, while acknowledging, in an attitude of humility, that all human answers are at best provisional. The church “Reformed and always reforming” encourages the sort of ongoing openness to revisiting the questions and revising the answers that a true liberal arts education invites.
As a church-related liberal arts college, Maryville College strives to provide a quality education in a spiritually reflective and ethically responsible manner by creating an environment that:

- Challenges students to think carefully and critically about all matters in life, including religious, spiritual and ethical matters,
- Equips students to examine and reflect on questions of faith, meaning and value,
- Provides students with a wide-ranging literacy about the Christian tradition, including knowledge of the diversity of world cultures and religions, and
- Offers students opportunities for worship, service and fellowship in a community of integrity, respect and scholarship.

"Church-relatedness” does not presume that all members of the community must share the institution’s Presbyterian or even Christian convictions, but asks that they respect that church-related identity while thoughtfully giving voice to their own convictions. As the College’s Statement of Purpose says, “the College believes that it must listen attentively and humbly to all human voices so that it may hear the call of God no matter how God may speak.” A genuine church-related liberal arts college must ensure that both diversity and Christian identity are present on campus in a creative balance. The goal of a Maryville education is not simply the adoption of a particular stance or worldview, but rather the search for truth, wherever it may be found, and the ability to recognize and take seriously life’s basic questions of faith, meaning and value.

Maryville College takes its church-relatedness seriously, as it recognizes and affirms its role in the formative endeavor of spiritual, intellectual and moral development. By engaging students both inside and outside the classroom, and by providing them with a nurturing community and environment, Maryville College seeks to equip students with the tools that will help them build a mature and credible faith for an increasingly complex world.

Adopted January 2003

Administrative Officers

President: Dr. William T. Bogart

Interim Vice President and Dean of the Faculty: Dr. Barbara Wells

Vice President and Dean of Students: Mrs. Vandy Kemp

Vice President and Treasurer: Mr. Dana Smith

Vice President for Enrollment: Dr. Dolph Henry

Vice President for Advancement and Community Relations: Ms. Holly Sullivan
ADMISSIONS AND FINANCIAL AID

ADMISSION PROCEDURES

Maryville College is selective in granting admission to prospective students. Students are admitted based on academic criteria, extracurricular involvement, and personal achievement, without regard to financial need. As a guide, it should be noted that students who successfully complete degree requirements normally have followed a strong college preparatory curriculum in high school and typically have ranked in the top 25% of their graduating classes.

Application deadlines and notification dates are listed below:

<table>
<thead>
<tr>
<th>Scholarship candidates</th>
<th>Application deadline</th>
<th>Notification date</th>
</tr>
</thead>
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<tr>
<td></td>
<td>January 15</td>
<td>February 1</td>
</tr>
<tr>
<td>Regular application</td>
<td>March 1</td>
<td>April 1</td>
</tr>
<tr>
<td>International students</td>
<td>June 1</td>
<td>July 1</td>
</tr>
</tbody>
</table>

HIGH SCHOOL STUDENTS

High school graduates who are seeking admission as first-time freshmen must have satisfactorily completed at least 15 academic units at the high school level. Normally coursework should include the following minimum requirements:

> Four years of English.
> Two years of science including one year of laboratory science such as biology, chemistry, physics, or earth science.
> Three years of mathematics including one year of algebra and two years above Algebra I.
> Two years of social studies or history.
> Two years of one foreign language.
> At least two elective academic units among the following: mathematics, science, social studies, English, foreign language, religion, or fine arts (including performing arts credits such as band, choir, theatre, and orchestra).

To apply for admission as a first-time, first year, students are required to submit the following:

> Application for admission.
> Official transcript of high school work. Home schooled students who are not a part of an umbrella organization should submit a summary of high school level subjects studied along with an assessment of academic achievement in each area studied and a GED score.
> Official GED certificate, if applicable.
Scores from either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT) of the College Entrance Examination Board. Students who have been out of high school three years or more are not required to submit test scores.

Writing sample. A writing sample from the SAT or ACT testing agencies is not required, but is encouraged. An alternate writing sample in lieu of the SAT or ACT sample is permitted.

TRANSFER APPLICANTS/TRANSFER CREDIT

Students who have completed coursework at another regionally accredited college or university may be considered for admission to Maryville College in any academic term. Generally, academic courses in which the student has earned a grade of “C” or above will be transferred and applied toward graduation requirements. College credits earned by students while they were enrolled in high school will be evaluated upon receipt of an official college transcript. Applicants are provided with an official Advanced Standing Estimate upon request. See the Credit by Examination section of this Catalog for information related to transferability of credit earned through external testing programs.

Transfer applications are evaluated under the following guidelines:

› Applicants with 30 semester hours or more in college-level academic coursework should have earned a minimum grade point average of 2.50. High school transcripts and test scores are not required of students who meet these standards.

› Applicants who have earned less than 30 semester hours in college-level work should have a minimum grade point average of 2.50 in college-level academic work and present a transcript of high school work and ACT or SAT test scores that meet the standards for first year admission. Applicants who have been out of high school for three years or more are not required to submit test scores.

To apply for admission, transfer students should submit the following:

› Application for admission.

› Official transcript from EACH college attended.

› If applicable, official transcript of high school work and scores from either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT) of the College Entrance Examination Board.

INTERNATIONAL STUDENTS

In order to receive admission to the degree program at Maryville, students from other countries should present a strong record of academic achievement and evidence of English proficiency as measured by either the Test of English as a Foreign Language (TOEFL), International English Language Testing Systems (IELTS), or the Michigan test (offered at Maryville College prior to each semester). Students who are not proficient in English or who have not yet taken TOEFL, IELTS or the Michigan Test may request conditional admission or first join the Center for English Language Learning (CELL) intensive English program at Maryville College.
A minimum TOEFL score of 74 with no sub-score below 18 (IBT), 200 (computer-based) or 525 (paper-based), an IELTS band score of 6.0, or a Michigan Test score of 80 is required for full-time College enrollment; students with slightly lower TOEFL or IELTS scores and a Michigan score above 72 may begin College coursework on a limited basis while enrolling in a special orientation course for international students. When students are first required to enter the CELL program, they can matriculate into College courses once they have reached a desired level of proficiency as shown on any of the three mentioned tests.

All international students are required to take the Michigan Test on-campus during International Student Orientation before the beginning of their first semester to determine correct placement in composition and other classes.

To apply for admission, international students should submit the following:

- International Student application for admission with a $25 nonrefundable application fee.
- Official transcript from the secondary school showing at least three years of coursework or pertinent examination scores as appropriate in the student's national education system. This document should be in English or be accompanied by a verified English translation.
- TOEFL or IELTS score, if available.
- A writing sample that discusses the student’s reasons for choosing to study at Maryville College and their reasons for requesting financial support, if applicable.
- Upon acceptance, student must submit a $200 Enrollment Deposit and financial records showing the ability to pay the costs of the first year of study at Maryville College. When the deposit and financial records are received, the College will issue a form I-20 (student visa application), and the student can apply for a student visa.

For further information, contact International Services, 865.981.8183 or internat@maryvillecollege.edu.

VETERANS

Maryville College welcomes veterans who would like to begin or continue their college education. The College will accept courses from the Community College of the Air Force and will evaluate other military coursework using the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Services. Up to 12 hours credit may be granted for military coursework comparable to Maryville College course offerings. Veterans must have on file with the Registrar Form DD214, Form 22-1995 (Request for Change of Program or Place of Training) and a copy of their Certificate of Eligibility.

DUAL ENROLLMENT/EARLY ENROLLMENT

Students who have completed the junior year of high school may request consideration for early admission. In addition, local high school students who have time in their schedules for additional courses may enroll part-time on a space available basis.

Early admission candidates and high school students seeking to enroll part-time must furnish
evidence of a strong high school record and above average test scores as well as a letter from the principal or guidance counselor indicating that the applicant has the intellectual and social maturity to profit from college study. A personal interview with an admission officer and a college faculty member is mandatory for individuals seeking early admission as full-time, degree seeking students.

Early admission applicants should submit the application documents listed under the “High School” requirements.

High school students seeking to enroll part-time should submit the following:

- Non-degree student application for admission.
- Official transcript of high school work. Home schooled students should submit a summary of high-school level subjects studied along with an assessment of academic achievement in each area studied.
- Scores from either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT) of the College Entrance Examination Board, if available.
- Letter of recommendation from the high school principal or guidance counselor.

ADVANCED PLACEMENT/ INTERNATIONAL BACCALAUREATE

Maryville College awards credit through the Advanced Placement (AP) program of the College Entrance Examination Board and the International Baccalaureate program. Students who achieve a minimum score of 4 on AP examinations or 4 on IB examinations will be granted college credit and may be eligible for advanced placement in College courses upon approval of the instructional departments involved. Applicants should submit requests for Advanced Placement or International Baccalaureate credit during the summer prior to enrollment.

READMISSION

Students who leave the College for any reason during the academic year or take a leave of absence by staying out for a semester or longer must apply and be accepted for readmission.

To apply for readmission, students should submit the following to the Office of Admissions:

- Application for readmission.
- Official transcript from EACH college attended since leaving Maryville.

ENROLLMENT DEPOSIT

Following admission to the College, students are required to pay a $300 Enrollment Deposit. The Enrollment Deposit is refundable until May 1.

FINANCIAL POLICIES

TUITION

The annual tuition rate covers a normal load of 12 to 18 credit hours for the Fall and Spring Semesters, and 3 to 4 for the January Term.
Overload charges will be assessed when:

Total attempted hours for Fall or Spring semester exceeds 18
Total attempted hours in January Term exceed that of either a three or four credit hour course

When a student is enrolled for only one semester during the academic year, charges for credit hours attempted during the January Term are calculated at 50% of the per credit hour rate. Room and board charges, if applicable, are prorated.

Students registered for fewer than 12 hours during a semester (part-time students) are billed at the per-credit hour rate rather than the semester rate. In certain circumstances, qualified part-time students may be eligible for financial aid Federal Title IV Aid or Tennessee Lottery Scholarship Aid. Maryville College Institutional Aid is not available to students registered for fewer than 12 hours.

PAYMENT POLICY

Annual charges for tuition, fees, room, and board are divided into two semester rates. Tuition, fees and all other College charges are due and payable by August 8 for Fall Term and by January 8 for Spring Term. A bill is mailed to the student four to six weeks before the payment due date. Any outstanding account balance not paid by these dates will be considered past due. A late fee of $80 will be assessed on any account with an unresolved balance on the due dates. It is the student's responsibility to make arrangements for payment in full including completing the necessary documents for scholarships, grants, and loans before the payment due date. If an outstanding balance is placed with a collection agency and/or attorney for collection, the student will pay all collection fees and costs, including legal costs, in addition to the principal and interest; all such fees will be added to and become part of the judgment. Official transcripts will not be provided to students who have an outstanding balance with the College.

Students with credit account balances will receive a check from the Business Office. Maryville College follows Federal guidelines for the issuance of checks to students with Title IV credit balances.

The staff in the Business and Financial Aid Offices are available to assist students in financial planning.

COSTS

For 2011-12, the basic annual costs are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUITION</td>
<td>$29,230</td>
</tr>
<tr>
<td>FEES</td>
<td>$694</td>
</tr>
<tr>
<td>ROOM*</td>
<td>$4,584</td>
</tr>
<tr>
<td>BOARD*</td>
<td>$4,650</td>
</tr>
</tbody>
</table>

A schedule of miscellaneous fees is available upon request in the Business Office.

* Premium room and additional meal plans will change these basic costs; check with the Business Office for details.
FINANCIAL AID

The majority of Maryville College students receive scholarship and/or need-based assistance. Maryville College scholarships are renewable provided the student maintains an appropriate minimum grade point average (GPA) and/or participation in a particular program or performance group. GPA renewal requirements are on the student’s "Your Messages" Tab of the MC Online Financial Aid System. Other program requirements can be clarified by the coordinator of the program in which the student participates.

Eligibility for any need-based aid (i.e. Pell Grants, Tennessee Student Assistance Awards [TSAA], Supplemental Educational Opportunity Grants [SEOG] and/or MC Grant) or student loans is determined by the Free Application for Federal Student Aid (FAFSA). Students must complete the FAFSA as soon as possible after January 1. TSAA is awarded on a first-come-first-served basis. MC students who file late for the FAFSA may miss out on valuable grant assistance from the state.

Tennessee residents who have received any scholarship assistance through the Tennessee Education Lottery Scholarship program (e.g. HOPE/TELS Scholarship) need to be aware of the renewal criteria. Eligibility shall be reviewed by the institution at the end of the semester in which the student has attempted a total of 24, 48, 72, 96, and any subsequent multiples of 24 semester hours thereafter. The student:

- Must have a minimum cumulative GPA of 2.75 after 24 and 48 attempted semester hours; AND
- Must have a minimum cumulative GPA of 3.00 after 72, 96, and any subsequent multiples of 24 attempted semester hours thereafter; OR
- Must have between a 2.75 – 2.99 cumulative GPA after 72, 96, and any subsequent multiples of 24 attempted semester hours thereafter and have a semester GPA of at least a 3.0 in the semester in which the students attempt 72, 96, and any subsequent multiples of 24 attempted semester hours thereafter (Students will be reviewed on a semester-by-semester basis and must maintain full-time enrollment).
- Students who cease to be academically eligible for the HOPE Scholarship may regain the award once. The award may be re-established once students meet any of the above criteria and continue to meet non-academic requirements.
- Must be continuously enrolled at an eligible postsecondary institution in the fall and spring semesters and maintain satisfactory academic progress.

All course grades are counted in the cumulative TELS GPA. Attempted hours include courses in which students enroll but withdraw after the official drop/add date, remedial coursework, and any courses taken at another higher education institution that were completed after students’ graduation from high school. The TELS program provides a Repeat Provision that offers students the ability to repeat one course to increase their TELS GPA. There is also a Regain Provision where students can regain their HOPE at the subsequent benchmarks. Each of these provisions can only be used once.
Please consult the Financial Aid or Registrar’s Office for detailed information. To renew the HOPE/TELS scholarship each year, students must submit the FAFSA as soon as possible after January 1.

Students may view their personal financial aid information and accept their financial aid awards on the MC Online Financial Aid System at http://finaid.maryvillecollege.edu/NetPartnerStudent.

Students who have questions about financial aid award or the HOPE/TELS scholarship program should visit the Financial Aid Office, Fayerweather Hall, Rm 141.

WITHDRAWAL PROCEDURE

Should a student decide during the year or at the close of the year to terminate enrollment at Maryville College, the withdrawal procedure is as follows:

1. Report to the Registrar’s Office, Fayerweather Hall and obtain a Student Withdrawal Form.
2. Have form signed by each area listed on the Student Withdrawal Form.
3. Take the completed Withdrawal Form to the Business Office, Fayerweather Hall.

Students are responsible for any balances due after the withdrawal is processed. A student is responsible for any costs incurred by the College, including collection and litigation costs. Refunds, when appropriate, will be processed as promptly as possible. Students who do not follow official withdrawal procedures may forfeit their deposit.

Withdrawal from the College, voluntarily or involuntarily, requires resident students to abide by the official check-out procedures. Failure to do this will result in an “improper check-out fee.” Resident students should vacate the room and leave campus within a twenty-four hour period.

REFUND POLICY

No refunds are made for a change from full-time to part-time status after the first week (5 days) of classes. In compliance with federal regulations promulgated under the Higher Education Amendment of 1998, a student who withdraws officially from Maryville College will be given a refund of tuition, room, board and fees as follows:

**Institutional Charges and Institutional Aid Refunds**

All Students

<table>
<thead>
<tr>
<th>Withdrawal date / Refund percentage</th>
<th>Refund percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 10 calendar days of first day of classes</td>
<td>90%</td>
</tr>
<tr>
<td>Within 11-20 days</td>
<td>80%</td>
</tr>
<tr>
<td>Within 21-30 days</td>
<td>70%</td>
</tr>
<tr>
<td>Within 31-40 days</td>
<td>60%</td>
</tr>
<tr>
<td>Within 41-50 days</td>
<td>50%</td>
</tr>
<tr>
<td>Within 51- the 60% point of the period of enrollment</td>
<td>40% **</td>
</tr>
<tr>
<td>After 60% point of the period of enrollment</td>
<td>No refund</td>
</tr>
</tbody>
</table>

** 60% point of the enrollment period is determined by dividing the date of withdrawal by the total number of days in the enrollment period.**
Federal Title IV Aid Refunds

In compliance with federal regulations promulgated under the Higher Education Act, a student who withdraws officially from Maryville College who is receiving Title IV Federal Aid will earn Title IV Federal Aid up through the 60% point in the enrollment period. After the 60% point of the period of enrollment 100% of the Title IV aid is earned. Title IV aid that is not earned is returned. The calculation for Federal Title IV funds earned by a student has no relationship to the student’s incurred institutional charges. Title IV Federal Aid is earned as a percentage of the days a student is enrolled in relationship to the total number of days in the period of enrollment.

Title IV Federal Aid includes: PELL Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Perkins Loans, Stafford Subsidized and Unsubsidized Loans, and Parent Loans for Undergraduate Students (PLUS).

Any student considering a withdrawal should contact the Maryville College Financial Aid Office for more information on the return of Title IV funds.

Summer School refunds are prorated.

A withdrawal becomes effective on the day the withdrawal form, properly signed, is filed with the Business Office. Students who leave the College without notifying the Office of Student Development or are dismissed for disciplinary cause are not eligible for a refund of charges. Students who receive financial aid will have part or all of their refunds, as required by refund formulas, credited to the programs from which the awards were made.

Policies related to withdrawals for medical reasons are stated in the Academic Procedure and Regulations section of this Catalog under Late Enrollment and Withdrawal.
COLLEGE POLICIES

STUDENT RECORDS

Maryville College maintains institutional records relating to each student. Information contained in these records can be made available to authorized persons or institutions in accordance with the following policies.

Student Right to Privacy
The Family Educational Rights and Privacy Act (FERPA) requires that personally identifiable information other than “directory information” be released only with the written permission of the student or (if the student is classified a dependent by the IRS) his/her parents. Records of students classified as dependents of their parents by the IRS code can be revealed to parents of such dependents at the discretion of the College. The College is required by law to release student information if requested by judicial order or lawfully issued subpoena. If such action becomes necessary, both student and parents will be notified.

Directory Information
The “directory information” listed below is customarily made available to students, their families and the general public without the consent of the student. Students may have all or part of this information withheld by making a written request to the Registrar during the first 12 days of each fall or spring semester or the first four class days of a summer term. Call 865.981.8212 for more information.

- Name
- Date and place of birth
- Current and permanent addresses and telephone numbers
- Major and minor field of study
- Hours currently enrolled
- Classification
- Participation in officially recognized activities and sports
- Dates of attendance
- Degrees and awards received
- Previous educational institutions attended
- Weight and height (for student athletes)

Academic Records
Academic records are maintained by the Registrar. They constitute the student’s permanent record, contain only information relevant to academic performance and are available only to persons authorized by the Registrar.
Disciplinary Records
Disciplinary records are maintained by the Associate Dean of Students for Student Development. They contain information relating to student violations of College policy, are kept separate from academic records and are available only to authorized persons. Disciplinary records are not permanent and are purged five (5) years after termination of enrollment.

Accessibility to Records
Students are free to examine copies of their own records by making a written request to the College custodian of the record. If requested, the custodian may provide a copy of the record to the student within 45 days. A minimum charge of $.10 per page will be made for copies of records. The academic transcript is the only record maintained permanently. All other files are purged periodically, usually within five (5) years of separation from the College. Questions about policies governing specific records should be directed to the custodian responsible for those records.

Location of Student Records
The offices, in which student records are maintained, along with the College custodian in charge of the records, are listed below:

<table>
<thead>
<tr>
<th>Record</th>
<th>Custodian</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Records</td>
<td>Registrar</td>
<td>Fayerweather Hall</td>
</tr>
<tr>
<td>Admission Files</td>
<td>VP Admissions</td>
<td>Fayerweather Hall</td>
</tr>
<tr>
<td>Assessment/ Placement Files</td>
<td>Director of Calling &amp; Career</td>
<td>Bartlett Hall</td>
</tr>
<tr>
<td>Counseling Files</td>
<td>Director of Counseling</td>
<td>Bartlett Hall</td>
</tr>
<tr>
<td>Disability Documentation</td>
<td>Director of Learning Services</td>
<td>Learning Center</td>
</tr>
<tr>
<td>Disciplinary Files</td>
<td>Assoc. Dean of Students for Student Development</td>
<td>Bartlett Hall</td>
</tr>
<tr>
<td>Financial Aid Records</td>
<td>Director of Financial Aid</td>
<td>Fayerweather Hall</td>
</tr>
<tr>
<td>Housing Records</td>
<td>Assoc. Dean of Students for Campus Life</td>
<td>Bartlett Hall</td>
</tr>
<tr>
<td>Medical Records</td>
<td>Health Clinic Staff</td>
<td>Fayerweather Hall</td>
</tr>
<tr>
<td>Patron Records</td>
<td>Librarians</td>
<td>Library, Thaw Hall</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>Director of Accounting</td>
<td>Fayerweather Hall</td>
</tr>
</tbody>
</table>

Student Rights to Challenge Records
The following procedure may not be employed to challenge the validity of a grade or any other decision given by a College professor or administrator. Appeals of grades must be made in accordance with the Grade Disagreement Procedure published in this Catalog and the Student Handbook. Appeals of disciplinary decisions must be made in accordance with the disciplinary appeals process published in this Catalog and the Student Handbook. Students may challenge formal correspondence, judicial hearing transcripts, or other official institutional documents within the academic semester during which such documents are entered into the record. Any student who desires to challenge the accuracy or completeness of a written College record must follow these procedures:
1. The student should submit to the custodian of the record a written statement specifying the inaccuracy or incompleteness of the record. This statement will be filed as part of the record.
2. If further action is desired, the student may confer with the custodian of the record and attempt to resolve the matter satisfactorily. Any settlement agreed upon must be put in writing, signed by the student and custodian, and added to the student record.
3. If the challenge is not settled by the student and custodian, the student or custodian may appeal to the Campus Appeals Board submitting a copy of the challenge and record to the Board. The Board must consult both the student and the custodian of the record in any such appeal. The Board will determine the validity of the challenge and make it a part of the student record.

CAMPUS SAFETY, SECURITY, AND EMERGENCIES

School Closing Procedures
In the event that classes are cancelled due to adverse weather conditions, please check the Maryville College website, www.maryvillecollege.edu, for detailed information. Additionally, area radio and TV stations will be notified by 7a.m. on the day in question. Announcements will be made on the following stations and/or their websites:

TV:  WATE-TV6, WVLT-TV8, WBIR-TV10
Radio:  FM 91.9, FM 93.1, FM 94.3, FM 95.7, FM 97.5, FM 98.7, FM 99.1, FM 102.1, FM 103.5, FM 105.3, FM 106.7, FM 107.7, AM 990, AM 1400

Weather Related Class Delays
During the fall and spring semesters, a “Two-Hour Delayed Class Schedule” may be implemented in the event of inclement weather and/or poor road conditions in the early morning hours. January Term has a designated Snow Make-Up Day.

Two-Hour Delayed Schedule

<table>
<thead>
<tr>
<th>Regular Class Period</th>
<th>Delayed Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWF, 8:00-8:50</td>
<td>10:00-10:40</td>
</tr>
<tr>
<td>MWF, 9:00-9:50</td>
<td>10:50-11:30</td>
</tr>
<tr>
<td>MWF, 10:00-10:50</td>
<td>11:40-12:20</td>
</tr>
<tr>
<td>MWF, 11:00-11:50</td>
<td>1:10-1:50</td>
</tr>
<tr>
<td>MWF, 1:00-1:50</td>
<td>2:00-2:40</td>
</tr>
<tr>
<td>MW, 2:00-3:15</td>
<td>2:50-3:50</td>
</tr>
<tr>
<td>MW, 3:30-4:45</td>
<td>4:00-5:00</td>
</tr>
<tr>
<td>TR, 8:00-9:15</td>
<td>10:00-11:00</td>
</tr>
<tr>
<td>TR, 9:30-10:45</td>
<td>11:10-12:10</td>
</tr>
<tr>
<td>TR, 11:00-12:15</td>
<td>1:50-2:50</td>
</tr>
<tr>
<td>TR, 2:00-3:15</td>
<td>3:00-4:00</td>
</tr>
<tr>
<td>TR, 3:30-4:45</td>
<td>4:10-5:10</td>
</tr>
</tbody>
</table>
Labs, Applied Art and other Block scheduled class periods

<table>
<thead>
<tr>
<th>Regular Class Period</th>
<th>Delayed Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday or Thursday, 8:00-10:50</td>
<td>10:00-12:15</td>
</tr>
<tr>
<td>Monday or Wednesday, 2:00-5:00</td>
<td>2:50-5:05</td>
</tr>
<tr>
<td>Tuesday or Thursday, 2:00-5:00</td>
<td>3:00-5:15</td>
</tr>
</tbody>
</table>

Fourth Days and other Tuesday/Thursday Class periods

<table>
<thead>
<tr>
<th>Regular Class Period</th>
<th>Delayed Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR, 8:00-8:50</td>
<td>10:00-10:40</td>
</tr>
<tr>
<td>TR, 9:00-9:50</td>
<td>10:50-11:40</td>
</tr>
<tr>
<td>TR, 10:00-10:50</td>
<td>11:50-12:20</td>
</tr>
</tbody>
</table>

Class Breaks and Lunch

<table>
<thead>
<tr>
<th>Regular Break Period</th>
<th>Delayed Break Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWF, 12:00-1:00</td>
<td>12:20-1:10</td>
</tr>
<tr>
<td>TR, 12:15-1:15</td>
<td>12:10-1:05</td>
</tr>
</tbody>
</table>

Worship

<table>
<thead>
<tr>
<th>Normal Time</th>
<th>Delayed Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 1:15-1:50</td>
<td>1:05-1:40</td>
</tr>
</tbody>
</table>

Meeting Time

<table>
<thead>
<tr>
<th>Normal Time</th>
<th>Delayed Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 12:30-1:50</td>
<td>12:40-1:40</td>
</tr>
</tbody>
</table>

Storm Safe Area Recommendations
Proceed immediately to the lowest level of the closest building. Refer to the Student Handbook for specific locations in each building.

Emergency Communications System (IRIS)
Maryville College is equipped with an emergency communications system that emails, texts, and calls students, faculty and staff in case of a campus emergency. In order for the system to remain up to date and accurate, report all changes of personal contact information at the Security Office, Bartlett 116 or the Student Development Office, Bartlett 327.

Campus Security
Security is everyone’s responsibility. It is essential that questionable incidents, unlocked doors or windows, suspicious activity, or emergencies be reported on campus. Such reports should be made by dialing 865.981.8112 and not the local police. This line is monitored by Campus Security 24-hours a day. Local law enforcement authorities monitor all campus security radio transmissions and are available to assist on the campus at the request of security personnel. In order to assist in maintaining an orderly and safe campus environment, students must observe the following security measures:
• Do not enter locked rooms or buildings.
• Comply with all reasonable and lawful requests or directions of members of the faculty, administrative staff, residence hall staff, and other College employees fulfilling their duties.
• Do not provide false information to faculty, administrative staff, residence hall staff, and other College employees fulfilling their duties.
• Carry College ID at all times and show College ID cards when requested to do so by an official of the College or a member of the residence hall staff. In cases of disruptive behavior on campus, and when the security of members of the campus community and/or College property is threatened, Security officers will be called and are authorized to immediately remove from campus those persons involved in such activity. Individuals removed from campus will be officially informed of the reason for such action and may be banned from campus.
• Do not prop open residence hall doors.

Staff Member on Duty (SMOD)
In order to assist campus security in providing coverage for students, the Residence Life staff monitors an emergency line 24-hours a day, 7-days per week. If an emergency arises, one should dial 865.981.8112 or 865.981.8002 for staff member assistance.

Fire Safety Regulations
Fire safety regulations are for the safety and welfare of the College community. Misuse or abuse of fire extinguishers, fire hoses, fire doors, fire alarms, or other emergency equipment or the sounding of a false alarm is prohibited and considered a major violation of College policy, local fire codes, and statutory law. An incident report will be filed with Security for any of these violations.

Disregard of the following regulations will be sufficient grounds for severe disciplinary action.

• A student shall not disregard a fire alarm or refuse to evacuate a building during a drill or an actual fire.
• Tampering with fire equipment on campus constitutes a serious threat to the safety and welfare of the community. Any person(s) responsible for tampering with fire equipment, exit signs, smoke detectors or fire alarms will be subject to fines, dismissal and/or prosecution under all municipal and state laws. The minimum penalty for violations of campus safety will be a $1000 fine. When violators cannot be identified, the residents will share equally in the damage assessment for the public areas in their residence hall.
• Passageways and fire exits must remain clear at all times.
• Fire regulations also require that fire doors remain closed at all times.
• Candles cannot be burned in the residence halls. Candles with wicks that have never been burned are allowed. Incense is not allowed in the halls.
• Any prank involving flame or fire in a College building is prohibited. Students violating this regulation will be subject to suspension or dismissal.
• Setting off smoke bombs, which result in the activation of a building’s fire or smoke alarm, will result in a minimum fine of $1,000 and disciplinary action.
• Fireworks, flammable liquids, dangerous chemicals, or other explosives are expressly prohibited on campus other than in supervised classroom activities.
• Outdoor fires are not permitted on campus property, including campus woods and fields, without the written permission of the Director of Security.
• Using fire escapes in non-emergency situations is prohibited.
• The use of extension cords is prohibited. Instead, surge protectors with an on/off switch and a maximum of 15 amps may be used.
• The use of halogen light bulbs is prohibited.
• The covering of light fixtures or electrical outlets with any flammable material is prohibited.
• Smoking in all buildings is prohibited.

Security & Personal Property
Maryville College assumes no responsibility for students’ personal property. All students are urged to carry insurance on their personal property either through their parent’s homeowner or tenant policies or through policies of their own. If students are not presently covered by such a policy, coverage can be arranged through a request to an insurance agent. Some available resources are provided in the Student Handbook.

Each student should maintain a personal inventory of items (TVs, DVD players, etc) including serial numbers. This is helpful in recovering lost or stolen items. On campus vehicles and residence hall room doors should be locked whenever the student is not present. In the event of theft, notify Campus Security at 865.981.8112.

MARYVILLE COLLEGE PARKING AND TRAFFIC REGULATIONS

The traffic and parking regulations of Maryville College are designed to provide a safe flow of traffic and to make the best use of parking facilities. To accomplish these goals, it is necessary for the entire College community to become familiar with the regulations and abide by them.

The Maryville College campus is located on 320 acres of land, much of which is wooded. The College community and the surrounding community use the College Woods for quiet walks, bicycling, picnics, and cross-country running trails. Motor vehicles are not permitted in the College Woods off of paved roads. Students found to be in violation of this policy will be subject to disciplinary action.

The following Traffic and Parking Regulations are posted on the College’s website and are also available in the Campus Security Office.

Vehicle Registration
• All faculty, staff, and students (full- or part-time), who operate a vehicle on College property, regularly or occasionally, are required to obtain a parking decal. Vehicles may be registered online during the summer, during class registration, at the Security Office, Bartlett Hall 116, and at the Student Development Office, Bartlett Hall 327, between 8:00 am and 4:00 pm, Monday through Friday.
• The registration of all vehicles parked on campus is required, but registration is no guarantee of a parking space near the place where one works, resides, or attends classes. The responsibility of finding a legal parking space rests with the vehicle operator and lack of a parking space is not a valid excuse for violation of any parking regulations.
Students must obtain a parking decal for each academic year or portion thereof.

Parking decals for faculty and staff may be obtained at the time of employment or any time during the academic year.

A parking decal must be displayed on the vehicle no later than the first day of classes of the new semester.

The parking decal must be completely attached and displayed on the outside of the rear window in the lower left hand corner (driver’s side) of the registered vehicle. The parking decal must be permanently affixed to the outside of the vehicle and not taped to the inside of the window. The parking decal must be able to be read from the rear of the vehicle.

Vehicles owned or driven by students may not be registered in the name of a faculty or staff member.

Should a parking decal become mutilated or obliterated in any way, a new decal must be obtained at the Security Office in Bartlett Hall 116. When the remnants of the old decal are presented, a replacement decal will be issued free of cost.

The parking decal holder is held responsible for all citations issued against the vehicle. Citations will not be excused on the plea that another person was driving the vehicle.

The College assumes no financial responsibility for theft or damage to motor vehicles or their contents when the vehicle is parked or operated on campus or elsewhere.

A change of license plates must be reported to Security within 48 hours of such change.

If a student gets a new vehicle, he/she must bring the old parking decal and register the new vehicle with the Director of Security within 48 hours. There is no charge for the new decal.

Fees for vehicle registration:

- **Campus Resident Parking**
  - Full Year/$50 – After Jan 1/$25

- **Commuter**
  - Full Year/$50 – After Jan 1/$25

**Parking Permits and Parking Zones**

The campus parking system is divided into zones. Refer to the map in the Student Handbook. Listed are the six parking zones. These parking zones are identified by the various colors. Each parking lot on campus has one or more of the color-coded signs indicating what type of parking decal is required to park in that particular zone.

**Faculty/Staff (Green):** These parking decals are issued to employees (non-students) of the College, or as authorized by the Director of Security. Holders of these parking decals may park in any area designated “Faculty and Staff” or Open parking.

**Resident West (Blue):** These parking decals are issued only to students who live in Carnegie Hall and Beeson Village. Holders of these parking decals may park in areas designated as Residential West or Open parking.
Resident East (Red): These parking decals are issued only to students who live in Copeland Hall, Davis Hall, Gamble Hall, Gibson Hall, Lloyd Hall, and Pearsons Hall. Holders of these parking decals may park in areas designated as Residential East or Open parking.

Commuters (Yellow): These parking decals are issued to commuters and students living in Court Street Apartments. Holders of these parking decals may park in any area designated as Commuter or Open parking.

Copeland Hall Freshmen (Brown): These parking decals are issued only to freshmen students who live in Copeland Hall. Holders of these parking decals must park in the Brown Gravel Parking Lot below the practice football fields or Open parking.

Open Parking (Orange): These parking lots are signed as open parking and are open to parking vehicles with any color decal or no decal.

Visitor (Temporary Hang Tag): The Office of Admissions, President’s Office, and Campus Security issue these parking permits. Visitors and individuals visiting/staying with Residents may park only in areas designated as Visitor and/or Open parking.

Motorcycle Parking: Owners of motorcycles will be issued a parking decal for the parking zone they are eligible for and will be required to park in the appropriate parking zone.

Handicapped Permits
Official Handicapped Parking Permits are issued by the Blount County Clerk’s office in accordance with state law ($15 and a letter from a doctor). The Director of Security issues temporary “Campus Only” Handicapped Parking Permits. Only vehicles displaying a Handicapped Permit or Temporary Handicapped Permit may park in “Reserved for Handicapped” parking spaces or any other areas designated for disabled persons such as an access ramp or curb cut.

Temporary Permits
A temporary permit is required if a student already has a vehicle that is permanently registered and brings a temporary vehicle on campus. A temporary parking permit must be obtained at the Security Office no later than the first business day after the vehicle is brought on campus. These permits are free of charge to the holder of a regular parking permit. When applying for a temporary permit, the following vehicle information must be provided: Make, model, color, year, license plate number and state.

Violations
Fine of $30 (plus a tow fee if vehicle is removed by towing):
- Parking in a reserved space without displaying a proper decal.
- Failure to display or properly display a parking decal.
- Parking out of zone.
- Parking a vehicle in a no parking zone.
- Parking in any manner that obstructs vehicular traffic.
- Parking in any manner that obstructs a crosswalk.
- Parking in a tow away zone.
- Parking in a loading zone, service driveway, or blocking a dumpster.
- Parking on campus while parking privileges are suspended.
- Moving any barricade or parking within any barricaded area.
• Parking in violation of the directions of a security officer.
• Parking on any lawn, curb, sidewalk, or other area set aside for pedestrians.
Fine of $50 (plus a tow fee if removed by towing)
• Using a forged, altered, stolen or fictitious parking decal.
• Parking in a Fire Lane or blocking a fire hydrant.
• Falsifying or altering vehicle registration information.
Fine $100 (plus a tow fee if removed by towing)
• Parking in a Handicap Space.

Payment of Fines and Penalties for Parking Violations
Citations will be issued to vehicles for violation of parking regulations. Fines for parking violations MUST BE PAID in person within 10 days at the Student Development Office in Bartlett Hall, 327 between 9 am - 4 pm Monday through Friday. Fines must be paid with cash, check, or debit/credit card only since these fines will not be added to student accounts.

1st Parking Citation
• $30 fine payable in person within 10 days

2nd Parking Citation
• $30 payable in person within 10 days

3rd Parking Citation
• $30 payable in person within 10 days
• If fine is not paid within 10 days, the vehicle will be towed at the owner’s expense and the towing company will charge the owner a tow fee of $85 (amount of the towing fee is determined by the towing company).
• The vehicle that has been towed will not be released to the owner until all outstanding parking fines are paid.
• The towing company will charge the owner of the vehicle an impound fee of $25 per day for each day of storage. The owner of the vehicle may have his/her driving privileges revoked for repeated driving or parking violations. If an individual’s driving privileges are revoked, that individual may not operate any vehicle on Maryville College property.

After Hours Parking
Exception: Faculty/Staff Parking Areas
(5:00 pm - 7:30 am and Weekends)

Individuals may park in Faculty/Staff parking spaces (with the exception of those designated as Residence Life) between the hours of 5:00 pm and 7:30 am Monday thru Friday. They may also park in Faculty/Staff parking spaces all day Saturday and Sunday as long as the vehicle is removed from the parking space by 7:30 am Monday morning. Those vehicles not removed by the stated time will be cited and are subject to removal by towing.

No Exceptions: Residence Halls

Vehicles with Red, Blue, or Brown decals must be parked in their respective parking area/color zone at ALL times. Failing to do so will result in a citation. There is no “after hours” exception in the Red and Blue parking areas.
**Towing Policy at Owners Expense**
A vehicle may be towed away if the owner or operator:
- Has three (3) or more unpaid parking / traffic tickets.
- Parks in any manner that obstructs a crosswalk.
- Parks in a loading zone, service driveway, or blocks a dumpster.
- Parks in a “No Parking” zone.
- Parks in a fire lane.
- Parks in a tow-away zone.
- Parks on campus while parking privileges are suspended.
- Moves any barricade, or parks in any barricaded area.
- Parks in a reserved space without displaying the proper parking decal.
- Parks in a “Reserved for Handicapped” space without displaying a proper permit or any other area designed for disabled persons such as an access ramp or curb cut.
- Violates the terms of a conditional release.
- Parks in violation of the directions of a security officer.
- Parks in any manner, which obstructs vehicular traffic.

A vehicle that has been removed by towing will be released if:
- The owner or operator of the vehicle pays the fees for all outstanding citations on the vehicle plus the commercial wrecker service fee.
- College Security authorizes the release of the vehicle.

The owner of the vehicle will be charged an impound fee of $25 per day by the towing company. If the owner /operator of a vehicle appears at his/her vehicle after the wrecker has arrived, and the wrecker driver has made a hook-up, or signed the tow order for custody of the vehicle, the vehicle will not be towed away if the owner or operator of the vehicle completes all of the following:
- Presents proof of payment of all outstanding citations on the vehicle.
- Pays the wrecker driver a “hook-up” fee in lieu of towing.
- And moves the vehicle.

**Suspension of Parking Privileges**
The following violations could constitute the suspension of driving privileges on Maryville College property:
- Destruction of property by a motor vehicle.
- Tampering with impoundment equipment.
- Habitual offender.

All violations involving registration of vehicles operated on the properties of the College are violations of College Parking and Traffic Regulations. Parking on campus is a privilege extended by the College, which may be withdrawn at the College’s option.

**Appeal of a Citation**
If a person receives a citation and believes it is unwarranted, he/she may appeal the citation by submitting a written appeal to the Director of Security within 10 days of the citation date. Copies of the “Parking and Traffic Application for Appeal” form are available in the Student Development Office in Bartlett Hall 327, and the Security Office in Bartlett Hall 116.
BICYCLE REGULATIONS

Every person operating a bicycle on College property must give the right-of-way to pedestrians at all times, keep to the right of the roadway, and obey all traffic signals.

Bicycles may not be parked on sidewalks or in College buildings at any time. Bicycles are to be parked in bicycle racks or chained to light poles or other stationary structures. Bicycles may not be left on porches or walkways and may not be chained to shrubs, art objects, handrails, or stairways.

Persons leaving bicycles parked at residence halls over the summer must obtain prior written permission from the Residence Life Coordinator (RLC). Bicycles left over the summer without the written permission of the RLC will be disposed of at the discretion of the College.

Bicycles parked in violation may be removed and impounded by any means necessary. A $10 fee will be charged to release impounded bicycles.

MARYVILLE COLLEGE WOODS (MCW)

Please respect the following when visiting the MCW:
- Please stay on existing trails.
- Leave-no-trace: carry out what you carry in; engage in human-powered, low-impact activities.
- Please respect all plant and wildlife species. Do not remove any resource.
- No overnight stays or open fires.
- The MCW is an alcohol/drug/smoke free area.
- No motorized vehicles (unless authorized).
- Please obey all signage.
- Groups larger than 10 must notify the Office of Camps and Conference & Event Services* before arrival.
- Pets must be on a leash and remain on the trail and owners must clean up after pets.
- Bicycles are permitted in designated areas only.

Use Guidelines for the Maryville College Woods have been created with the intention of protecting the natural ecosystem for study and enjoyment by future generations of Maryville students, faculty, staff, alumni and community guests. The College and its Environmental Forestry Advisory Committee (EFAC) ask that everyone follow the guidelines listed above. Please contact MC Security at 865.981.8112 with questions or comments about visits to the Maryville College Woods.

* For groups wishing to visit the College Woods – contact Belinda Kenny, Director of Conferences & Event Services – 865.981.8014.

General Information
- The President of Maryville College approves these regulations.
- The College Security Department has the responsibility and the legal authority for the enforcement of the Traffic and Parking Regulations.
- The use, possession, and parking of an automobile while a student, employee, or visitor of Maryville College is considered a privilege. The abuse of that privilege will result in the denial of automobile use on Maryville College property.
- The College considers the use of a vehicle on campus a convenience and is not obligated to furnish unlimited parking space to accommodate all vehicles. The College will, however, attempt to provide a reasonable number of parking spaces in keeping with available resources. The purchase/possession of a parking permit in no way guarantees an individual a parking space on campus.
- Every person operating a motor vehicle on College property is held responsible for obeying all College traffic and parking regulations as well as all city and state parking and traffic regulations.
- The term “College property” is interpreted to include all properties under the control and jurisdiction of the Board of Directors of Maryville College.
- The term “Visitor” is interpreted to mean an individual with no official connections with the College as a student, faculty, staff member, or employee of private contractors assigned to Maryville College.
- Individually assigned visitor parking places are set aside for special interest areas of the College. College personnel, students, or employees of private contractors assigned to Maryville College may not utilize these spaces. These spaces are reserved for official visitors to the College.
- Handicapped parking is provided in many parking lots on campus. These spaces are reserved 24-hours a day, seven days a week for the holders of handicapped parking permits.
- If a vehicle becomes temporarily disabled and cannot be parked in its assigned area, it must be reported to Security. The fact that the vehicle is temporarily disabled will be recorded and an officer will either render assistance or authorize temporary parking. Temporary parking will only be authorized for 24-hours or less. If parking for a longer period is necessary, it must be renewed at 24-hour intervals. Temporary parking will not be authorized in areas that are not parking spaces (tow away or no parking zones, etc.) or in handicap parking.
- A permit may not be purchased for display on a disabled vehicle. For these purposes, a disabled vehicle is a vehicle that has been disabled for more than two weeks.
- Services such as “jump starts” are offered by Security as time permits. Security does not change flats, unlock cars, push or tow cars, or perform any major automotive service. Security officers will help find assistance when possible.
- The speed limit on campus roadways and thoroughfares is 20 mph; the speed limit within the parking lots is 10 mph.
- Vehicles are not to be operated in any manner so as to constitute vehicular/pedestrian traffic hazards or to impede the flow of vehicular or pedestrian traffic.
- Pedestrians on campus have the right of way at all times. Students, faculty and staff are expected to be familiar with and abide by these regulations at all times. The fact that a certain citation is not issued when a vehicle illegally parks does not mean or imply that the regulation or law is no longer in effect.
- Vehicles parked on campus, which are considered to be abandoned, will be towed.
- The responsibility for obtaining knowledge of all laws and regulations in force rests with the motor vehicle operator.

Always lock vehicles and drive safely.
INTELLECTUAL PROPERTY

Introduction
The faculty, staff, and Board of Directors at Maryville College encourage scholarship, creativity, and innovation that may result in the creation of intellectual property. The purpose of this Intellectual Property Policy is to establish mutual understanding of ownership, rights, and responsibilities related to the development, production, dissemination and sale of intellectual property created by full-time and part-time Maryville College faculty, staff, and students.

Definition of Intellectual Property
For the purpose of this policy, the term “intellectual property” includes, but is not limited to, works of authorship inclusive of all mediums of expression (related to copyrights) and inventions and discoveries (related to patents).

Ownership of Intellectual Property
In most circumstances, the faculty member, student or staff member who creates the intellectual property has sole and exclusive ownership rights related to its sale, transfer, or use. In the development of intellectual property, the author/creator is responsible for obtaining permission or authorization for any use of copyrighted material or trademark (including that of the College) that may be included within the work itself.

Following AAUP guidelines, there are certain situations in which Maryville College may claim ownership of intellectual property created by faculty, students, or staff. These situations include:

- Works that are “made for hire,” created as a specific requirement of employment, as an assigned job duty, or in completion of a course assignment. (Note that a work is not necessarily classified as “made for hire” on the basis of use of College resources, facilities, or materials that are traditionally and commonly available to faculty and other members of the College community).
- Negotiated contracts in which the author/creator has transferred or specified, in writing, a portion of ownership to the College, and
- “Joint works” as described in the Copyright Act, where the institution can be considered a co-author.” The College is entitled to joint ownership in situations where it has contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members generally. College resources include but are not limited to: College funds, supplies, computer resources, learning resources, equipment, software, the College name, personal position or status within the College, course enrollment, and/or College personnel. Such arrangements for joint ownership should be agreed to in writing, in advance of the creation of the intellectual property, and are in full conformance with other provisions of this agreement.

To avoid conflicts related to ownership of intellectual property, faculty, staff and students should be aware that intellectual property issues may arise as a result of their work and should meet with the appropriate Vice President to establish a mutually agreeable understanding of ownership issues prior to its creation. This understanding is to be set forth in writing and signed by all parties who may
have reason to believe that they would have some rights of ownership. This agreement should clearly set out the specific ownership or co-ownership arrangements between the creator and the College and is to be signed by the appropriate Vice President.

In situations where an external party provides support or sponsorship in the form of a grant, contract, or other agreement, ownership of the intellectual property should be clearly negotiated prior to initiating the work. In such cases, the College may be allocated some rights of ownership. Responsibility for exploring procedural rules and ownership guidelines of granting agencies or individuals lies with the person or persons who will be creating the intellectual property. In situations where the individual or granting agency does not address the ownership issue, the guidelines and rules set forth in this document will prevail.

Copyrights, patents, and other documents and contracts related to ownership of intellectual property are filed in the Maryville College Business Office. Written agreements of individual arrangements made between faculty, students and or staff members who create intellectual property and the Vice President under whose direction the activity or intellectual property is associated are to be completed and filed in the office of the appropriate Vice President and in the Business Office. The College will be primarily responsible for oversight and protection of intellectual property that is jointly owned by the College and its faculty, staff or students.

**Use of Intellectual Property**

Much of the creative work at Maryville College that has the potential for being designated as intellectual property relates to material utilized by the College for educational and administrative purposes. As members of the College community, faculty, student, and staff creators agree that the College is allowed to use the works without charge in its ongoing operations. Such arrangements enable the College to operate efficiently without undue infringement on the creators’ right of ownership. It is understood that this use will be limited to non-revenue purposes. Departures from this use agreement are to be incorporated into any agreement that transfers copyright/ownership to a publisher or other entity.

Materials such as course syllabi, assignments, and examinations etc. that are created for ordinary use in Maryville College classrooms remain the intellectual property of the faculty creator. However, ongoing permission for the College to use these materials for internal use is assumed unless prior limitations for their use by the College are made in writing. Students, likewise, remain the owner of intellectual property they create as a part of their educational productivity (term papers, senior study, projects, etc.). It is also assumed that the College has ongoing permission to use these materials as examples of its students’ work and for curricular or program assessment unless prior limitations for their use are made in writing.

**Distribution of Revenue**

The sole owner of intellectual property, whether faculty member, student, staff member, or the College, is entitled to any proceeds of the sale of the property and is entitled to distribute or expend funds associated with those proceeds at will. In situations where there are multiple creators or owners, proceeds are to be distributed in accordance with the allocations as negotiated by the parties at the inception of the project. Should conflict arise from situations where allocations are unclear, or
were never negotiated, the allocation will be decided upon according to the dispute resolution process outlined below.

**Future Negotiations and Dispute Resolution**
Due to the changing nature of intellectual property rights, contracts, and policies within higher education, the College recognizes the need to create processes for review and renegotiation of the intellectual property policy as well as the need to designate a process whereby disputes related to intellectual property can be resolved.

Because faculty members are most closely associated with activities that can result in creation of intellectual property, responsibility for intellectual property policy review and revision rests with the Academic Dean (or designee) in consultation with the Faculty Personnel Standards Committee.

Disputes related to ownership of intellectual property are referred to the Faculty Hearing and Appeals Committee who, upon receipt of an appeal, will create an Ad Hoc Committee to hear the dispute and to render a decision. The composition of the Ad Hoc Committee will consist of three members of the Faculty Hearing and Appeals Committee chosen by vote of that committee and two staff members or administrators appointed by the President of the College. None of the three faculty members of the Ad Hoc Committee should be a member of the same academic division as any faculty member included in the dispute. In situations where there are claims of ownership that affect multiple academic divisions such that there are not three faculty from unrelated divisions elected to the Faculty Hearing and Appeals Committee, the Dean of the College will appoint the needed number of faculty members to serve on the Ad Hoc Committee. The Ad Hoc Committee will elect its own convener and recorder and will follow the hearing procedures for the Faculty Hearing and Appeals Committee as published in the Faculty Handbook. The committee will gather information, hear arguments, review materials, and may consult legal counsel. Ultimately it will make a decision regarding the rights, ownership, management, and other aspects associated with the intellectual property in dispute. Full consideration will be given by the Ad Hoc Committee to negotiating an acceptable compromise among the parties throughout the dispute procedure.

In cases where the parties disagree with the Ad Hoc Committee decision, they may pursue external legal remedy.

Any portion of the Intellectual Property Policy that is prohibited or deemed unlawful will be invalidated without effect on the remaining provisions set forth in the policy.

*Approved 2009*

**HUMAN AND ANIMAL RESEARCH APPROVAL**

Research projects involving human participants and animal subjects are required by federal law to undergo prescribed review. Studies involving humans (including questionnaire surveys) are reviewed by the Institutional Review Board (IRB). Studies involving animals are reviewed by the Institutional Animal Care and Use Committee (IACUC). Faculty, staff, and students who plan to
conduct such research must follow the respective guidelines set forth by Maryville College. In the case of Senior Study research, primary responsibility of submitting an IRB or IACUC proposal resides with the student; faculty advisors have the responsibility to ensure the appropriate approval has been met before data collection begins. Serious violations of these guidelines may be referred to the Academic Integrity Board.

IRB guidelines, procedures, and required forms are available on the Tartan.

**Institutional Review Board**
The Institutional Review Board (IRB) is responsible for reviewing research projects that involve human participants to ensure federal research standards are upheld. Issues considered include:

- Participants are not placed at undue risk,
- Participants are not coerced and provide informed consent for their participation,
- Participants’ privacy and reputation are protected,
- Federal guidelines and safeguards are met, and
- Measures are taken to protect the College and researcher from complaints due to incomplete material, poor quality of research materials, and/or unclear instructions.

**Institutional Animal Care and Use Committee**
Research projects involving animal subjects are required by federal law to undergo prescribed review. Studies involving animals are reviewed by the Institutional Animal Care and Use Committee (IACUC). Faculty, staff, and students who plan to conduct such research must follow the respective guidelines set forth by Maryville College. In the case of Senior Study research, primary responsibility of submitting an IACUC proposal resides with the student; faculty advisors have the responsibility to ensure the appropriate approval has been met before data collection begins. Serious violations of these guidelines may be referred to the Academic Integrity Board. IACUC guidelines and procedures are available online via the Tartan on the Senior Study site.

The Institutional Animal Care and Use Committee (IACUC) is responsible for reviewing research projects that involve animal subjects to ensure federal research standards are upheld. Issues considered include:

- Research is supported by sound rationale and purpose,
- Numbers of subjects in individual projects is justified,
- Training of researchers is adequate,
- Federal guidelines and safeguards are met, and
- Measures are taken to protect the college and researcher from complaints due to improper procedures.
STUDENT RESOURCES

THE LAMAR MEMORIAL LIBRARY

The Library mission is to stimulate learning and teaching by supporting the Maryville College curriculum and supporting student and faculty research and scholarship. It provides a comfortable physical space that accommodates individual study, collaborative learning, and the building of a community of learning. In this space, students, faculty and staff may study, pursue intellectual interests, and engage in research. The Lamar Memorial Library serves as a cultural and intellectual resource for the campus and the local community.

The library provides information resources and services central to the mission and educational goals of Maryville College and strives to offer resources and services designed to stimulate intellectual curiosity and to encourage and teach the use of information. The library web page serves as the portal to all library resources and services and can be accessed at http://library.maryvillecollege.edu.

MC Quest, the library’s online discovery tool, provides users with a seamless search experience that accesses the library’s collection of online and print materials as well as those designed by librarians in support of classroom instruction. The physical collection of approximately 132,000 volumes is complemented by over 144,000 online books, access to over 20,000 journal titles, online research tools and reference sources, and interlibrary services. In cooperation with the faculty, librarians create a carefully selected collection that supports the College’s rigorous curriculum and reflects a diversity of viewpoints and modes of inquiry.

In a world of networked information, the library remains committed to providing a physical space that is inviting and user-oriented and accommodates individual study, collaborative learning, and the building of a community of learning. The spacious, relaxed atmosphere of the library in historic Thaw Hall provides varied study areas, including individual study carrels, cozy study nooks, and group study rooms. The campus network and the Internet are available throughout the library via wired and wireless connections. The library also hosts public computing facilities for the entire campus.

The library staff is responsive to individual needs and committed to the highest standards of quality in librarianship and information services. Reference librarians are available in person, over the phone, via email, or via online chat and message services to work with students to formulate information needs, identify sources, and assist in their use. Librarians and teaching faculty are partners in the educational process. Information skills are taught across the curriculum with special emphasis during the first year. Through individual attention and class instruction, librarians help students develop skills for locating and evaluating information that will serve them in completing independent research and in a lifetime of learning.

Regular Library Hours

Monday – Thursday 7:30 am - midnight
Friday 7:30 am - 5:00 pm
Saturday 10 am – 4 pm  
Sunday 1 pm – midnight

For special hours during the last week of classes, exam periods, and holiday breaks, please see the library web page at >http://library.maryvillecollege.edu< or call 865.981.8256.

**Research Assistance**
Librarians welcome the opportunity to work with students one-on-one as they complete assignments and learn the research process utilizing a variety of different tools.

- Librarians will meet and help students with research *in person* at the Research Assistance Desk in the library.
- Students can call the Librarian at the Research Assistance desk -- (865) 981-8256.
- Students can email questions to >library.help@my.maryvillecollege.edu.< Librarians will respond to email within a few hours.
- Students can contact the Librarian using the Google Talk feature of their campus email account or text/SMS the Librarian from their phone or mobile device using the Short Message service. Instructions are available on the library web site.

**Library Etiquette**
The Lamar Memorial Library is committed to supporting academic endeavors. To help provide a pleasant, productive environment, students should observe the following guidelines while in the library.

- Speak quietly.
- Respect the “no talking” quiet zone of the lower level.
- Set cell phones to “vibrate”.
- Be considerate of others when using a phone. Consider leaving the library for long conversations.
- Use headphones to listen to audio – and set the volume so others cannot hear the sound.
- Use a study room for group study or group projects whenever possible.
- Use a wireless laptop for group projects that require a computer.
- Smoke or chew tobacco outside.
- Enjoy beverages in sturdy, "spill-proof" containers.
- Eat snacks in study areas, away from computers, printers, copiers, and stored books.  
  (Energy bars, trail mix, nuts, pretzels, candy, and cookies are examples of snacks.)
- Please finish meals before entering the library. (Anything in a takeout container/bag or that requires utensils to eat is a meal. Pizza, burgers, fries, sandwiches, salads, fruits, and ice cream are examples of food to eat elsewhere.)
- Leave no trace -- please leave workspaces clean and ready for the next person to enjoy.

**Accounts and Overdue Materials**
The Lamar Memorial Library does not charge late fees; however, borrowers are asked to keep their library account current by returning or renewing materials by the due date. Borrowers whose materials are NOT overdue can renew their books online. Overdue materials must be renewed in person.
A bill for replacement and processing fees will be sent to any borrower who has one or more items that are two or more weeks overdue. Library notices are sent via Maryville College e-mail. Replies and questions should be sent to the Circulation Coordinator. Borrowers with overdue materials must clear their library account before they may borrow additional materials.

Should materials become lost, damaged, or stolen, borrowers should contact the Circulation Coordinator for details on replacing them.

MARYVILLE COLLEGE LEARNING CENTER

The mission of the Maryville College Learning Center is to provide academic enhancement and support to students while encouraging independent learners. All students are encouraged to avail themselves of the services offered.

LEARNING SUPPORT SERVICES

Learning Strategies
Learning Center staff offer consultations to individuals throughout the semester, focusing on individual learning styles, textbooks reading, note-taking, test preparation, and test taking. Other topics include academic goal setting, organization, and time management.

Peer-Tutors and Study Groups
Free tutoring and study group sessions are available for most first and second year courses, with assistance in other courses as requested. Tutors have designated drop-in tutoring hours. Study group leaders schedule weekly peer-led study sessions. The Learning Center posts a listing of courses and designated days/times each semester.

Supplemental Instruction
Supplemental Instruction (SI) sessions are weekly review sessions for students enrolled in historically difficult courses. The sessions are facilitated by a trained SI Leader. SI Leaders have successfully completed the course and attend each meeting taking notes over the lectures and completing the readings for the course. SI Leaders then provide weekly review sessions for students to compare notes, discuss important concepts, and develop strategies for preparing for exams. Students enrolled in classes with SI Sessions are encouraged to attend weekly sessions to improve their understanding of course material and improve their grades. The Learning Center publishes a listing of classes that offer SI sessions each semester.

Cooper Success Center
Located in the Cooper Athletic Building, the Cooper Success Center (CSC) is a student-led and College staff-supervised tutoring center, as well as a staff-supervised study hall. Focusing on the specific and demanding needs of the Maryville College student-athlete, the CSC provides assistance with a variety of courses. The tutoring center, as a direct extension of the Maryville College Learning Center, is well-equipped to provide additional assistance in crucial study, test-taking, and writing skills for all students.
SERVICES FOR STUDENTS WITH DISABILITIES

Resources provided through Maryville College’s Learning Center encourage development of skills and strategies for independent, active learning.

Disability Services Procedures
The steps to obtain services through Disability Services (DS) in the Learning Center are described below.

1. Admission to Maryville College
Students must meet all prerequisites for admission to Maryville College before receiving services through Disability Services (DS). See the current Maryville College Undergraduate catalog for required admission standards. Before selecting and finalizing courses, students with disabilities may want to consult with DS staff to review any disability-related factors that could come into account in determining a final course schedule after admission to the College.

2. Application for Services
Students are responsible for disclosing a disability and requesting accommodations. Students must complete an application for services and provide current documentation (within 3 years) which documents the disability and supports the request for accommodations. Contact Disability Services in the Learning Center to request an application for services.

Students should meet with a Disability Services advisor in the Learning Center prior to the student’s initial semester at Maryville College to determine reasonable accommodations. Additional time may be needed for some modifications, so ample time must be allowed for accommodations to be activated. Students may not receive any accommodation services unless they are registered with Disability Services. This ensures that the student is qualified as defined by the ADAA as having a disability and that the accommodations are reasonable for the disability.

3. Documentation
As previously stated, students are responsible for disclosing the disability and requesting reasonable accommodations. Documentation is required specifying the disability, its impact, and severity, as well as substantiating the need for accommodations. A licensed clinical professional, familiar with the history and functional implications of the disability, must provide the required documentation. If the initial documentation is incomplete or inadequate to determine the extent or needs of the student, DS has the discretion to require additional documentation.

Current documentation is required for permanent and/or temporary disabilities. In addition, students requesting accommodations for multiple disabilities must provide documentation of all such conditions. The documentation must substantiate current functional limitations. It is the student’s responsibility for the financial cost involved in obtaining documentation of a disability. Any additional documentation required or any re-evaluation to substantiate the nature of the disability is also the financial responsibility of the student. Disability Services can refer a student to a diagnostian; however, DS cannot pay any fees for documentation purposes.

4. Intake Meeting and Accommodation Determination
After completing the Application for Services and acquiring the necessary documentation, students should contact the DS office and set-up an appointment with a disability services advisor to determine reasonable accommodations. Together the student and the disability services advisor will
determine what accommodations are reasonable based on the severity and functional limitations of the documented disability. This initial intake also allows the student to become acquainted with the College prior to starting class.

A reasonable accommodation is a modification or academic adjustment to a course, program, service, activity, or facility, which allows students with disabilities to achieve the same level of functioning as a student without a disability. There are three primary concerns when determining reasonable accommodations. First, the academic accommodation cannot pose a direct threat to the health or safety of others. Second, an accommodation is not reasonable if it substantially alters an essential element of the course or program. Lastly, an accommodation is not reasonable if it poses an undue hardship on the institution.

Accommodations are not required if it is found that a direct threat to the safety of others exists. A direct threat is a significant risk to the health or safety of others that cannot be eliminated or reduced to an acceptable level by any modifications of policies, practices, or procedures or by the provision of auxiliary aids or services.

Disability Services staff believe that the student is the most valuable resource for determining effective accommodations. Disability Services assists students in becoming self-advocates while supporting their essential needs. DS assists faculty by providing information, validating, and providing necessary accommodations. If you, the student, feel you are experiencing problems in the College setting, contact DS as soon as possible to resolve any difficulties you may experiencing regarding accommodations or access on campus.

5. Letter of Accommodation (LOA)
When the appropriate accommodations have been mutually decided upon, the student and the faculty member will receive a Letter of Accommodation (LOA). This letter indicates what accommodations would benefit the student for that class. The LOA is provided to break any barriers a student with a disability may feel or have about discussing accommodations with a professor. It will also provide legitimacy to the requested accommodations.

Prior to issuance of an LOA by Disability Services, students must have a complete file. The file must include the Application for Services, appropriate documentation, and a signed Release of Information Waiver. Only after these steps, and with approval from the student, can DS discuss with faculty members academic accommodation concerns of any kind.

6. First Week of Class Responsibilities
Student need to meet with each of their scheduled class professors during the first week of the semester and present to their instructors Letters of Accommodation. Professors and students should review and discuss the LOA. Students and faculty should contact the DS advisor regarding questions about ways to implement the requested accommodations.

7. Continuing Enrollment
Each semester continuing students should register for an upcoming semester at the earliest possible opportunity and contact Disability Services at 865-981-8124 to schedule a meeting to review the upcoming class schedule and discuss needed accommodations for the next semester. If any changes need to be made to accommodations during the semester, notify the DS advisor as soon as possible.
to schedule an appointment to review documentation of their specific disability and arrange any
needed changes accommodations for classes.

8. **Grievance Procedures**
An internal grievance procedure exists for students who believe that accommodations provided were
inappropriate or who wish to lodge a complaint of non-compliance on a disabilities matter. Students
should submit a written statement of the specific complaint within ten (10) business days of the
alleged incident or action to the Learning Center Director. The Learning Center Director will
attempt to resolve such concerns informally through discussions with the student and, as necessary,
with pertinent faculty or staff members. In some instances, appropriate administrators may be
consulted or a meeting convened by the Learning Center Director in order to reach a resolution. In
order to establish the basis for such a grievance, students must have first registered with the office of
disability services and provided documentation of disability. Students should expect to receive a
written response to their grievance within ten days of submitting it.

**Contacting Disability Services**
To register for disability services, students should visit the Learning Center in Bartlett Hall, Room
204, Monday through Friday from 8am – 5pm or contact the Center at 865.981.8123 or 865-981-
8124.

**INSTRUCTIONAL TECHNOLOGY**
Technology for teaching and learning supports and enhances the curriculum at Maryville College
while maintaining the essential character of the liberal arts experience. Faculty members incorporate
a variety of technologies into the teaching and learning experience. Many courses are taught in one
of 35 multimedia-capable classrooms, and a number of academic departments have discipline-
specific computer labs specifically equipped to meet the learning requirements of students in those
programs. Other classes are taught in laptop-equipped classrooms and labs, which encourage
students to enhance existing computer skills and acquire new ones. Supplemental course websites
and on-line submission of written work are common through email and through our virtual learning
portal the Tartan.

**INFORMATION TECHNOLOGY**
The College has a robust and active campus network. All classrooms, offices and residence hall
rooms have network connections. Every student is given a network account and is eligible to use the
public computing resources in the library. A student’s network connection provides access to the
Internet, network file storage, and printing. Students who bring a computer equipped with an
appropriate Ethernet card can connect to the Maryville College network in their residence hall
rooms. Wireless network connections are available campus-wide. Students should contact
Information Technology department to ensure their computers meet current minimum
specifications for connecting to the campus network.
All computers in the computer labs are equipped with Windows XP, Microsoft Office 2007
Premium (Word, Access, Excel, PowerPoint, FrontPage, Publisher), Microsoft Visual C++,
Minitab statistical software, Internet Explorer for web browsing and accessing Maryville College e-
mail accounts, and virus protection software.
Recommended minimum Specifications for Residence Hall Connection:

- 2GHZ Processor (includes IMacs)
- 2GB RAM or higher
- Windows XP or Vista, Mac OS X
- Network Card/Interface or 802.11 compatible Wireless device
- Cat-5 Ethernet Patch cable (Available at the College Bookstore)
- Updated Anti-Virus Software
- Updated Anti-Spyware Software
- Microsoft Office 2003 or later (Available at College bookstore: student discount)
- Printer

Getting Connected

Residential students have data ports available in their residence halls in order to connect personally owned computers to the Maryville College network. Resident Assistants (RAs) will have instructions on how to set up network cards and get connected to the campus network. Instructions may also be picked up at the Information Technology Department and, for new students, during computer orientation sessions.

The same instructions for connecting personal computers to the network in the residence halls may be accessed at any time by using the Internet (from a home computer or a public computer on campus) to connect to the Information Technology Department’s support website at http://support.maryvillecollege.edu. Ethernet category 5 patch cables, which are required to connect a student’s computer to the wall jack in residence hall rooms, may be purchased in the Maryville College Bookstore or at a retail store of choice. The Maryville College student network uses the Cisco Clean Access security system, which enforces anti-virus and Windows-updates compliance. Each student using a Windows based operating system is required to download and use the Clean Access client. To learn more visit: http://support.maryvillecollege.edu/perfigo.htm

Responsible Student Computing

Students can find a guide to responsible computer use on the MC network at http://support.maryvillecollege.edu/responsible_student_computer.htm. It is each student’s personal responsibility to ensure that their PC is kept up-to-date and virus free. These responsibilities include regularly visiting http://windowsupdate.microsoft.com for the latest fixes/patches/updates to Microsoft’s family of operating systems, updating Anti-Virus software on a regular basis, doing a full scan of the PC with Anti-Virus software on a regular basis, and uninstalling spyware/adware.

Wireless Computing on Campus

Students with wireless enabled devices can connect to the “Scots” wireless network in any building on campus. Much of the green space of the campus near buildings is covered.
MARYVILLE COLLEGE NETWORK AND COMPUTER USE POLICY

General Guidelines
Each member of the Maryville College community (students, faculty, staff, and authorized guests) who uses computing resources (College-owned computers, peripherals, software, servers, network storage, and Internet access) is expected to know and must agree to follow this Computer Use Policy. Persons who use College computing resources must also abide by any federal, state, or local laws or regulations that apply. This includes but is not limited to Copyright laws.

The primary purpose of the Maryville College network is to support the administrative and educational functions of the campus. The College provides computer access to students currently registered for classes and maintains computers for staff and faculty with software appropriate to their work-related needs. Use of College-owned computers and the network, including the Internet, is a privilege rather than a right.

Students may receive Internet access by connecting personally owned computers to the network in their residence hall rooms or designated ports in the Library. Information Technology (IT) will distribute hardware specifications necessary to connect to the network. Production software such as word-processing, spreadsheets, and applications needed for class work will be available in the computer lab. Users are provided with file storage space on the network. These network drives are backed-up nightly.

Each authorized user may access only the network account that is assigned to him or her. Each user is held responsible for all activity on and information stored in his or her account. Users should take every precaution to protect their account passwords.

All users of College computing resources are expected to respect the privacy of others. Users are expected to respect the confidentiality of messages sent to others. Users may not access or review e-mail messages that are not distributed to them. All users of College computing resources must report possible security lapses to Information Technology staff.

Educational and administrative use of Maryville College computing resources has the highest priority. Recreational use of the Internet should be kept to a minimum between the hours of 7 a.m. and 11 p.m.

Privacy
The College does not disclose nonpublic information except when requested, in writing by the user, or the disclosure is permitted or required by law. Information collected by the College may be shared with other College departments as well as outside vendors for marketing purposes.

All users of Maryville College’s network recognize that information transmitted, stored, and used on the network is subject to the governing policies of Maryville College and applicable state and federal laws. Maryville College is responsible for and takes significant measures to ensure the integrity of the network.

Maryville College, through the Information Technology department, secures and protects information on the College’s network by the use of unique user identifications (IDs) and individual passwords assigned to each user. These IDs and passwords access private space on the network that
no other user may access, and provide individually customized permissions relating to a user’s ability to access College-owned data and systems.

IT will ensure the integrity of the network and minimize risk of unauthorized use by issuing private identifications and passwords to users, enforcing systematic changes to passwords at least once a year, and instituting system configurations, for example, a “three-strikes you’re out” policy that will prevent unauthorized access to an account after the third unauthorized/incorrect attempt.

In the course of performing College functions, certain departments rely on information for bona fide business needs. In these circumstances, the College grants permission to staff in these departments to access relevant information on student and/or employee records. In addition to the system hardware and software, all electronic files and electronic messages are the property of Maryville College, whether composed, received or sent by a user of the network. E-mail messages and other electronic files constitute business records belonging to the College. Because all messages are the property of the College, users should not expect that messages are private. Maryville College reserves the right to monitor any and all usage of its computer and communications network and reserves the right to inspect email and to track internet website visitation. The College may disclose any messages in the network for any purpose without notice to a user and without seeking permission of the user.

IT is responsible for providing service in the most efficient manner while considering the needs of the total user community. At certain times, the process of carrying out these responsibilities may require special actions or intervention by the IT staff. At all other times, IT staff members have no special rights above and beyond those of other users. IT shall make every effort to ensure that persons in positions of trust do not misuse computing resources or data or take advantage of their positions to access information not required in the performance of their duties.

IT prefers not to act as a disciplinary unit or to police network activities. However, in cases of unauthorized, inappropriate, or irresponsible behavior, IT does reserve the right to take corrective action, starting with an investigation of the possible abuse. IT, with all due regard for the rights of privacy, shall have the authority to examine network files, passwords, accounting information, printouts, tapes, or other material that may aid the investigation. The IT Director or designee must authorize examination of the user’s files. Examples of examination include, but are not limited to, the following:

- The Director of IT may instruct his or her staff to investigate an account suspected of being used by someone other than its rightful owner.
- The Director of IT may instruct his or her staff to investigate an account suspected of being used in a manner that violates Maryville College’s policies, or federal, state, or local law. If such action is necessary, users are expected to cooperate in the investigation. Failure to do so may be grounds for cancellation of access privileges.
- The Director of IT may take temporary measures as required, including temporarily suspending a user’s ability to access network resources if he or she determines that it is necessary in order to assess or control risk to the network as a whole.
- Users will be notified if their accounts have been examined.
Prohibited Activities

- Users of the network must not share account passwords.
- Attempting to use an account belonging to someone else is prohibited.
- Any attempt to circumvent network or account security is prohibited.
- Independent commercial activity by users is prohibited except for College related business.
- Use of email and other network resources to harass, offend, or threaten is prohibited.
- Downloading or making unauthorized copies of software is forbidden.
- Unauthorized attempts to access files belonging to Maryville College or another user are prohibited.
- Unauthorized modification of files belonging to Maryville College or another user is prohibited.
- Development of programs to access or modify files belonging to Maryville College or another user is prohibited.
- Intentional introduction of computer viruses, worms, Trojan horses, other destructive computer files, or other detrimental unauthorized software is prohibited.
- A personally owned computer connected to the College network may not be used to host network services.
- Users may not use e-mail to solicit individually for charitable or commercial ventures, or in any way that violates the College’s no solicitation policy. Users may not use the network to proselytize for religious, political or other causes.
- The College polices prohibiting sexual or other harassment are applicable to usage of the network. Messages that contain foul, inappropriate, or offensive language, or those containing racial or ethnic slurs, or sexual innuendo are prohibited.

Sanctions for Policy Violations
Violations of this policy will be reported to the employee’s supervisor, in the case of a College employee; the Dean of the College in cases that involve Academic Integrity; or the Associate Dean of Students.
Faculty, Staff and Student Handbooks spell out possible sanctions to be applied when rules and policies are not followed. Additionally, Maryville College’s Academic Integrity Policy contains provisions for dealing with dishonesty involving electronic information, documents and equipment. (See Academic Integrity Policy, “Violations of Academic Integrity” section, items 6, 7, & 8.) In addition to sanctions noted in the above-mentioned documents, a user’s privileges to use the College network may be revoked. State or Federal penalties may apply.

BOOKSTORE

The Maryville College Bookstore is located on the ground level of Bartlett Hall. Hours are 8:00 am to 4:00 pm Monday through Friday with extended hours on Saturdays when football games and special events are scheduled.

Textbooks are returnable, with the receipt, one week after classes start during the fall and spring semesters. For summer and J-terms, the return period is three days at the beginning of each semester. After that time, the books can be sold to the used book company. For a full refund, the
books must be in the same condition as when they were purchased and be returned within one week of the start of classes in the fall and spring semesters and within three days of the start of classes in the summer and J-terms.

**Refunds, Returns and Exchanges**

- **Textbooks** - Full refund for the first 7 calendar days of the semester (With receipt) Books must remain in new condition.
- **Textbooks** can be returned through the end of the Drop/Add period for a full refund with receipt and proof of Drop/Add. Books must remain in new condition.
- **Clothing and giftware** - 14 days (with receipt).
- **Medical reference books and software** - software is not returnable if opened - 5 days (with receipt).
- **Review books and study aids** - 24 hours (with receipt).
- **Clearance or Final Sale items** – Manager’s discretion

Books may not be returned during the last week of the semester or during finals weeks. Books identified as desk copies by the publisher are not accepted for refunds or returns. Store management retains the option to extend the return periods or policies.

The bookstore carries all the necessary items needed for college living, such as health and beauty items, clothing, CDs, trade books, reference books, study items and supplies. Coke products, water, juice, candy and chips are also available. For more information, call 865.981.8080, or visit our website at www.mctnbookstore.com.

**CENTER FOR CALLING & CAREER**

The Center for Calling & Career, located in 308 Bartlett Hall, promotes activities that foster personal exploration, reflection and skill-building on career-related issues. The Center for Calling & Career seeks to help every Maryville College student think about his or her future life and work in terms of calling and vocation by assisting in choosing a major and providing opportunities for self-exploration, active reflection, and professional practice in all aspects of vocational and career development. At Maryville College, developing a career (“Be successful. . .”) and finding your calling (“. . . Make a difference”) are inseparable. CCC staff members can provide or arrange for the following services to aid in various parts of this decision-making and skill-building process:

- Assessment of personal and vocational interests, personality, skills, and values as applied to major and career selection with one-on-one follow-up
- Counseling assistance in choosing a major and thinking about career/vocational options
- Opportunities for one-on-one counseling that fosters active reflection on life and work
- Assistance with graduate school choices, application procedures and materials, and GRE preparation
- Assistance with exploring and obtaining internship placements
- Assistance with searching and applying for part-time, seasonal, and full-time jobs
- Assistance and skill-building instruction related to professional career searching (resume and cover letter writing, how-to’s on informational interviewing, information on professional behavior and communication, interview information and practice opportunities
- Workshops, career fairs, and on-campus employer contact opportunities

For answers to career-related questions or to make an appointment, students may:
- Stop by the CCC office at 308 Bartlett Hall to make an appointment to discuss any career-related aspect of “figuring things out”
- Drop-in to the office to focus on specific questions, such as honing your resume or cover letter (drop-in hours are Wednesday from 9:00 to 11:00 a.m. and Thursday from 2:00-4:00 p.m.)
- Call 865.981.8220
- E-mail ccc@maryvillecollege.edu.
- Access CCC information on the Maryville College website by clicking on the Current Students tab, then choosing Center for Calling & Career from the drop-down menu

**COOPER ATHLETIC CENTER**

Cooper Athletic Center offers use of gymnasium, indoor pool and weight room for our students. Realizing that there is risk involved with participation in any physical activity, students should demonstrate care and discretion in the use of College athletic facilities. It is advisable that a physician’s approval be obtained before participation in any strenuous physical activity.

**Building Hours:**
- Monday – Thursday 8:00 a.m. to 9:00 p.m.
- Friday – 8:00 a.m. to 6:00 p.m.
- Saturday closed
- Sunday – 2:00 p.m. to 9 p.m.

**Pool hours:**
- Mon – Thursday 12:30 – 2:00 p.m.
- Water aerobics Mon & Wed. 5:30 – 6:30 p.m.

Building hours are subject to change during academic breaks and in the summer. New hours are posted at Cooper Athletic Center.

**Facilities**

**Weight Room**
The weight room is open and available for all students during the posted building hours. All participants must have a spotter and will lift at their own risk. Students must rack all weights after use and help keep the weight room clean.

**Swimming Pool**
A certified lifeguard on the Maryville College Swimming Pool Staff must be present and on the pool deck for all activities in this facility. The pool is available to students during the posted hours only. Current pool hours and swim programs are posted at the pool area. Questions or concerns should be directed to the Athletic Office at 865.981.8280.
**Tennis Courts**
The Maryville College tennis courts are available on a first come, first served basis. All tennis players must wear tennis shoes and only tennis-related activities are allowed on the courts. Questions or concerns should be directed to the Athletic Office at 865.981.8280.

**Athletic Fields**
The Maryville College Athletic Fields are for varsity athletic practices and games. Permission to use these fields by students or college organizations should be obtained by contacting the Athletic Office at 865.981.8280. Campus Security has been asked to remove any individuals on the fields without authorized permission.

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**FITNESS CENTER**
The Fitness Center is located in Bartlett Hall Student Center, Rm. 201. Facility use is free for all students, staff, and faculty. Available exercise equipment includes treadmills, stairmasters, cross-trainers, stationary bikes, and hand weights. In conjunction with the Fitness Center, several fitness classes are offered free of charge and are advertised campus-wide. Regular Fitness Center hours are Monday-Saturday 6:00 a.m. - 11:00 p.m. Hours are subject to change due to use.

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**COUNSELING (PERSONAL)**
The Counseling Center, located in Bartlett Hall, Rm. 337, is committed to promoting the health and well being of the Maryville College community. The Counseling Center provides assessment, short-term care, and referrals related to academic, social, and personal concerns. Educational programs on study skills, stress reduction, self-management, chemical dependency, and personal development are also offered. All services are confidential. For further information may be obtained by contacting the Counseling Center at 865.981.8035.

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**FOOD SERVICES**

**Meal Plan Policy**
Three meal plan options are offered to students based on class standing. Those offered include: full board (19 meals per week), 14 meals per week, and 10 meals per week. All students living in College housing must purchase a College meal plan. Visit Maryville College Dining Services online at: [http://www.campusdish.com](http://www.campusdish.com).

The following is the breakdown of class credits for each meal plan option:

- **First Year**: 0-28 hours 19 meal plan only
- **Sophomore**: 29-58 hours 14 or 19 meal plan
- **Junior**: 59-93 hours 10, 14, or 19 meal plan
- **Senior**: 94 + hours 10, 14, or 19 meal plan

*Note: Students who live in units with kitchens may purchase the 10-meal plan regardless of class standing.*
Students on any meal plan have an additional $50.00 in “Bonus Bucks” added to their meal plans each semester. These Bonus dollars can be used at Pearsons Dining Hall, Isaac's Cafe, and the Highland Grounds Coffee Shop. Students who would like to place additional funds on their card for convenience may do so in the form of “Gold Card Dollars.” The “Gold” account is a debit account that can be used for purchases in all three dining locations. Gold card use at Margaret Ware Dining Room located in Pearsons Hall is also discounted up to 20% vs. the normal guest rate paid at the door. Bonus and Gold dollars do not roll over from semester to semester.

For logistical reasons, students who are applying to change their meal plans for next semester can project how many hours they will have at the end of the spring semester and assume they will receive all the needed credits. However, this total will be checked for accuracy and if the proper class standing is not obtained, they will be removed from a plan for which they do not qualify.

Any change in meal plans must be made prior to the first day of the second week of classes. However, students always have the option of increasing their meal plan at any point in the semester. Students who feel they have special circumstances that do not allow them to participate in the required meal plan may submit an appeal form to the Dean of Students who will approve, request more information, or deny the request.

**Policies and Procedures**

ID cards must be handed to the cashier upon every entrance to the Dining Hall. Students who have lost or misplaced their ID, should present another form of identification. A three-day temporary pass will be issued until a new ID card is made in the Residence Life office. Meal Plan ID cards must be presented by the cardholder at the point of purchase to gain access to the dining hall. ID cards presented by persons other than the cardholder will be confiscated and considered stolen and turned over to the Office of Student Development.

**Special Needs**

Students with special dietary needs should consult with the clinic nurse and the Food Service Director. All efforts will be made to meet the special needs of the student. Students who are too ill to attend class or come to the Dining Room should obtain a special dietary request from the clinic nurse or Resident Assistant. When presented to the Dining Manager along with the student's ID card, a take-out box will be provided.

In the event of a required school activity prohibiting students from attending a meal period, a packed meal may be requested. Leaders of such activities should request student meals one week ahead of the outing.

**Margaret Ware Dining Room**

Located on the first floor of Pearsons Hall, hot and nutritious meals are served each day.

**Hours of Operation:**

- **Monday-Friday:**
  - Hot Breakfast: 7:30 a.m. - 9:30 a.m.
  - Continental Breakfast: 9:30 a.m. - 10:45 a.m.
  - Hot Lunch: 10:45 a.m. - 1:30 p.m.
  - Dinner: 5:00 p.m. - 8:00 p.m.
Every day:
  Afternoon Dining 1:30 p.m. - 5:00 p.m.

Saturday-Sunday:
  Brunch: 11:00 a.m. - 1:30 p.m.
  Dinner: 5:00 p.m. - 6:30 p.m.

Guest Meal Prices (tax included)
  Breakfast  $5.70
  Lunch/Brunch $8.10
  Dinner      $9.30

Isaac's Cafe
Located on the second floor of the Bartlett Hall Student Center, Isaac’s offers the perfect atmosphere for students to relax and enjoy their meal while watching the big screen TV, playing a game of billiards, and socializing with their friends. Isaac’s caters to the diversity of the College community with the selections from the grill, deli, pizza, salads, grab-n-go and much more.

Hours of Operation:

  Monday-Friday     8:00 am - 11:00 pm
  Saturday          12:00 noon - 3:00 pm
  Sunday            5:00 pm - 11:00 pm

Students have the option of choosing from a meal equivalency menu available at Isaac’s any time it is open. The meal equivalency will consist of predetermined combo specials that will be listed daily in Isaac’s and is an exchange for a meal at Pearsons. Any additional purchases during the mealtime must be paid for with cash, Gold card or Bonus points. A meal plan cannot be used to eat at both Pearsons and Isaac’s during a specific mealtime. Only one meal may be used during each mealtime. Remember, shared meals among guests are not permitted. However, students are always welcome to charge a guest’s meal to their Bonus or Gold card account.

Guidelines for Use
Implicit in its name, Isaac’s Café serves primarily as a functional public space for food and entertainment/social activities. Designed for and utilized by Maryville College students, staff and faculty, Isaac’s is available for open, participatory activities as well as activities targeting a particular audience. With these points in mind, the following guidelines must be adhered to:

  • An event may target a particular audience as long as the availability of regular food service is not interrupted and the event complies with the open and inclusive requirement for student organizations, as outlined in the Student Handbook (an evening event must occur Monday-Friday between 7 pm and 11 pm).
  • All Maryville College events must be approved and scheduled by the Director or Associate Director of Student Involvement.
  • If an event is being facilitated by a student organization, the faculty/staff advisor must be notified and may be required to attend.
• Any group using Isaac’s must be prepared to move all furniture back to its original position and clean up the entire area immediately at the conclusion of an event.
• Time availability will vary based on the nature of the activity, the reservation schedule, and the day of the week.
• If Isaac’s availability is needed during closed hours on weekends, the same reservation rules apply, including the conclusion of all events by 11 pm.
• Sound equipment will be available after either a student leader or organization advisor has been provided with operating instructions by the Director or Associate Director of Student Involvement. Both the student organization leader and advisor must sign a waiver that their organization will be responsible for any equipment damage.
• Non-Maryville College entities will have access to the facility during closed hours on weekends only when the reservation calendar is open and the activity is approved by the Director of Conference & Event Services.

Highland Grounds
The Highland Grounds Coffee Shop offers a wide selection of gourmet made-to-order premium coffees, as well as grab-n-go deluxe pastries. Iced coffees are now available, and are one of the most popular items on campus. Students are welcome to use cash, Gold dollars as well as Bonus points at the coffee shop. However, the meal plan exchange is not valid at the Highland Grounds Coffee Shop. Hours of operation for regular class weeks are normally 8 am-5 pm Monday-Friday.

Gold Card Program
The Gold Card dining plan offers seven-day service and is available to commuter students, faculty and staff. Resident students may purchase Gold points to supplement their Meal Plan. The Gold Plan offers an easy, cost saving alternative to paying with cash. The added convenience of not having to carry cash can also be used in all locations. Buying Gold card points will result in the following savings at Pearsons Dining Hall.

<table>
<thead>
<tr>
<th>Meal Period</th>
<th>Guest Rate</th>
<th>Gold Card Rate</th>
<th>Total Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$5.70</td>
<td>$4.95</td>
<td>15%</td>
</tr>
<tr>
<td>Lunch/Brunch</td>
<td>$8.10</td>
<td>$6.50</td>
<td>25%</td>
</tr>
<tr>
<td>Dinner</td>
<td>$9.30</td>
<td>$7.90</td>
<td>18%</td>
</tr>
</tbody>
</table>

ID cards will be validated when students make their initial deposit. Additional funds may be added at any time between 9 am-11 am and 1 pm-3 pm at the main dining room. Gold dollars may not be resold or transferred and are non-refundable. Gold Card points and/or Bonus points should be used by the end of each semester as they do not roll over to the next semester.

The Gold Card holder is solely responsible for reporting lost cards to the Food Service Management. The account is fully protected from the time the loss is reported. A replacement card will be made in the Residence Life office.
HEALTH AND WELLNESS

Clinic Care
Student Health Services is an on-campus health facility that helps to achieve the students’ optimum health through wellness promotion, illness and injury management, and healthy lifestyle choices. The Clinic is located in Fayerweather Hall, Rm. 226B, and hours are:

- Monday: 9 a.m. – 1:00 p.m.
- Tuesday - Thursday: 12 Noon – 4 p.m.
- Friday: 9 a.m. – 1:00 p.m.

Student Health Services is staffed by a registered nurse, and a nurse practitioner who is available twice a week to see students after referral by the nurse. If the Clinic is closed and a student needs to see a medical professional, he/she can go to:

- East Tn Medical Group Care Today Clinic 865-984-3864 266 Joule St. Alcoa
- Park Med Urgent Care 865-982-3409 117 Gill St. Alcoa
- The Clinic at Walmart 865-982-1135 1030 Hunters Crossing Dr., Alcoa
- Walgreens 865-982-1135 Hall Rd. Alcoa

The student health fee is included in the activity fee. This fee covers the physician visits and services provided through the clinic. It does not cover prescriptions or any diagnostic tests such as laboratory tests, x-rays, cultures, etc.

The services available in the clinic include:

- Treatment by the nurse for minor illnesses and injuries
- Treatment by the nurse practitioner for more serious conditions
- Over-the-counter medications and first aid supplies
- Information on personal health improvement, diet and nutrition

Medical excuses are not provided by the clinic for absences from class. If asked, the nurse will provide only the date and time of a student’s visit to the clinic. The reason for the visit will not be provided, nor will a note be given to the student to take to a professor. Absence from class is a matter to be discussed between the professor and the student.

Questions regarding Maryville College Health Clinic services should be directed to the Clinic Nurse at 865.981.8716.

Student Health Insurance
Maryville College requires every full-time student to be covered by health insurance, either a family plan or the plan made available by the College. In addition, all students must provide a completed Health Information Form prior to enrollment. For additional information, call 865.981.8213.

Emergency Medical Care
In the event of an illness or injury that requires emergency care, Blount Memorial Hospital is located directly across Highway 321 from the main entrance to the College. Emergency room visits must be paid by the student or filed with personal insurance. This cost is not covered by the Maryville College health fee. Call 865.981.8112 (Security) or 865.981.8002 (Staff Member on Duty) for assistance.

Communicable Illnesses
The College will respond to cases of communicable illness on an individual basis in close
consultation with an advising physician. Maryville College will not exclude persons with contagious illnesses from initial enrollment or access to College facilities or services unless a medically-based judgment by the consulting physicians and the College Medical Advisory Team establishes that exclusion or restriction is necessary to the welfare of the individual or other members of the College community. Any individual made aware of a communicable illness on campus is to consult with the Associate Dean of Students for Student Development regarding College procedures and proper health care. Confidentiality will be strictly observed. For further information, call 865.981.8215.

**Wellness Programming**

In support of enhancement and integration of all dimensions of personal well-being (Maryville College Educational Goal), the College presents the following vision and related goals for wellness programming:

Each member of the Maryville College community is intentionally engaged and supported in a lifelong process that promotes optimum health. The following actions are implemented to support wellness on campus:

- A staff member is charged with coordinating a comprehensive wellness program targeting students, staff, and faculty.
- A campus wide Wellness Advisory Council exists made up of faculty, staff, and students that advises the coordinator.
- Student wellness leaders are evident throughout campus.
- The College responsibly addresses alcohol, tobacco, and drug use through policy and education.
- Initiatives to minimize stress and encourage mental health among students, staff, and faculty are evident.
- All members of the community are engaged in wellness programming, assisted in assessing their personal needs, and helped in developing a Personal Wellness Program. Physical activity among campus citizens is common, visible, and encouraged at all levels.
- Wellness education is explicit in the academic core curriculum.
- Wellness education is also provided to the faculty, staff, and students beyond the student curriculum.
- Adequate facilities and staff for physical activity and other wellness programming are available to the campus community.
- Campus food service and food events are planned with good nutrition in mind.
- The wellness program is evaluated regularly and changed as needed.
- The College provides healthy working and living environments.

The following Wellness Activities are available:

- Morning Weight Lifting
- Fitness Challenge
- Individual Tri-Fit Assessments by appointment
- Kickboxing Class
- Swimming
- Water Aerobics Class
- Yoga
- Bartlett Student Center Fitness Room

For more information, call Student Development at 865-981-8213.
LOST AND FOUND
A lost and found service is provided at the Circulation Desk in the Library on the first floor of Thaw Hall.

MULTICULTURAL CENTER
The Multicultural Center exists to celebrate, educate and explore the vast diversity within the campus community. The work of the center is to support students from underrepresented portions of society through on-campus sponsorship of cultural programming, seminars, concerts, lectures, plays, trips and annual campus recognition programs. The Center also provides academic and cultural support services to students through initiatives associated with the following:
- Black Student Association (BSA)
- Erskine Tutorial Foundation
- Voices of Praise Gospel Choir
- Multicultural Advisory Board
- Student Multicultural Advisory Board
- Non-Traditional Students

COMMUNICATIONS
Campus Post Office
The Campus Post Office is located on the ground floor of Bartlett Hall. All students enrolled at Maryville College are required to have a mailbox assigned to them and are responsible for checking their boxes regularly. Box numbers are available at the Post Office window. The combination for a student post office box is available when students present a picture ID. Boxes are provided free of charge.

Window service is available Monday - Friday, 8am to 4pm.

Services include stamp sales and package shipping by the United States Postal Service (USPS) or United Parcel Service (UPS) or Federal Express (FedEx). The Campus Post Office does not accept checks or credit cards. For further information, call 865.981.8082.

Only Maryville College departments or recognized organizations may publicize events through the Maryville College Post Office.

Posted Fliers and Signs
Fliers and Signs posted on campus must adhere to the following guidelines:
- May only be hung on approved surfaces (such as corkboards or other type of bulletin board).
- Must be posted by Residence Life staff members (Those needing to be posted in the residence halls) and be delivered to the Residence Life Office, Bartlett Hall, Rm. 306
- Must avoid being posted on any glass surface
- Will be removed at the discretion of the Student Development Staff if deemed inappropriate

Today at MC Students
*Today@MC Students* is Maryville College’s daily electronic newsletter to communicate important information and current/upcoming activities to its students. It is published Monday through Friday when the College is in session. Entries are reviewed on a daily basis for publishing in the next day’s newsletter. Contact the Office of Student Development, 865-981-8213, for information on submitting entries.
STUDENT LIFE: HOW TO GET INVOLVED

STUDENT ORGANIZATIONS AT MARYVILLE COLLEGE

Maryville College encourages students who share common interests to form and participate in student organizations whose purposes are consistent with the MC Statement of Purpose and support the values of the College community as set forth in the Maryville College Covenant. Participation in student organizations is an effective way to become involved in the life of the College, develop friendships, expand learning opportunities, and promote school spirit.

In addition to clubs and organizations, the Student Government Association offers important opportunities for students to participate in college governance. As a liberal arts college rooted in the Presbyterian/Reformed tradition, Maryville College takes pride in being a community sustained by participatory governance that engages faculty, staff and students.

It is essential that each student organization have a clear and formalized connection to the Maryville College Statement of Purpose. Student organization leaders are expected to work closely with faculty and staff advisors to develop and maintain appropriate organizational goals that are consistent with the mission and purpose of the College. Since organizations affect the College’s culture, sense of community, image, and learning environment, Maryville College holds every organization accountable for its actions and may sanction those that do not support the College’s mission. With that in mind, the College has adopted the following guidelines for chartering and maintaining a student organization.

MC STUDENT ORGANIZATION GUIDELINES

Maryville College student organizations in good standing will adhere to the following:

Constitutions and Statements of Purpose:

Any defining documents, such as constitutions or statements of purpose, should be consistent with Maryville College’s Mission Statement, Statement of Purpose, College Covenant, Non-Discrimination Statement, and Faith and Learning Document. As interpreted from these documents, authorized student organizations will:

1. Complement and support the Maryville College community of learning
2. Foster scholarship, respect, and integrity of individual students and the whole Maryville College community
3. Be inclusive in nature, with an explicit policy of non-discrimination on the basis of religious preference, gender, sexual orientation, race, color, ethnic or national origin, age, disability, or political belief
4. Have open meetings, accounts, and agendas
5. Adhere to Maryville College core values as a church-related college in the Reformed Tradition, understood to be “reformed, and always reforming”
Funding Requests
Request for funds from the Student Government Association (SGA) will only be approved when student organizations meet the following minimum requirements:

1. The organization’s charter has been approved by the College President
2. Use of activity fee funds is determined to be consistent with the defining documents of the College
3. The organization’s file is complete in the Office of Student Involvement
4. Sufficient funds exist

Annual Reports
At the end of each school year, each student organization is required to submit an annual report that should include the following:

1. An Officers’ audit report on the organization’s compliance with the Charter, use of funds, list of organization members, list of new officers, review of the year’s activities, and satisfaction with the Advisor’s participation
2. An Advisor’s audit report of compliance to the Charter and use of funds

BENEFITS OF STUDENT ORGANIZATIONS
There are two different classifications for Maryville College student organizations: Chartered Organizations and Interest Groups. The list below outlines benefits available to both types of organizations, with two additional Chartered Organization benefits list separately. Although student organizations are wholly accountable to Maryville College, authorization of a particular organization does not imply that the College endorses the ideas, beliefs, behavior, or principles of that organization. Benefits for both classifications include:

- Use of the Student Activities Suite and its supplies (Bartlett Hall, Rm 223)
- Being listed in the Student Handbook and on the MC website.
- Participation at College events (i.e. Opportunities of a Lifetime Fair or Blister in the Sun).
- Ability to reserve and use campus facilities for organizational activities.
- Ability to conduct fundraisers on campus.
- Ability to sponsor and facilitate campus events.

Additional Chartered Organization benefits include:

- Have the opportunity to petition the MC Student Government Association for funding.
- Have the opportunity to represent themselves as official organizations of Maryville College.

Chartered Organizations

| Alternative Fall Break                  | Cheerleading                  |
| Alternative Spring Break               | Chilhowean                    |
| American Chemical Society              | Circle K                      |
| Assoc. for Computing Machinery         | College Democrats             |
| Baptist Collegiate Ministries          | College Republicans           |
| Bicycle Club                          | Culinary Club                 |
| Biology Club                          | Deutsche AG German Club       |
| Black Student Association (BSA)        | El Club de Espanol            |
| Campus Commuters and Friends          | Entrepreneurship Club         |
| Environment Action Team (EAT)                      | No Woman Left Behind                           |
| Fellowship of Christian Athletes (FCA)            | P.E.A.C.E.                                     |
| Gay-Straight Alliance (GSA)                       | Peace and World Concerns                       |
| Global Citizenship Organization                    | Peer Mentors                                   |
| H.O.P.E.                                          | Philosophy Club                                |
| Habitat for Humanity                               | Progressive Christian Community                |
| Highland Echo                                     | Residence Hall Association                     |
| InterVarsity Christian Fellowship                 | Scotties Dance Team                            |
| Intramurals                                       | Sisters in Spirit                              |
| Impressions Literary Magazine                     | Ski and Snowboarding Club                      |
| MC Bahai Association                              | Student Government Association (SGA)           |
| MC Catholic Community                             | Student Tennessen Education Association        |
| MC Dance Ensemble                                 | Ultimate Frisbee Team                          |
| MC Equestrian Team                                | Up 'til Dawn                                   |
| MC Historical Society                             | Voices of Praise (VOP)                         |
| MC Literacy Corps                                 |                                              |
| MC Pep Band                                       |                                              |
| MC Soccer Club                                    |                                              |
| Nonprofit Leadership Alliance                      |                                              |

**Interest Groups**

- Craftivists
- Humans v. Zombies
- Japanese Club
- MC Badminton Club

**Academic Honor Societies**

- Alpha Gamma Sigma (Senior honors)
- Alpha Lambda Delta (First year honors)
- Alpha Psi Omega (Drama)
- Alpha Sigma Lambda (Adult non-traditional student)
- Beta Beta Beta (Biology)
- Omicron Delta Kappa (Leadership)
- Phi Alpha Theta (History)
- Pi Delta Phi (French)
- Psi Chi (Psychology Club)
- Sigma Lambda Kappa (Sign language)
- Sigma Tau Delta (English)

**ORGANIZATION DISCIPLINARY MEASURES**

In order to maintain eligibility, all student organization leaders will be required to review and update their files at both the end of the spring semester and at the beginning of the fall semester, after all known leadership changes have taken place. During the academic year, complaints concerning student organization activities may necessitate a compliance review by the Director of
Student Involvement, who will present relevant information to the Student Life Committee for formal disciplinary action.

Should any evaluation determine that an organization has not complied with its approved Charter, has not adhered to the Student Organization Guidelines, or has violated Maryville College community standards, the organization will be at risk of sanctions including, but not limited to the following:

1. Suspension of organizational activities for the remainder of the semester or academic year.
2. Loss of eligibility for SGA funding.

STUDENT ORGANIZATION RENEWAL
At the beginning of each fall semester and end of each spring semester, every student organization is required to update its file in the Office of Student Involvement office in Bartlett Hall, Rm 223. Each group simply updates a one-page profile document listing the organization’s statement of purpose, officer names, and important contact information. Not only will failure to update this file hinder MC staff from accurately communicating the organizational opportunities, disciplinary measures may be pursued as well.

STARTING A NEW STUDENT ORGANIZATION
Students interested in starting a new student organization should follow the process below:

1. Meet with the Director of Student Involvement to discuss ideas and receive information (Bartlett Hall, Rm 223).
2. Both Interest Group and Chartered Organization applicants then complete a Student Organization Profile, including a statement of purpose and member list. Chartered Organization applicants will also submit a detailed constitution.
3. The new organization file is then presented to the Student Government Association and Student Life Committee for approval (SGA meets weekly; SLC meets monthly).
4. The application process is complete and the new organization authorized after receiving final approval by the Maryville College President.

SPIRITUAL LIFE
The campus ministry program of the College seeks to support each student in their spiritual path and invites involvement in worship celebration, fellowship, both direct and structural service to the wider community, and counseling under the guidance of a full-time Campus Minister. The Campus Minister is available for counseling, conversation and prayer. Call 865.981.8298 for an appointment or just drop by the Center for Campus Ministry (CCM).

Worship
Students, faculty, and staff gather each Tuesday at 1:15 pm for an ecumenical worship service in the Center for Campus Ministry. These services, as well as special observations for Advent, Lent, and Easter, are coordinated by the Worship Planning Committee and the Campus Minister. February Meetings is a worship and lecture series focusing on spiritual growth, renewal, and service.
Fellowship
The Center for Campus Ministry is open daily, 8:00 am - 12:00 midnight, as a space for informal conversation, quiet reflection, study space, or as a resource for involvement. We strive to serve the diversity of student interests and to create a welcoming space for students, regardless of their religious practice. Fellowship groups meeting at various times during the week are:

Bonner Scholars
Bradford Scholars
Catholic Community
Church and College Scholars
Fellowship of Christian Athletes
Peace and World Concerns
Progressive Christian Fellowship
Sisters in Spirit
Buddhist Meditation Group
Environmental Action Team
Progressive Christian Community
Intervarsity Christian Fellowship

The Progressive Christian Community is a group of students who are interested in exploring Christianity in the context of a questioning, inclusive, and open approach to faith. The group meets on Wednesday evenings in the CCM for dinner, discussion, prayer, and fellowship. All are welcome.

Religious Life Committee
The Religious Life Committee is comprised of representatives of each religious fellowship group on campus, their staff and faculty advisors, as well as any external staff advisors. The group meets monthly to discuss common concerns, to update one another about plans, and to serve as a communication pathway among the groups on campus. The Religious Life Committee is led by the Campus Minister.

COMMUNITY ENGAGEMENT
The Community Engagement office in the CCM helps students make connections to service opportunities in the local community and helps coordinate service learning opportunities and community based research through classes. Representative opportunities include:

- Good Samaritan Center provides free and low-cost health care to those in need.
- Student Literacy Corps supports student tutoring at Asbury Acres Retirement Center, the jail, and the Adult Basic Education Center
- Habitat for Humanity is a national organization providing low cost housing for the poor.
- Gardner Place provides a safe place for non-custodial parents and children to visit.

For other volunteer opportunities, please contact the Director of Community Engagement at 865.981.8122.

PEACE AND WORLD CONCERNS
This committee provides outlets for expressing global concern through educational programming and international projects such as Bread for the World, Heifer Project, and campus awareness of and involvement in pressing social issues. This group provides educational programming and supports volunteer efforts to address human needs and concerns with particular emphasis on peacemaking. The Vice President and Dean of the College appoints a faculty member to serve as Chair. The chair
works closely with the student leaders to involve membership from across the campus. Membership is open and the Campus Minister serves as an ex-officio member.

**SPORTS PROGRAMS**

A variety of sports and recreational programs are available to students. The varsity athletic program is a non-scholarship program affiliated with the National Collegiate Athletic Association (NCAA), Division III. In addition, the College sponsors intramural sports for on-campus play as well as club sports for competition with other schools and leagues.

**Varsity Sports**
- Baseball (men)
- Basketball (men, women)
- Cheerleading (women)
- Football (men)
- Soccer (men, women)
- Softball (women)
- Tennis (men, women)
- Volleyball (men, women)
- Cross Country (men, women)
- Golf (men, women)

**Club Sports**
- Dance
- Equestrian

**Intramural Sports**
- Basketball (5-on-5)
- Basketball (3-on-3)
- Flag Football
- Contests
- Bowling
- Racquetball
- Soccer
- Softball
- Volleyball
- Kickball
- Frisbee Golf

**STUDENT INVOLVEMENT IN CAMPUS GOVERNANCE**

**STUDENT LIFE COMMITTEES**

While ultimate authority for making decisions rests with the President and the Board of Directors, Maryville College involves the whole campus in addressing issues of general concern. The College strives to achieve consensus in planning and in the formation of institutional polices. Students, faculty, and staff have direct access to the President, as well as to the Board of Directors, through their elected representatives. Each group selects representatives and forms committees to discuss issues and participate in decision-making on the campus. Recommendations from each group are directed to the President or his/her designee. In developing campus consensus on important issues, the President may consult with the Planning and Budget Advisory Committee (composed of Cabinet, faculty, staff and students).

**Student Government Association (SGA)**

Students are represented in campus governance by the Student Government Association. SGA is composed of representatives elected by the student body and establishes committees to supervise specific areas of student life and to study student concerns. The voting body consists of Senators elected by the student body to represent classes, residence halls, and commuting students. Ex-officio
members include class officers, advisors, and the Government Cabinet composed of the President, Vice President, Secretary, Treasurer, Parliamentarian, and Public Relations Officers, and others. SGA is advised by selected members of the faculty and staff. Duties and responsibilities for SGA are outlined in the Government Constitution. Specific issues and concerns relating to student life are guided by the Student Government Association. Students interested in running for office or serving on College committees should contact their Government representative or the Student Development Office at 865.981.8215.

Students may also serve on any Student Government Committee. The chair of each committee must be a member of SGA and will be responsible for reporting the activities of that committee to the SGA. Any student interested in serving on a SGA committee, should contact the SGA President.

The standing committees include:

**Internal Affairs Committee:** primarily handles internal SGA affairs including, but not limited to, the Constitution, the Covenant, Elections, and Public Relations from SGA to the campus community. The chair or co-chair acts as Elections Deputy.

**Campus Life and Affairs Committee:** primarily handles interactions between the campus and the SGA including, but not limited to, Food Services, Residence Life, Spirit and Traditions, and Traffic and Safety issues.

**Non-Traditional Student Affairs Committee:** primarily handles the issues and concerns of non-traditional students including, but not limited to, commuters, students over the age of 23, students with children, international students, and CELL students.

**Compassion Committee:** primarily shows concern for fellow students on behalf of the SGA in times of need including, but not limited to, illness, death of family or friend, times of need on campus, etc.

**Financial, Budgetary, and Organizational Affairs Committee:** the primary connection between student organizations and the SGA. This committee oversees the Council of Presidents as well as the budget process and ensures that organizations are upholding their governing documents and are in accordance with all school guidelines. For information regarding campus clubs, organizations, or activities, contact the Director of Student Involvement at 865.981.8013, Bartlett Hall, Rm. 223.

**Student Life Committee**
The Student Life Committee is responsible for reviewing policy issues concerning Student Life at Maryville College, and making recommendations concerning new or revised policies proposed by campus constituencies. The committee will also be responsible for reviewing recommendations concerning major programmatic changes affecting Student Life, and applications for recognition of student organizations.

**Governance Process**
The following list reflects the reporting structure for the Student Government and Student Development Association Staff:

- Student Life Committee, reports to
- College President, reports to
- Board of Directors Student Development Committee, reports to
- Maryville College Board of Directors
Note: The College President will determine which issues will be referred to the Board levels.

Membership
1. Vice President & Dean of Students (Chair)
2. Associate Dean of Students for Student Development
3. Associate Dean of Students for Campus Life
4. Director of Student Involvement
5. SGA Vice President
6. Student (at-large)
7. Student (at-large)
8. Faculty (SGA Representative)
9. Faculty (Judicial Board Representative)

Student Judicial Board
The Student Judicial Board hears cases referred to it by the Associate Dean of Students for Student Development. The Judicial Board determines if a violation of College policy did or did not occur and assigns sanctions if necessary. The Board is composed of sixteen (16) students. The membership consists of three (3) members from each class (First-Year, Sophomore, Junior, and Senior) and four (4) at-large members. A quorum requires the presence of seven (7) voting members. All potential Judicial Board members are selected through an application/interview process and approved by the Student Government Association. A member of the faculty, selected by the Vice President and Dean of the College, along with the Associate Dean of Students for Student Development, serve as Advisors to the Judicial Board. For additional information on the Student Judicial Board, see Community Standards, “Student Judicial Board,” in chapter X of this handbook.

Campus Appeals Board
The Campus Appeals Board, made up of three (3) students and a faculty member, hears all appeals beyond the Student Judicial Board. The appeals process involves a review of the appeals statement and written evidence from the Judicial Board hearing. It does not include a formal hearing. After the review, the Appeals Board may uphold the decision of the Judicial Board or remand the case back to the Judicial Board with an explanation and recommendations for further hearing. For further information see Community Standards, “Campus Appeals Board,” in chapter X of this handbook.

Student Programming Board (SPB)
The Student Programming Board provides a diverse schedule of traditional events, recreational activities, educational programs, and social events for the campus community. Examples of these are Homecoming, Blister in the Sun, and Spring Fling. In addition, the SPB assists other student organizations, through co-sponsorship, in carrying out ideas for campus activities. Under the supervision of the Director of Community Enrichment and the Associate Dean of Students for Campus Life, the Board manages a budget allocated by Student Government. Membership selection occurs late every spring semester and early fall. The Board consists of a diverse group of students who are selected by past chairs as well as the Director of Community Enrichment through an application and screening process. SPB meets weekly, and the meetings are open to all.
Peer Mentors
Peer Mentors are upper-class students who work with new students during Orientation. Peer Mentors are chosen by the Peer Mentor Chairpersons and advisor. The organization’s expenditures are overseen by Student Government and the Associate Dean of Students for Student Development who acts as advisor.

Athletics Committee
The committee advises the administration on matters related to the intercollegiate athletic program of the College. The membership consists of two students, two faculty members, one head coach, the Athletic Director, and the Vice President and Dean of Students who serves as an ex-officio member. The Vice President and Dean of the College appoints the faculty representatives. Student Government selects the student representatives. The Vice President and Dean of Students appoints the coaching representative. The Dean of the College and the Dean of Students appoint one of the faculty representatives to serve as Chair.

Campus Ministry Team
The leaders of campus organizations affiliated with the Center for Campus Ministry form the Campus Ministry Team. The group coordinates the functions of ministry organizations and advises the Campus Minister on matters pertaining to the campus religious life. Each officially sanctioned ministry organization selects a representative to the Team. The Campus Minister serves as Chair and convenes the group as needed.

Worship Committee
The committee assists the Campus Minister in guiding the worship life of the College family. It plans, promotes, and presents weekly worship programs as well as annual worship experiences such as Advent, February Meetings, and Holy Week. The Campus Ministry Team recommends members for approval by Student Government, the Vice President and Dean of the College, and Staff Council. The membership consists of four students, one faculty representative, one staff member, and the Campus Minister who serves as Chairperson. Other persons may serve as interest warrants.

Recreation, Intramurals, and Club Sports Committee
This committee will be responsible to promote the Mission Statement for Intramurals. It will be composed of two Intramurals Coordinators who will report directly to the Intramurals Director. Each residence hall will have a representative who will work closely with the Intramurals Coordinators. The Intramurals Director will work closely with the Athletic Director in coordinating events in conjunction with Varsity Sports, Clubs, and other campus events that are hosted.

Commuter Committee
This committee serves as a communication link between commuters, resident students and the College. It promotes the involvement of commuters in campus activities and reports on the general well-being of commuters. The committee’s membership includes two commuter senators, three other commuters, and the Associate Dean of Students for Student Development.

ACADEMIC LIFE COMMITTEES
Academic Life Council (ALC)
This committee shapes policies and procedures related to the curriculum in all instructional
divisions. Three students serve on this committee (one sophomore, one junior, one senior). The Vice President and Dean of the College appoints these students.

**Academic Integrity Board (AIB)**
This committee investigates and adjudicates cases of alleged academic dishonesty involving College courses or library use. The student members will be the two students with the longest service on the Academic Life Council.

**Experiential Education Committee**
This committee deals with issues concerning experiential education at Maryville College. Two students, appointed by the SGA president, serve on this committee.

**International Programming Committee (IPC)**
The IPC deals with all things international - study abroad, experiential trips, scholarships, curriculum, etc. Two students serve on this committee: one international student and one student who have studied abroad.

**COLLEGE-WIDE COMMITTEES**

**Technology Advisory and Planning Committee**
The Technology Advisory and Planning (TAP) Committee advises the President’s Cabinet on the development and implementation of technology infrastructure to support instruction, administration, and communication. Through proactive identification and articulation of critical, broad based issues, the committee provides a vision for excellence in technology infrastructure at Maryville College. In its advisory capacity, the committee develops policy recommendations for Cabinet consideration and, in order to draw upon appropriate expertise, is empowered to commission task forces to explore specific issues related to technology and its use.

**Environmental & Forestry Advisory Committee**
This committee addresses environmental issues on the campus and focuses on protecting the natural environment, including the College Woods. Two student representatives.

**Planning & Budget Advisory Committee (PBAC)**
The Planning & Budget Advisory Committee assures wide-ranging input and advises the president on budget and planning issues. In the broadest sense, PBAC is responsible for making recommendations about strategic planning and how the financial resources of the College are allocated to make those plans reality. Two student representatives (one carries over from the previous year, one appointed by the SGA president for a two year term).

**Keepers of the Covenant**
Serving as an advisory group to the College President, the Keepers of the Covenant shall provide campus leadership for keeping watch over the College Covenant, and to ensure its viability as a document that inspires the Maryville College community toward honoring its principles and values. The Student Government President recommends two student members from each class to the College President each year.
LIVING IN COMMUNITY

THE MARYVILLE COLLEGE COVENANT

Preamble
As members of the Maryville College community, we strive to grow in wisdom, spiritual understanding, and service to others. We honor the diversity of individuals while affirming values we can all share. As scholars, we strive to maintain a high level of academic integrity. As learners, we aspire to be responsible men and women of mutual appreciation and respect. We pledge, then, our dedication to the community tenets of scholarship, respect, and integrity.

Scholarship
We commit ourselves to lifelong curiosity and learning, to the search for knowledge, and to intellectual creativity.

Respect
We commit ourselves to honor the worth, dignity, and freedom of ourselves and all creation, and to treat others as we wish to be treated.

Integrity
We commit ourselves to truth, honesty, dependability, and responsibility in all our actions and relationships.

Affirmation
I affirm these standards as vital to my continued growth as a person. I realize that nothing is achieved by those from whom nothing is expected. I also recognize that constantly challenging myself to become a better person is the only way to achieve that end. I therefore join this covenant with the Maryville College community and vow to uphold the principles of scholarship, respect, and integrity.

Revised, 2005

History of the Maryville College Covenant
The Maryville College community, following the example of Jesus Christ, seeks to challenge all human beings to search for truth, to work for justice, to grow in wisdom, and to become loving persons. In 1990, Maryville College students adopted these ideals from the College’s Statement of Purpose and created the Maryville College Covenant. This document sought to fuse and represent basic shared values and ideals in order to strengthen and affirm the College community. As the community has evolved, so has the expression of the Covenant. In 1996, staff and students instituted an annual ceremony during which new students join the Covenant. In 2001, a Covenant Stone inscribed with the three principles of scholarship, respect, and integrity was erected in the center of campus. This touchstone serves as a constant reminder of the Covenant. The Keepers of the Covenant, established by the College President in 2000, promote awareness of the Covenant and ensure its vitality.
COMMUNITY STANDARDS

Community Standards provide a framework designed to support the Maryville College Covenant by encouraging each person in the community to:

- Focus first on academics.
- Respect the rights of others, be they property, privacy, opinion or expression.
- Act with integrity in all interactions - academic, personal and beyond.

Within this context each student assumes the responsibility to:

- Abide by College, local, state, and federal laws and regulations
- Assist in creating and maintaining a learning atmosphere that affirms the rights, dignity and worth of all persons
- Conduct themselves in a moral and ethical manner regarding academic pursuits, co-curricular activities, social customs, and personal behavior.

The following Community Standards are of prime importance in building a campus community characterized by trust, respect and security. Violations may subject the student to judicial sanctions (see “Judicial Sanctions” in this Catalog) and/or separation from the College. Situations may arise not specifically covered by College regulations, but which adversely affect the welfare of the College community. In these instances the Vice President and Dean of Students or his/her designee will evaluate the situation and take appropriate action.

Off-campus student behavior that adversely affects the College community may also lead to disciplinary action. Students in violation of local, state, or federal laws may also be subject to disciplinary action by the College.

ALCOHOL POLICY

The use of alcohol on the Maryville College campus is seen as a privilege that is earned both through age and a demonstration of appropriate behavior. The consumption of alcohol is permitted only in limited situations as described below. The College is committed to combating underage drinking through strong policy enforcement and our alcohol education program. Although we understand alcohol will be a part of college life, we reject the notion that alcohol should be a major part of the college experience.

In accordance with the laws of the State of Tennessee, Maryville College prohibits the purchase, possession, or consumption of alcoholic beverages (beer, wine, liquor) by or for persons under twenty-one (21) years of age. Further, the Federal Government requires that as a recipient of Federal monies, Maryville College prohibit the illegal use of controlled substances on the campus. To comply with the terms of this Federal certification as well as statutory law, students are hereby notified of the Maryville College policy concerning alcohol.

Guidelines

1. Maryville College does not permit the use, possession, advertisement, or sale of alcoholic beverages on the campus in its daily operations and routine programming. The use and/or possession of alcoholic beverages is prohibited on College property, including academic and athletic facilities, maintenance and storage areas, athletic fields, College Woods, conference facilities, and campus grounds. Any individual found in violation of this policy will be
required to immediately relinquish the alcohol in his/her possession to a College staff member who will dispose of the beverage. Students failing to do so may be subject to immediate suspension.

2. At certain traditional College events, expressly approved and supervised by the College (Robert Burns Dinner, Wine & Cheese, 100 Days Reception, Alumni Barbecue, Graduation Celebration), persons of legal age (21 years and older) may consume alcoholic beverages. Such events must be approved by the Vice President and Dean of Students and conducted within established guidelines. Further information is available in the Student Development Office.

3. Maryville College permits the possession and consumption of alcoholic beverages in residential living units located within Beeson Village, Court St. Apartments, Carnegie, Lloyd, and Pearsons Halls in which all residents of that living unit are of legal drinking age (21 years or older). A “living unit” may be a room, suite or apartment to which a student is assigned. Bedrooms within a suite or apartment are not considered separate living units, but part of the larger living unit. Guests who are also of legal drinking age are permitted to possess and consume alcohol in these designated living units.

   A. While consumption of alcohol is permitted under Section 3 above, no consumption of alcohol may take place when individuals under 21 years of age are present.

   B. Residents discovered to have students or guests under the legal drinking age (under 21 years of age) consuming alcoholic beverages in their living unit, or present while alcohol is being consumed, will be in violation of this Alcohol Policy and subject to appropriate disciplinary action. All persons present in a living unit where this occurs will be subject to disciplinary action. Residents of the living unit where a violation occurs may be subject to disciplinary action whether or not they are present at the time of the violation.

   C. Alcohol is not permitted in public hallways, lounges, stairwells, basements, lobbies, or any other public areas of the residence halls, except when closed alcohol containers are being transported to living units where alcohol possession and consumption are permitted.

   D. Kegs, pony-kegs and alcohol containers larger than one gallon are not permitted on campus.

   E. Students of legal age who provide underage students with alcohol are subject to state and local law as well as College disciplinary action.

   F. When consuming alcohol, residents and their guests must obey the following guidelines concerning room capacity:

      a. Six-person apartments may have no more than 18 persons at one time, including the residents of the apartment.

      b. Four or three-person suites or apartments may have no more than 12 persons present at one time, including the residents of the suite or apartment.

      c. Single or double rooms may have no more than 6 persons present at one time, including the residents of the room.

4. In Copeland, Davis, Gamble, and Gibson Halls, possession or consumption of alcohol is not permitted under any circumstances. Alcohol containers of any type, whether full or empty, are also not allowed in Copeland, Davis, Gamble, or Gibson Halls.
5. Students who choose to drink assume total responsibility for their actions. Consumption of alcohol will not be accepted as an excuse for irresponsible or irrational behavior such as excessive noise, vandalism, violence, physical or verbal abuse, or public drunkenness. Conduct disruptive of any College sponsored activity or athletic event or acts that violate the rights of others, tend to breach the peace, or which are considered indecent or obscene, will be subject to local laws as well as College disciplinary action. Any violation of the alcohol policy or other Community Standards while under the influence of alcohol will result in disciplinary action.

6. Public intoxication is a violation of this policy.

7. Any student in need of assistance as a result of having too much to drink is encouraged to contact the Staff Member On Duty (SMOD) at 865.981.8002 and assistance will be arranged. Students who voluntarily seek help via this means will not be subject to disciplinary action. The counseling staff will assist students in obtaining appropriate assessment and treatment in a confidential manner.

8. Alcohol Policy Violations Procedures and Sanctions – Any violation of the College’s alcohol policy will minimally subject the student to the disciplinary procedures and sanctions listed on page 35 of this handbook. In all violations, additional disciplinary actions and/or referral to local law enforcement officials may be imposed depending upon the circumstances surrounding the violation. Any questions regarding the campus alcohol policy should be directed to the Associate Dean of Students for Student Development at 865.981.8215.

Parental Notification
The Maryville College Alcohol policy calls for parental notification after the second offense or the first offense under certain circumstances. The College also notifies parents on the first drug offense. The College is allowed to contact parents concerning drug and alcohol violations, for students under 21 years of age, based on the 1998 Congressional revisions to the Family Educational Rights and Privacy Act. Letters are normally sent to the student’s home address and may be followed up with a phone call. It is our hope that the student will notify their parents of the violation before notification is received from the College. We hope that parent’s knowledge of this type of violation will help deter students from future violation of these policies. Any questions concerning parental notification should be directed to the Associate Dean of Student Development at 865.981.8215.

DRUG ABUSE POLICY
The possession, use, distribution, manufacture, or sale of drugs or paraphernalia associated with drug use is strictly prohibited. Any student who voluntarily seeks help through the Director of Counseling for drug or alcohol abuse will not be subject to College disciplinary action for disclosure of such concerns. The Director of Counseling will assist the student in obtaining appropriate assessment and treatment in a confidential manner. The term “drugs,” as used here, includes any narcotic drug, central nervous system stimulant, hallucinogenic drug, anabolic steroid, barbiturate, marijuana or prescription drug as defined by state law. The term “paraphernalia” refers to implements employed in the use of drugs. Prescription drugs, taken under the care and by direction of a licensed physician, are permitted. Students taking prescription drugs should inform a member of the Student Development Staff of any side effects that could affect normal functioning or prohibit the student from participation in College activities.
Procedures and Sanctions
All cases involving violations of the drug policy are ultimately heard by the Vice President and Dean of Students or his/her designee. Any violation of the drug policy will subject the student to the following minimum disciplinary procedures and sanctions and possible prosecution under state law.

1. The student will be required to immediately relinquish the drug and/or paraphernalia to a College staff member who will turn it over to the Associate Dean of Students for Student Development.
2. The first offense may subject the student to suspension from the College and prosecution under the law. If the student admits guilt and has no prior record of violations, the sanction of suspension may be held in abeyance and the student will be subject to additional sanctions determined by the Vice President and Dean of Students. These sanctions may include a Drug Assessment, Drug Testing, and/or parental notification.

Drug Testing
When drug testing is part of a student’s judicial sanctions, the student will be notified on the day of the test. The student will be sent to a local drug testing facility and asked to submit to the screening. Refusal to submit to the screening or release the results to Maryville College will be interpreted as a positive test. Any student who tests positive may be suspended from Maryville College.
Repeated violations of the drug abuse policy will result in:

1. Temporary suspension if the student opts to enter an approved rehabilitation program. He/she may be eligible for readmission only after successful completion of a rehabilitation program approved by the Director of Counseling. The student’s status will stand as “suspension” until the completion of such program.
2. Suspension for one year if the student does not opt to enter an approved rehabilitation program. If during that one year the student chooses to enter and successfully complete an approved program, he/she will be eligible to apply for readmission. If the student does not complete such a program within the year of suspension, the suspension will change to irrevocable dismissal from the College.

Alcohol and Drug Education
The Director of Counseling and the Wellness Coordinator provide a program of alcohol and drug education as a resource to students, staff and faculty. Topics include the disease concept of alcoholism, effects of alcohol and other drugs, drinking and driving, responsible decision making regarding the use of addictive drugs and treatment options. For more information, call 865.981.8035.
The Alcohol and Drug Education program is not a treatment program, but rather emphasizes education, intervention and support. Anyone concerned about their own use or use by a family member or friend may contact the Director of Counseling, the Associate Dean of Students, or the Director of the Student Health Center. Student confidentiality will be strictly observed.

DISHONESTY
All forms of dishonesty are a direct violation of the College Covenant and will carry severe sanctions. Violations of this policy could subject the student to separation from the College, but will
minimally subject the student to ten (10) hours of community service and disciplinary probation. Dishonesty as defined by the College includes:

- Cheating
- Lying
- Knowingly furnishing false information
- Forgery
- Alteration or unauthorized use of College documents or instruments
- Identification with intent to defraud
- Violations of the law
- Alteration of institutional records either written or electronic
- Unauthorized use of College forms or letterhead

Academic dishonesty is a serious matter and is addressed further in this Catalog.

**FALSIFICATION OF COLLEGE RECORDS**

Each student is expected to provide truthful information on all College forms or records. Altering, counterfeiting, forging, or causing to be altered, any written or electronic record, form or document used by the College is strictly prohibited and subjects the individual to separation from the College.

**FAILURE TO COMPLY WITH THE DIRECTIVE OF A COLLEGE OFFICIAL**

Failure to comply with the directive of a College official or those appointed or elected to act on behalf of the College is prohibited and may result in separation from the College. This includes failure to give identification to College officials, providing false information, failure to comply with judicial sanctions, and failure to comply with an oral or written directive.

**FINANCIAL OBLIGATIONS**

Individual students and organizations are expected to meet financial obligations with local merchants, banks, rental agencies, organizations, the College and individuals in the local community as well as on campus. All financial obligations to the College should be handled promptly. Students who have outstanding balances owed to the College at the time of registration will not be permitted to register for class or campus housing. All recognized student organizations are required to maintain financial accounts in the Business Office.

**SOCIAL FRATERNITIES, SORORITIES, AND SECRET SOCIETIES**

Maryville College believes that an inclusive, open community is fundamental to its mission as a residential institution of higher learning committed to the liberal arts tradition. It is for this reason that Maryville College has maintained a long history and tradition of not including fraternities and sororities in its campus life. Following ongoing community conversation through forums with all College constituencies, the Student Government Association (SGA) voted not to approve a fraternity at Maryville College. In consideration of these actions and beliefs, the Maryville College Board of Directors established a policy prohibiting all Maryville College students from joining or participating in fraternities or sororities, or similar selective membership social organizations, within the Maryville College campus community. Students involved in activities related to such organizations, including, but not limited to, rushing, pledging, perpetuating and initiating, are subject to disciplinary action.
IDENTIFICATION CARDS
Personal College Identification (ID) Cards are issued to all students and identifies each as a Maryville College student. Where applicable, the ID card allows access to the appropriate Residence Hall building. The ID card must be used for entry to the College Dining Hall, checking out library materials, use of physical education facilities and equipment, and admission to various campus programs and athletic events. Any student found falsifying an ID card or using an ID improperly will be subject to disciplinary action. In the event that an identification card is lost, the student must procure a replacement card in the Residence Life office. IDs are made Monday through Friday, 9am - 1pm. The replacement charge is $10. Student IDs must be carried by students at all times. Failure to do so may lead to disciplinary action.

DISORDERLY CONDUCT
Conduct disruptive of College activities or any disorderly conduct on College-owned, controlled, or operated property or at College-sponsored functions on or off campus is prohibited. Disorderly conduct may include public drunkenness, acts which violate the rights of others, behavior which tends to breach the peace, or actions deemed obscene or offensive. Disrespecting a college official is also a violation of this policy.

PHYSICAL ABUSE/ASSAULT OR ENDANGERING THE HEALTH AND SAFETY OF SELF OR OTHERS
Physical abuse, verbal abuse, threats, intimidation, coercion, and/or other conduct that threatens or endangers the health or safety of any person constitute a violation of this policy.

HARASSMENT
The College strives to maintain an environment free from discrimination and harassment of individuals based on race, color, gender, age, ethnic or national origin, religion, disability, sexual orientation or political views. Members of the College community are expected to conduct themselves in a manner that shows respect for all persons and to refrain from behavior that creates an offensive, demeaning, intimidating, or hostile environment. Maryville College condemns and will not tolerate any form of discrimination, intolerance, gender harassment, abuse, or racism as manifested by institutional or individual attitudes, policies, or behaviors. Physical, sexual, verbal, or written harassment or abuse of any person is a serious offense and could result in dismissal from the College. Further, telephone abuse/harassment is a federal offense and is prosecutable under the law. It may result in a $2,000 fine and/or one year in jail. Any person who has been subjected to offensive behavior should, as a first step, discuss the incident with the person who has been offensive and ask that the behavior cease. If such a discussion is not possible or if the request is ignored, then the person should seek to resolve the problem through consultation with the Associate Dean of Students for Student Development, the Vice President and Dean of Students, or the College Equal Opportunity Officer. Any of these persons or their designee may attempt mediation. If the issue is not resolved satisfactorily, the formal judicial process may be initiated. Complaints against students are handled as stated in the student judicial process (see “Judicial Processes and Student Rights” in this chapter). Complaints against faculty or staff are handled under policies for those groups. Students wishing to file a complaint should see the Associate Dean (for faculty) or the Director of Human Resources (for staff) for information on procedures.
HAZING
All forms of hazing are prohibited. Hazing is defined as a willful act, by a student or group of students, directed against any other individual which inflicts discomfort, pain, harm, intimidation, or humiliation. The offending individual, as well as the officers and members of organizations violating hazing regulations, are subject to disciplinary action and suspension from further operation. The specific individual(s) involved will be subject to disciplinary action which could result in separation from the College.

THEFT/VANDALISM OR UNAUTHORIZED USE OF PROPERTY
Theft of property belonging to another person or the College is prohibited. The destruction or unauthorized use of property (including telephone access codes) or equipment belonging to the College or any person is prohibited. This includes all campus building, grounds, campus woods, ropes course, and athletic facilities. This also includes damage due to disorderly conduct or drunkenness. Such theft, vandalism or unauthorized use will result in restitution for repair and/or replacement as well as disciplinary action. Practical jokes that lead to property damage, personal injury, or the invasion of individual privacy, are prohibited. Student involved in the misconduct will be subject to disciplinary action and possible dismissal.

COMPUTER MISUSE POLICY
Theft or other abuse of College computer resources, including but not limited to:
- Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
- Unauthorized addition, deletion or transfer of a file.
- Unauthorized use of another individual’s identification and password.
- Use of computing facilities to interfere with the work of another student, faculty or staff member.
- Use of computing facilities to send obscene or abusive messages, or other unsolicited bulk messages commonly referred to as “spam.”
- Use of computing facilities to interfere with normal operation of the College computer network.
- Illegally downloading copyrighted music and/or video.

ILLEGAL ENTRY/UNAUTHORIZED USE OF KEYS
Forced or unauthorized entry by a student into an office, residence hall, residence hall room, or other College facility is prohibited. Duplication or illegal possession or use of College keys is prohibited and will result in confiscation of such keys and disciplinary action. Authorization is required for possession of any College key. Tampering with, forced entry into, or damage to the Campus Post Office or any mail box is a federal offense and is cause for disciplinary action and/or arrest by the U.S. Postal Department. Entering any campus construction area or building under construction is strictly prohibited.

TOBACCO USE
Smoking and the use of smokeless tobacco are permitted on the campus grounds. All campus buildings are tobacco free zones. “No Smoking” signs should be observed in other areas. Spitting or disposal of tobacco products on furniture, walls, floors, windows, sidewalks, grounds, etc., is prohibited. Irresponsible use of tobacco products will result in disciplinary action.
WEAPONS
The use and/or possession of any lethal or potentially harmful weapon, explosive, or hunting device (e.g., firearms, BB guns, pellet guns, sling shots, knives, fireworks, explosives, airsoft or paintball guns, bows and arrows, ammunition, etc.) on College property is expressly prohibited. Weapons brought to campus for hunting purposes must be stored in the Campus Security Office. For more information on storing weapons, contact the Director of Safety, Security and Grounds at 865.981.8112.

JUDICIAL PROCESSES AND STUDENT RIGHTS

Search and Seizure
The College affirms and defends students’ right of privacy yet must balance those rights with the students responsibilities to operate within established policy and with consideration for the rights of others. College personnel may enter a resident student’s room in the event of an emergency or while conducting routine room inspections, maintenance inspections, and fire drills. College personnel may inspect student vehicles in the course of enforcing institutional traffic and parking regulations as well as in the event of an emergency. If reasonable cause exists to indicate a violation of College policy, College personnel may search the on-campus room, vehicle, or personal property of an individual with the expressed permission of the Vice President and Dean of Students or his/her designee. Rumor, speculation, or information provided anonymously is not considered reasonable cause for a search. Reasonable cause is defined as a ground of action based on the good judgment of the College staff ascertained on the presence of tangible or physical evidence (sight, smell, sound) of the violation. In the event of a non-search oriented visit, where a violation is found to be occurring, the person(s) found in violation may be subject to disciplinary action.

Preventive Action
The College, through its designated officers, may suspend or restrict the campus activity of any individual whose behavior, emotional state, or physical health constitutes a disruptive force on campus, poses a threat to the individual’s well-being, or threatens the well-being of the College community or any of its members. Preventive suspension may be invoked temporarily by the Vice President and Dean of Students or his/her designee for persons for whom disciplinary hearings, appeals, or criminal charges are pending. Any student suspended under such circumstances may be considered for readmission only with the expressed permission of the Vice-President and Dean of Students.

The Vice President and Dean of Students can impose suspension or campus restriction when there is reason to believe that preventive action is necessary to maintain College activities or to protect the property and safety of individuals on the campus.

Suspension may require that the individual leave campus immediately. A decision of the Vice-President to suspend a student may be appealed to the President of the College.

Students serving a preventative suspension may be required to submit to a psychological or medical evaluation, at their own expense, before they are allowed to return to campus. Information from these evaluations will be used to determine whether the student is safe to return to campus.
Maryville College will not exclude persons with contagious illnesses from access to College facilities or services unless a medically based judgment by the consulting physician and the College Medical Advisory Team establishes that exclusion or restriction is necessary to the welfare of the individual or other member of the College community. Any individual made aware of a contagious illness on campus is to consult with the Associate Dean of Students for Student Development at 981.8215 regarding College procedures and proper health care. Confidentiality will be strictly observed.

**Behavioral Contracts**

College officials may develop behavioral contracts with individuals when such action is deemed necessary to guide and support student success at the College. Such contracts may be developed with the consultation of the Chief Justice of the Student Government, Associate Dean of Students for Student Development, and the Vice President and Dean of Students. Failure to fulfill the terms of a behavioral contract may subject the student to suspension from the College.

**Student Complaints**

Complaints regarding students are handled as stated in the following judicial procedures. Complaints regarding faculty and staff are handled in accordance with policies and procedures as stated in the Faculty and Staff handbooks. Copies of these handbooks are available in the Human Resources Office.

**Rights of the Accused Student**

In formal judicial hearings, any student may be assisted by an advocate from the College community. This advocate may confer with the accused but has no speaking rights in the hearing. Judicial hearings are not formal legal proceedings; therefore, legal counsel is not permitted to attend. Decisions of the Judicial Board are based on the evidence presented at the hearings and official College documents and correspondence contained in the student’s record. The accused student may testify personally or decline to do so, present witnesses, and examine all evidence. Judicial Board decisions will be made based on a preponderance of the evidence. Accused student(s) may challenge for bias any member of the Judicial Board. The Judicial Board rules on such challenges.

All judicial hearings are closed unless all the complainants and accused students request otherwise in writing to the Chief Justice 24-hours prior to the hearing. All persons present, excluding Judicial Board members and the advisor are excused from the hearing during the deliberation. Any student who is charged with a judicial infraction can choose to meet with the Associate Dean of Students for Student Development. During this meeting, the student will be given the option to accept responsibility for their actions and waive the Formal Judicial Process. The student and Associate Dean will then come to an agreement on appropriate sanctions.

**Judicial Process**

a. An incident report is filed with the Associate Dean of Students for Student Development by a Residence Assistant, Security, other College official, or campus community member.

b. The Associate Dean of Students for Student Development reviews the incident, determines violations, and meets with the accused student.

c. The student has an opportunity to accept responsibility, agree to sanctions set forth by the Associate Dean of Students for Student Development, and sign a waiver. (If the student signs
the waiver form, the case is closed and recorded. If the student does not sign the waiver form, the case is referred to a judicial board.) If the student does not meet with the Associate Dean for Student Development, the student’s case will be decided by the Associate Dean.

d. If the case is referred to the Judicial Board, J-Board members are notified, and a hearing is scheduled. The student can present witnesses and evidence on their behalf at the hearing. The accused student is notified of the Judicial Board decision. If the student accepts the decision of Judicial Board, the case is closed and recorded. If the student does not accept the Judicial Board decision, the student may appeal the decision based on a procedural error or a problem with the evidence presented. Appeals must take place within two (2) business days of the J-Board decision. If the case is appealed, it is sent to the Appeals Board.

e. The chairman of the Appeals Board is notified and a meeting is scheduled. The accused student is notified of the Appeals Board decision.

f. An appeal may be made to the College President only in cases of suspension or expulsion.

STUDENT JUDICIAL BOARD

The Student Judicial Board hears cases referred to it by the Associate Dean of Students for Student Development. The Judicial Board determines responsibility or no responsibility regarding a violation of College policies and imposes appropriate sanctions if an individual is found responsible for a violation. In cases resulting in suspension, expulsion, or campus restriction, the Judicial Board recommends the sanction to the Vice President and Dean of Students who takes final action. If the Student Judicial Board is unable to convene within two weeks of student notification for any reason, the case may be heard by the Vice President and Dean of Students or his/her designee in consultation with the Judicial Board.

In its hearings, the Judicial Board consistently follows a protocol for proceedings established by the Judicial Board. A unanimous decision is required for any offense resulting in expulsion. A three-quarters majority vote is required for the sanction of suspension. Hearings may be open to the campus if both the complainant(s) and the accused student(s) agree. The Chief Justice will generate a complete record of all proceedings. Student disciplinary records are maintained by the Student Development Office as stated in the Student Records Policy (see Student Records, “Location of Student Records” in this Catalog)

The Student Judicial Board is composed of sixteen (16) members. A quorum requires the presence of seven (7) voting members. If a quorum is not present, the accused student and the complainant can agree to continue with the hearing or the hearing will be rescheduled. The Chief Justice serves as the administrator of the Judicial Board hearing. This individual does not have a vote, except to break a tie, but rather serves an administrative function to convene the Judicial Board, assure that hearing procedures are followed consistently, generate proper records and facilitate the work of the Judicial Board. The Chief Justice is selected in the spring of each year by the Student Government Association.

The Vice President and Dean of the College selects a member of the faculty to serve, along with the Associate Dean of Students for Student Development, as Advisor to the Judicial Board. This person is a non-voting member who attends all hearings and advises the Judicial Board on legal and procedural matters. If the advisor is unable to attend, the Chief Justice may select an alternate from
among the faculty and staff. A member of the Student Development Staff attends hearings involving potential suspension or expulsion to advise the Judicial Board as needed.

**CAMPUS APPEALS BOARD**

The Campus Appeals Board hears all appeals beyond the Student Judicial Board. Reasons for appeal may include but are not limited to procedural matters, suspected bias, inappropriate or excessive sanctions, and new evidence. Students, faculty or staff may seek review of Student Judicial Board decisions through the Campus Appeals Board by submitting a written appeal to the Associate Dean of Students for Student Development within two (2) business days of the Judicial Board decision. The appeals process involves a review of the written appeal statement and all evidence by the Appeals Board members. It does not include a formal hearing. After the review, the Appeals Board may:

- Uphold the decision of the Judicial Board, or
- Remand the case back to the Judicial Board with an explanation and recommendations for further hearing.

A student may make a final appeal to the College President only in cases involving suspension or expulsion from the College. Such an appeal must be presented to the President in writing within 24-hours of the Appeals Board decision.

The Appeals Board is comprised of two resident students, one commuting student and one faculty member appointed by the Vice President and Dean of the College with the approval of the College President. The Chairperson is selected by the Appeals Board from among the student membership at its first meeting. The Associate Dean of Students for Student Development convenes the first meeting of the Board to provide orientation and facilitate the selection of the Chairperson. Subsequent meetings are convened by the Chairperson. If the Appeals Board is unable to convene for any reason, the case is heard by the President of the College or his/her designee.

**JUDICIAL SANCTIONS**

Campus judicial bodies use their judgment in responding to violations appropriately and effectively. In the assignment of any sanction or combination of sanctions, the level/degree will be determined by:

1. nature of offense,
2. severity of violation, and
3. behavioral history of the offender.

Failure to comply fully with sanctions as prescribed will result in a charge of contempt and will subject the student to expulsion.

Judicial sanctions include but are not limited to the following:

- Restitution - Repayment to cover the cost of damaged or misappropriated property
- Service Hours - Assignment of campus service projects or other appropriate tasks
- Education Hours - Appropriate participation in counseling sessions, alcohol/drug education classes, or other similar programs
- Campus Restriction - Limitation of activities or privileges on campus for a designated period of time
• Confiscation - Removal of offensive or prohibited property
• Fines - Specified financial penalty for violation of regulations
• Censure - Written reprimand recorded in the student’s judicial file
• Parental Notification - Written or telephone communication with student’s parent
• Eviction - Relocation to another residence or removal from on-campus residence without refund of room and board
• Disciplinary Probation - Establishes a given period of time in which a violator is asked to prove responsibility to himself/herself and to the College community through exemplary behavior
• Suspension - Temporary dismissal from the College with the right to apply for readmission to the Vice President and Dean of Students. Decisions regarding readmission following academic suspension are made by the Academic Standing Committee. Special conditions affecting eligibility for readmission or conditions to be in effect upon readmission may be designated. The duration of the suspension may not exceed two years. There is no refund of tuition, room, board or fees.
• Expulsion - Permanent dismissal from the College. There is no refund of tuition, room, board, or fees.

Special Conditions for Suspended or Expelled Students
1. The student must leave the campus within 24-hours after the decision is rendered unless an extension is granted by the Vice President and Dean of Students.
2. If the case is under appeal, the Vice President and Dean of Students may delay the suspension or expulsion until after the appeal process has been completed.
3. Suspended or expelled students may not visit the campus unless prior written permission has been granted by the Vice President and Dean of Students.
4. If a student is evicted, suspended or expelled for preventive or disciplinary cause, there will be no refund of room, board, tuition, or fees.
5. If a student is suspended or expelled, a notation of “W” is placed on the transcript for each class. No grade is recorded; however, each course remains listed on the transcript. Suspension and expulsion are the only sanctions of record which result in any notation in the student’s permanent file.
6. The general deposit is refunded when a student withdraws permanently from the College unless the student has outstanding debts (such as library fines, hall damage, outstanding athletic equipment, etc.) or fails to complete the official withdrawal procedure.

SEXUAL ASSAULT POLICY

Statement of Commitment
Maryville College is committed to fostering a learning, working and living environment which is physically and emotionally safe and that promotes personal and professional growth, recognizing the worth and dignity of each member of the College community. This is accomplished through education and the establishment of procedures, which ensure the protection of individual rights. To this end, Maryville College will not tolerate any acts such as rape or other nonconsensual sexual activity. If the College is to fulfill its commitment to making Maryville College an institution free from sexual assault, every individual must be part of the effort. The College is committed to taking all reasonable steps to prevent sexual assault and to discipline those who do violate this policy.
**Sexual Assault – Definition**

Maryville College defines sexual assault as any act of sexual intercourse, forcible penetration, or sexual contact without the other person’s consent. The College defines consent as explicit approval to engage in sexual activity demonstrated by clear action and words. The decision must be made freely and actively by all participants. Non-verbal communication, silence, passivity, or lack of resistance does not imply consent. In addition, a current or previous dating relationship or previous participation in sexual activity does not indicate current consent to participate and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Consent has not been obtained in situations where the individual:

1. Is forced, pressured, manipulated, or has reasonable fear that the individual or another will be injured if the victim does not submit to the act.
2. Is incapable of giving consent or is prevented from resisting due to physical or mental incapacity, which includes, but is not limited to, the influence of drugs or alcohol.
3. Has a mental or physical disability which inhibits his/her ability to give consent.

Maryville College defines 3 categories of sexual assault:

1. **Nonconsensual Touching** – the touching of an unwilling or non-consensual person’s intimate parts (such as genitalia, groin, breast, buttocks, mouth and/or clothing covering them); touching an unwilling person with one’s own intimate parts; or forcing an unwilling person to touch another’s intimate parts.
2. **Nonconsensual Sexual Penetration** – unwilling or non-consensual penetration of any bodily opening with any object or body part. This includes, but is not limited to penetration of a bodily opening without consent through the use of coercion.
3. **Forced Sexual Penetration** – unwilling or non-consensual penetration of any bodily opening with any object or body part that is committed either by force, threat, intimidation, or through exploitation of another’s mental or physical condition of which the assailant was aware or should have been aware.

**Maryville College Policy**

Maryville College expressly prohibits anyone associated with the institution from sexually assaulting any other member of the College community. When taking corrective action the College will consider the welfare of the alleged victim and the entire community as well as the rights of the accused. In the case of a very serious incident, the Vice-President and Dean of Students may summarily suspend a student, pending a formal hearing if it is believed that such an action will protect the safety and welfare of the complainant, the College community or the accused individual. Sexual assault of students on the campus or otherwise in a College workplace by a person not associated with the College is also subject to appropriate action by College officials. Sexual Grievance Advisors will also be available to assist students who are participating in any College sanctioned off-campus activity.

State and Federal laws exist to protect individuals from many kinds of abuses. It is the policy of this institution to foster obedience to these laws. Maryville College affirms that community members should not act in any way that causes harm or discomfort to other individuals or to the community. The College has a special concern to guard against abusive behavior. Students who believe that they have been sexually assaulted have a right to seek immediate action to correct a situation. The College has established several alternative procedures that are described in the next section.
This policy is not intended to serve as a substitute from criminal or civil action; the victim may file criminal charges in accordance with Tennessee State Law through the State’s Attorney of Blount County, and may retain private counsel of choice for those purposes.

**Disciplinary Procedures for Sexual Assault**
A person who believes that he/she has been sexually assaulted has several options. These range from talking to the individual involved to filing a formal grievance. A decision about which action to take will depend upon circumstances, the nature of the incident and the wishes and needs of the aggrieved person. Since victims of sexual assault may experience confusion, embarrassment, distress and even feelings of guilt (perpetrators often try to make the victim feel responsible), the College has established procedures that provide support and counseling, while protecting the rights of the parties involved.

**Rights of Complainant:**
1. Prompt access to appropriate College services.
2. Self-determination concerning their medical, psychological and legal support. Complainants have the right and are encouraged to seek counseling and support services, internal and external to the College.
3. To request a change of academic or housing situations and to be notified of what options are available.
4. The College will make all reasonable efforts to ensure the preservation of confidentiality, restricting information to those who have a legitimate need for it.
5. The right to report incidents of sexual assault to a law enforcement agency, regardless of whether or not he/she is pursuing disciplinary options within the College community.
6. Sexual Grievance Advisors are made available to the complainant to explain the available options and student rights as a complainant.

**Rights of Accused Student:**
1. Prompt access to appropriate College services.
2. Self-determination concerning their psychological and legal support. Accused students have the right and are encouraged to seek counseling and support services, internal and external to the College.
3. To request a change of academic or housing situations and to be notified of what options are available.
4. The College will make all reasonable efforts to ensure the preservation of confidentiality, restricting information to those who have a legitimate need for it.
5. Accused students can expect a presumption of innocence throughout the disciplinary process until found responsible and will be treated with respect throughout the process.
6. Sexual Grievance Advisors are made available to the accused student and should be consulted - their role is to educate accused students about the disciplinary process and provide support.
7. The right to report incidents of sexual assault to a law enforcement agency, regardless of whether or not he/she is pursuing disciplinary options within the College community.
**Steps in the Grievance Procedure**

**Step 1 – Seek the assistance of a sexual grievance advisor.**

If you believe you have been sexually assaulted, contact a sexual grievance advisor immediately. Advisors are trained in rules of confidentiality, and each party involved in a case will be informed about the need to maintain confidentiality. The advisor will explain the available options and will help you understand your rights as a complainant. With your permission, an advisor may contact the alleged perpetrator’s sexual grievance advisor, and, if appropriate, any other person to obtain additional information. If necessary, an advisor will also assist you in the preparation of a formal statement of complaint. Seeking the assistance of a sexual grievance advisor does not preclude other options described in this document, nor does selection of one option restrict you from pursuing other options.

A person accused of sexual assault should also seek the assistance of a sexual grievance advisor. The advisor will describe the grievance process, will inform the accused of his/her rights, and will assist the accused person in preparing a written response to a formal complaint, should a formal complaint be made. With your permission, the advisor may confer with the complainant’s advisor or other persons as necessary to obtain information about the case. Again, confidentiality is essential to the operation of the procedure.

It is important to remember that you do not have to go through the grievance process alone. Sexual grievance advisors are available to assist you. To contact a sexual grievance advisor, first select the advisor whom you would like to see and then telephone that person for an appointment or stop by his/her office. The Sexual Grievance Advisors are:

- Anne McKee 865-981-8298
- Sharon Wood 865-981-8389
- Carl Gombert 865-981-8158
- Bruce Guillaume 865-981-8126

**Step 2 – Obtain redress through the options specified below.**

A sexual grievance advisor will advise you about the available options and will assist you with the process. The options you select will depend upon the circumstances of the case. Pursuing one option does not preclude seeking redress through other options.

The options are as follows:

**Options**

**Option 1 – Seek a negotiated resolution through an appropriate College official.**

In consultation with your sexual grievance advisor, you can seek a negotiated resolution to the incident. Working with the Associate Dean of Students for Campus Life, the negotiated resolution would be a binding settlement outside of the judicial system. The process for this resolution does not have to include face-to-face contact between the complainant and accused student.

**Option 2 – Seek a negotiated resolution**
If you prefer not to seek a negotiated resolution or if you believe the conditions of the resolution have not been adhered to, you may file a formal complaint. You must first contact a sexual grievance advisor, if you have not already, who will explain the grievance procedures and your rights as a complainant. The advisor can assist you in drafting the complaint and will be available to assist you throughout the formal proceedings. If at any point during the formal process both parties meet an acceptable resolution, the process may end at that point. A detailed document of the formal process is available upon request from the Associate Dean of Students for Campus Life.

The Student Sexual Assault Grievance Committee is comprised of a chair, three faculty members, three staff members and three students. Each case will be heard and investigated by a subcommittee of the Student Sexual Assault Grievance Committee, which will be referred to as the Hearing Panel. The Hearing Panel will consist of two faculty, two staff members and one student.

Disciplinary action for students found responsible for violating the College’s Sexual Assault policy may include suspension or expulsion from the College.

College officials shall take precautions to ensure that a complainant and individuals testifying on behalf of a complainant are not subjected to any form of retaliation. In cases of alleged retaliation, a College official or any person at whom the retaliatory action is directed may file a complaint against the individual(s) who participated in the retaliation. Such cases fall under the jurisdiction of the College’s Harassment Policy. Violations of confidentiality can constitute a form of retaliation.

A complainant must understand that an intentionally false accusation of sexual assault is a serious violation of Maryville College policy and will be handled by the Student Sexual Assault Grievance Committee but may be referred to an alternate decision making body or College official. A false accusation may also expose the individual to civil liability.

**Sexual Grievance Advisors**

As stated in the previous section, sexual grievance advisors provide consultation for both complainants and accused. The advisors are faculty and staff members who:

1. have demonstrated that they are able to maintain confidentiality,
2. are willing to become knowledgeable in the laws, policies and procedures concerning sexual assault,
3. have some experience in counseling and advising,
4. are widely respected in the College community, and
5. represent differences in personal style, gender and background. The President appoints up to six advisors with the advice and recommendations of the Director of Counseling and the President’s Cabinet.

**Maryville College Commitment to Sexual Assault Education**

Maryville College recognizes that prevention through education is the best tool for eliminating sexual assault. The College offers an ongoing program of education including information for new students; continuing dialogue in various campus forums to raise awareness about sexual assault and dissemination of information about the College’s sexual assault policy and procedures. The College makes the names, telephone numbers and office locations of the sexual grievance advisors widely available to students.
STUDENT GRIEVANCE PROCEDURE
In the spirit of the Maryville College Statement of Purpose, the College sees itself as a "community of learning that includes persons with a variety of interests, backgrounds, beliefs and nationalities." Such differences in attitude and perspective may, at times, result in problems or situations that warrant further institutional review and intervention.

Procedures are in place for appeals of various College policies. Students should refer to the appropriate section of the Student Handbook related to specific appeal processes related to grades, suspension, financial aid, disability service, judicial sanctions, and sexual grievances.

Filing a Formal Complaint
In an effort to provide students with an appropriate and effective response to situations not otherwise addressed in specific appeal processes, students should download a form (available in the Student Handbook) to use to send a written explanation of their concern/complaint to the appropriate College official for review and resolution.

Concerns/complaints related to academic matters
Most academic issues can be resolved informally through conversation with the faculty member or staff person involved or through consultation with the appropriate division chair. In situations where this has not provided adequate resolution, the concern/complaint should be directed in writing to the Dean or Associate Dean.

Concerns/complaints related to another student(s) or a student development activity
Students are encouraged to discuss concerns with the other student(s)/staff member involved with the problem. In situations where this has not provided adequate resolution, the concern/complaint should be directed in writing to the Dean of Students or to the Associate Dean of Students.

Concerns/complaints related to a financial matter
Most financial issues can be resolved through discussion with the appropriate College staff member. In situations where this has not provided adequate resolution, the concern/complaint should be directed in writing to the Vice President and Treasurer.

College Response
Upon receiving a written concern/complaint, the appropriate Vice President or designee will initiate an investigation of the student concern/complaint within ten working days. The student filing the concern/complaint will receive timely written notification of the College response to the concern/complaint. Records of written student concerns/complaints will be maintained in the Office of the Registrar for five years.
LEARNING BY EXPERIENCE

Every student’s program of study centers on the familiar work of classroom and laboratory, library and studio. Yet important learning also takes place in less familiar settings, where the student is called upon to adapt to a new environment, to act without one’s customary support system, to develop trust in one’s own resources of intelligence and discipline. It is to encourage that kind of learning, so critical to personal maturity, that the College makes available a variety of special programs.

EXPERIENTIAL LEARNING

Certain experiential education requirements are a part of the core curriculum, and they are described under General Education in this catalog. All students take a first year January course on the environment that uses an experiential approach, and all students must fulfill one additional three credit hour experiential education requirement.

Experiential education emphasizes guided activity as a primary mode of learning. It is usually carried on outside the conventional setting of a classroom, library, or laboratory, and it typically does not take place at a study desk. While mastery of information, understanding of expert opinion and cognitive learning are not ignored, the stress is on effective change and growth. By exposing the student to unfamiliar tasks and environments, experiential learning encourages mental and emotional adjustments and promotes the development of new skills and attitudes. It has as a principal goal the creation of sense of achievement, personal competence, and self-reliance.

Experiential learning begins with concrete experience, but it does not stop there. It also involves an important element of reflection, an effort to develop a clear view of what one is doing and to assess its value. These observations and reflections should lead the learner to new generalizations and concepts, fresh understandings of the world and oneself, and some enhancement of ability. Subsequently, new learning should be tested and refined in a different situation or additional experiences. At its best, experiential learning deepens the learner’s sensitivity to social and physical surroundings and encourages him or her to use senses and wits more fully. Thus it affords powerful opportunities for holistic learning.

An “experiential education” course has the following characteristics:

I. It involves active and sustained participation by the student.
II. It is a kind of experience that the student has not had before.
III. It requires the student not only to do something new but to stand back from the activity, assess its significance, and draw conclusions about it.
IV. It provides opportunities to test these conclusions (or in the case of a skill-oriented course, to demonstrate increased mastery.)
V. It has as a major goal some modification in attitude or outlook, some change in personal perspective, and some deepening of insight regarding oneself and others or oneself and the world.
Within the guidelines, experiential education courses are quite diverse in type. They include exploring a creative process, developing new physical skills, living for a time in an alien setting, or trying out a field through a “hands-on” approach. Courses having to do with service projects, life-enhancing activities, or new leisure skills and interests are especially appropriate.

Some experiential learning courses assess fees that vary with particular offerings each year.

**INTERNSHIPS AND PRACTICA**
Internships and practica are available in nearly all major fields. They provide excellent opportunities to gain practical experience in field settings. Details on internships and practica may be found in the section of this catalog headed Academic Procedures and Regulations and under the course listings for academic fields.

**STUDY ABROAD**
Mark Twain once wrote that “Travel is fatal to prejudice, bigotry and narrow-mindedness – all foes to real understanding.” Recognizing the validity of that statement, Maryville College believes a period of travel and study outside the United States should be a part of one’s education whenever possible. Confronting other cultures and viewpoints, learning about the customs and practices in other societies, coping with unfamiliar surroundings in a language not fully one’s own can do much to deepen insights and broaden perspectives. Such experience can also foster remarkable personal growth.

**January Term Travel Study**
Short-term possibilities come through experiential travel with a small group of students and faculty. In recent years, groups of students and faculty have used the three-week class terms for study travel to locales in Europe, Asia, the Middle East, Africa, Central and South America. Students may apply for limited financial assistance. Deadlines for each award are in the spring of each academic year for Maryville College sponsored trips scheduled for the following year.

For more extended periods, it is advantageous for the College to associate with other institutions. Through such associations Maryville students can experience life and study in many areas of the globe.

A period of study is possible at any time after the first year, but most students find the third year, or the preceding summer, the most convenient time. Planning needs to start well in advance and is best done in close consultation with one’s advisor and the Director of International Education. Approval for study abroad is required. Students apply to the Center for International Education (CIE), must meet minimum G.P.A. standards, and must follow the application procedures set by the CIE. These programs carry full academic credit and, for all exchange programs, grades are figured into student G.P.A’s. A number of other exchange opportunities are available through the International Student Exchange Program (ISEP), with which Maryville College is associated (see www.isep.org). Students also may choose to study at foreign institutions with which Maryville College does not have a relationship. In those cases, financial aid is not available and credits earned are treated as transfer credit. Further, the College will scrutinize carefully, and may reject, credits earned at institutions overseas. The programs at institutions described in this catalog have been screened for academic quality and attention to the needs of students studying abroad.
Maryville College Bilateral and International Student Exchange Programs (ISEP)
Study abroad programs are administered by the International Programming Committee in conjunction with the Center for International Education. Detailed information on study abroad is found under “International” on the College website or by talking with the Director of International Education at the Center for International Education.

Maryville College maintains bilateral and ISEP exchange programs in 56 countries to over 160 overseas institutions. In addition to a student’s regular financial aid package, Maryville students may apply for additional scholarship support through Ragsdale International Scholarship Program. Ragsdale applications are due to the Director of International Education on October 1 for travel in spring and March 1 for summer or fall travel. Program stipulations vary, but in most cases regular tuition and fees, and usually room and board are paid to Maryville College. Under these reciprocal agreements, when a Maryville student studies at a related institution, a student from that institution may study at Maryville for an equal time period. The majority of programs offer instruction in English, however many programs also offer language study.

ISEP-Direct Semester and Summer Programs
Through ISEP, students also have access to ISEP-Direct semester or summer programs. These are affordable fee-paid programs in a number of countries that do not offer the option to do an exchange. For these programs institutional aid is not available, however federal aid may apply in many cases. Students on ANY Maryville College study abroad program (including ISEP-Direct) may apply for additional scholarship support through the Ragsdale International Scholarship Program.

More information on programs can be found on the Maryville College study abroad website (http://www.maryvillecollege.edu/international/studyabroad/) and through the Center for International Education in International House.

PROGRAM FOR INTERNATIONAL AND CIVIC LEADERSHIP
The Program for International and Civic Leadership emanates from the mission of Maryville College by preparing students to fulfill their potential in citizenship, leadership and service to the peoples of the world. The program directly serves students with majors in International Studies, International Business, Environmental Studies, and Political Science, or minors in International Studies and Political Science, but resources and services are available to all students with interests in international and civic leadership.

The program facilitates a coherent learning experience by connecting students to a broad range of resources and opportunities across the College such as the Model United Nations, pre-law, language and area studies, field research, and study abroad. Our network of program alumni connects current and prospective students to Maryville College graduates with work and graduate school experience in a wide range of opportunities. The program also includes strong relationships with organizations, corporations, agencies, and educational institutions that provide career, graduate school, and internship opportunities after graduation. In addition, the program partners with middle and high schools to provide enrichment and college preparation in the areas of international and civic affairs.
MODEL UNITED NATIONS
The Maryville College Model United Nations (MCMUN) Program offers a challenging and rewarding experience for Maryville College students, faculty, and high school leaders and students participating in the annual Model UN Conference hosted by the College. The MCMUN Program consists of two experiential courses offered to Maryville College students in January-term, and the MCMUN Conference conducted at the end of January-term. The first experiential course is a foundational course in United Nations history and practice for (3) credit hours. This course is open to all Maryville College students. It is a pre-requisite course for the leadership course. Students will assist in the planning and leading of the MCMUN Conference. The second experiential course is a leadership course for (3) credit hours. This course is by permission of the instructor. Students will manage the MCMUN Conference and have the opportunity to represent Maryville College at the United Nations and Model United Nations events in a manner and location of the Program Coordinator’s choosing. Past travel has included the United Nations Headquarters in New York and the International Court of Justice at The Hague, Netherlands. The annual MCMUN Conference will consist of one or multiple sessions based on demand and available resources. This annual event provides a simulated United Nations forum where High School students take on the roles of delegates from nations all over the world and debate topics that are of international concern. Not only does this conference enhance students’ (both College and High School) public speaking, debate, and leadership skills, but it also fosters an environment where students are able to embrace other cultures and perspectives, making them better, and more informed, citizens of the world.

WASHINGTON EXPERIENCES
For the student who wishes to study or work in the nation’s capital, many options are available. Maryville College’s Center for Calling & Career assists students in exploring a range of possibilities, including semester-long programs, summer internships, and work opportunities. Center for Calling & Career staff are available and experienced in working with students to identify programs related to their interests, regardless of major.

RESEARCH AND FIELD WORK IN THE NATURAL SCIENCES
Maryville College is an institutional member of the Council on Undergraduate Research. Through several major research facilities, arrangements are made for superior students to participate in state-of-the-art scientific investigations and experience a professional research environment. The National Science Foundation supports a large number of summer undergraduate research programs, both on and off campus, in the areas of biology, chemistry, computer science, mathematics, and physics. Maryville’s own Undergraduate Science Education and Research Institute provides internship experiences for students in lab and field studies.

Close to the College campus, the Oak Ridge National Laboratory also affords Maryville students the chance to participate in a variety of short-term and summer research and study programs. Exceptional Maryville students may also conduct research in the University of Tennessee’s Biochemistry, Cellular, and Molecular Biology department on the Knoxville campus. The nearby Great Smoky Mountains National Park and Cherokee National Forest also provide students with a rich resource for ecological and other field studies.
OAK RIDGE ASSOCIATED UNIVERSITIES
Since 1990, students and faculty of Maryville College have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 98 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located at Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility that ORAU operates, undergraduates, graduates, postgraduates, as well as faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Many of these programs are especially designed to increase the numbers of underrepresented minority students pursuing degrees in the science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the ORISE Catalog of Education and Training Programs, which is available at www.orau.gov/orise/educ.htm. Further information is available in the Division of Natural Sciences.

MOUNTAIN CHALLENGE
The Mountain Challenge program takes students outdoors. Area mountains, lakes, rivers, and woods provide the setting. The seasons, each one distinct in its own right, provide the agenda. In the fall and winter it may be panoramic views of changing leaves high in the mountains or cold mountain mornings shared with fellow travelers over hot drinks. Spring and summer may bring trips to appreciate the wildlife and beautiful plant life of the mountains. The agenda might include hiking, rock climbing canoeing on one of the beautiful mountain lakes, or climbing the Alpine Tower. Whatever the situation, the Mountain Challenge program is a chance to face challenges head on, to struggle through some difficult and unfamiliar tasks, and to experience the thrill of achievement. The Mountain Challenge program is an opportunity for people to explore the self while exploring the outdoors.

Many of the events in the Mountain Challenge program require neither experience nor special equipment. The only requirements for these events are a willingness to try new experiences and a commitment to do ones best. Some events in the program do require experience and/or proper equipment. Experience can be gained through participation in other program events, and the College will supply needed equipment. Interested persons may sign up for Mountain Challenge trips at Crawford House.

Various Mountain Challenge activities include:

- Alpine Tower
- Mountain Trips and Expeditions
- Bicycle Trips
- Canoe Trips
- Caving
- Hiking
- Map and Compass
- Outdoor or Environmental Related Service Projects
- Rafting
- Rock Climbing and Rappelling
- Ropes Courses
Students who participate in five different Mountain Challenge events may register to receive one (1) hour of academic credit. Up to three (3) hours of academic credit can be earned through Mountain Challenge and can fulfill the College experiential education requirement.

All in all, the Mountain Challenge program is about change; it is about challenge; it is about risk and growth; it is about becoming comfortable and confident outdoors...and with oneself. For further information, call 865.981.8125.

NONPROFIT LEADERSHIP
The Program for Nonprofit Leadership affords opportunities for a variety of internships in nonprofit organizations such as YWCA and YMCA, Habitat for Humanity, the Urban League, organizations which focus on environmental interests and international non-governmental organizations. The Certificate in Nonprofit Management is awarded by Maryville College in partnership with Nonprofit Leadership Alliance, a national alliance of colleges, universities and nonprofit organizations, to students who fulfill a prescribed set of competencies. The full program is described under the Nonprofit Leadership Certificate heading in this catalog.

GREAT SMOKY MOUNTAINS INSTITUTE AT TREMONT
The Great Smoky Mountains Institute is located in the National Park just 20 miles from Maryville College. The program focuses on environmental education and on the natural and cultural history of the area. A variety of opportunities at the Great Smoky Mountains Institute are available to Maryville College students. The Institute offers programs for college credit. Internships, practicum experiences, and post-graduate work opportunities are also available. Interns and staff members work principally as instructors for the wide variety of groups that visit the Institute. Further information is available from the Institute Director.

STUDENT LITERACY CORPS
Through the Maryville College Student Literacy Corps (MCSLC), students contribute to educational efforts in the greater community. The Literacy Corps combines traditional academic work and real-world experience to enhance student learning and enable students to make meaningful contributions to the community beyond the campus. In a campus-based component, students investigate and analyze the complex issues surrounding literacy education in the United States. In a community-based component, students participate in tutor orientation and training sponsored by the Maryville College Student Literacy Corps and then work as tutors in community literacy education programs. Tutor site placements include the Adult Basic Education Center, the Tennessee Department of Education, and local foundations, agencies, and religious organizations. Arrangements for the granting of credit may be found under Academic Procedures and Regulations.

COMMUNITY ENGAGEMENT SERVICES
Maryville College offers numerous opportunities for students to become involved in volunteer service. The Director of Community Engagement coordinates a broad program that includes tutoring, adult literacy, work in social service agencies, environmental projects, and many other possibilities. This program is located in the Center for Campus Ministry.
ACADEMIC PROCEDURES
AND REGULATIONS

STATEMENT OF STUDENT RESPONSIBILITY
Each student is expected to be thoroughly familiar with the academic requirements of the College, as stated in the Catalog and the Student Handbook. The responsibility for meeting all requirements for graduation rests entirely upon the student. Faculty advisers, academic division chairs, the Registrar, the Associate Dean, and the Vice President and Dean of the College welcome the opportunity to provide assistance, but the basic responsibility remains with the student personally.

ACADEMIC ADVISING
Every student has a faculty advisor at all times. The instructor in the Fall semester First-Year Seminar (FRS 120) serves as the first year advisor for most of the student’s first year. When a major is declared, usually in April of the first year, advising shifts to a disciplinary faculty advisor, who may remain the student’s advisor until graduation. Students who do not declare a major in the first year remain with their first year advisor until a major is declared.

Frequent contact between advisor and student is essential. Faculty advisors initiate some contacts, but students are strongly encouraged to make every effort to maintain a close relationship with their advisors. Because students hold full responsibility for ensuring that specific disciplinary requirements for graduation are completed, frequent and careful review of the College Catalog in consultation with advisors is helpful.

COURSE LOAD
To complete a degree in four years, students must earn an average of 32 credits each year. In the typical pattern, a student carries 14 or 15 credit hours in each of the semesters and three credit hours during the January term. No more than four credit hours may be taken in any one of the three-week periods, whether January or summer session.

A course load of twelve hours is required for full-time status and the maximum load is eighteen hours in a semester. Within the semester, overload charges will be assessed for each credit hour over eighteen (See the section Admissions and Financial Aid in this Catalog).

AUDITING A COURSE
A full-time student is permitted to audit one course each semester without additional charge. Permission of the instructor is necessary. The audit does not count toward graduation requirements, but it does appear on the permanent academic record if attendance is satisfactory. Students should note that credit by examination cannot be earned for courses that have been taken as an audit at Maryville College.

LATE ENROLLMENT AND WITHDRAWAL
Students are expected to attend the first class meeting of each course. After the first meeting, enrollment in the course is possible with the permission of the adviser. Students and advisors should
communicate with the course instructor to ensure that a late enrollment is feasible considering what may have already been covered in the class. After the first week of classes, enrollment is possible only with the permission of the adviser, the instructor, and the Associate Dean. Permission to enter a course after five class meetings is given only in rare circumstances.

Withdrawal from a course during the first week of classes requires approval of the advisor. After the first week, approval of both the adviser and course instructor is required. Students are responsible for filing a completed Schedule Adjustment Form with the Registrar. A course may be dropped with a notation of “W” (withdrawn) during the first five weeks of the semester. For courses dropped in the sixth through the eighth week, the notation is “WP” (withdrawn passing) or “WF” (withdrawn failing), depending on one’s performance at the time of withdrawal. After the eighth week, the notation is “WF.”

After the first week of the term, the hours for courses dropped, whether noted with W, WP, or WF, are included in the total hours attempted. Grades of W and WP do not affect the grade point average, however, grades of WF are calculated as an F.

A decision to cease attending classes does not constitute withdrawal from a course. Withdrawal is official on the day the Schedule Adjustment Form, properly signed, is returned by the student to the Registrar.

**Medical Withdrawals**

Requests for medical withdrawal from the College are made to the Vice President and Dean of Students (Student Development Office, Bartlett Hall, Rm. 327). For a request to be considered, the following conditions must be satisfied:

a. The student’s medical condition developed or became more serious during the semester in question.

b. The medical condition is significant to the point that it is the primary reason the student cannot attend classes and/or complete required work.

c. The student provides documentation that he/she is under the care of a licensed physician or licensed mental health professional.

The grade of “W” is recorded for each course affected.

Students withdrawing from the College under this policy are subject to the Refund Policy printed in this Catalog and the Student Handbook.

Requests for medical withdrawal from individual classes are made to the Vice President and Dean of the College (Fayerweather Hall, Suite 309). This action is taken in only extreme cases and is viewed as a “last resort measure.” For a request to be considered, the following conditions must be satisfied:

a. The request is made before the last day of classes (before the examination period) in a given semester.
b. The student provides evidence that the medical condition has a singular and isolated effect in the individual class to the point that attendance and completion of requirements are not possible.

The grade of “W” is recorded for each course affected.

CLASS SCHEDULE
Most classes are scheduled Monday through Friday in Monday-Wednesday-Friday and Tuesday-Thursday formats. Evening courses normally meet one or two evenings each week. Some courses, many of them four credit hour courses, meet more often and may include laboratory periods.

CLASS ATTENDANCE
Regular attendance at classes is expected of all students, though each instructor is free to set whatever attendance requirements for an individual course are deemed suitable. These requirements are printed in the course syllabus and students should pay close attention to the attendance policy for each of their classes.

The College recognizes as legitimate reasons for occasional absence such difficulties as illness, accident, family grief, or pressing personal responsibility. If absences for these or other reasons are excessive in terms of the stated attendance policy for the class, the student should explain the problem to the instructor, or the instructor may initiate such a discussion. If excessive absences persist, the student may be assigned a grade of “F” for the course.

Occasionally students who represent the College in off-campus activities find it necessary to miss classes. The number of such absences, however, may not exceed 10% of the class meetings without the permission of the instructor. Students should notify the professor in advance to reschedule course work where necessary.

STUDENT CLASSIFICATION
Students are classified as full-time or part-time, as degree candidates or special students, and according to class standing. Students registered for a minimum of 12 hours a semester are classified as full-time. Those registered for fewer than 12 credit hours are classified as part-time.

Degree candidates are those recognized by the College as pursuing studies leading to a baccalaureate degree at Maryville College. Special students are not recognized as degree candidates, though they do receive full credit for academic work completed with passing grades. The status of special student may be chosen by any student who does not plan to apply for a Maryville degree, or it may result from action of the College if the academic record does not warrant degree candidacy.

Class standing is determined by the number of credit hours earned. The minimum requirements for class standings above the first year level are as follows:

- For sophomore standing, 29 credit hours
- For junior standing, 59 credit hours
- For senior standing, 94 credit hours
GRADING AND ACADEMIC STANDARDS

Faculty members determine grading standards for all grades within individual courses. This information can be found on the course syllabus.

The grading system at Maryville is as follows:

A – Excellent
B – Good
C – Satisfactory
D – Passing
F – Failed

Quality points for calculation of the grade point average (GPA) are assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th># of Quality Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Students are graded under this system in all required general education courses, most electives, and unless stated otherwise, all courses taken to meet major requirements.

In some situations grades of “S” (Satisfactory) and “U” (Unsatisfactory) are used. The “S” grade is understood to be the equivalent of at least a “C.” Most experiential education courses, Maryville College Life Enrichment Program projects, and most internships and practica are graded on this basis. At the student’s option, one elective course each year may be graded “S” or “U.” Students must notify the course instructor and Registrar in writing within the first week of class meetings if they elect to take a course for an "S" or "U."

In the following exceptional circumstances these grades are given:

1. **Incomplete** - Given as a temporary grade when a course cannot be completed due to reasons beyond the student’s control; becomes an “F” unless the work is carried to completion by the end of the next semester.

2. **Withdrawn** - Given when a course is dropped during the first five weeks of a semester; does not affect grade point average.
WP Withdrew Passing - Given when a course is dropped in the sixth through eighth week while the student is doing satisfactory work; does not affect grade point average.

WF Withdrew Failing - Given when a course is dropped after the eighth week, or in the sixth through eighth week while the student is doing unsatisfactory work; affects the grade point average as would an “F.” In order to receive “WF” the student must withdraw by the last class session.

GRADE POINT AVERAGE (GPA)
The grade point average (GPA) for a semester is computed by dividing the total number of quality points earned by the number of credit hours for which quality points are earned during the semester. The cumulative GPA is based on all quality points earned and all credit hours for which quality points are earned at Maryville College. A course may be repeated once to replace a previous grade. A second course repeat may replace a grade only with permission of the Dean or Associate Dean of the College. Course grades earned in repeated attempts beyond these limits may not replace previously earned grades and the grade earned in each repeat is included in the GPA calculation. Courses completed satisfactorily at other institutions may count toward graduation requirements, but they are not counted in computing the GPA. The three-credit entry for Fundamentals of Mathematics 105 does not count in the minimum needed for graduation and is not included in the graduation GPA. This course is treated as a three credit hour equivalent only in the determination of full- or part-time status.

THE DEAN’S LIST
The Dean’s List is composed of those students whose academic performance was distinguished in the previous semester. To qualify, a grade point average of at least 3.60 in all work undertaken must be earned, with no grade below “C.” Only full-time students are considered. A notation appears on the transcript each semester the Dean’s List is achieved.

GRADUATION HONORS
To qualify for graduation with honors, a student must have completed at least 64 hours at Maryville College. The cumulative grade point average determines the level of honors.

The three levels of honors and the minimum grade point averages required are:
- Summa cum laude: 3.95
- Magna cum laude: 3.75
- Cum laude: 3.50

Requirements for a student first enrolled prior to fall 2006 remain those specified in the College Catalog for the initial year of enrollment.

PROBATION AND SUSPENSION
It is the responsibility of the individual student to maintain good academic standing and to make normal progress toward a degree. The record of each student is regularly reviewed by the Registrar. Any student whose cumulative grade point average falls below 2.00 is placed on academic
probation. To continue enrollment in probationary status, the student must show steady improvement in academic performance.

A full-time, first-year-in-college student who is placed on academic probation following the first fall semester must successfully complete during the first spring semester a Maryville College Life Enrichment Program Portfolio Project in self-management through the Learning Center. A student who fails to complete the project successfully is subject to suspension from the College.

At the end of each term careful consideration is given to the record of each student. If the student falls below minimum standards for credit hours and cumulative grade point average, he or she is not considered to be making normal progress toward a degree. The student is then subject to suspension from the College or to a change from degree candidacy to special student status. These minimum standards are described here and in the Student Handbook.

Following a suspension, a student may apply for readmission after at least a semester of satisfactory academic work at another institution or successful work experience. A student placed in special student status by action of the College may continue enrollment and, when the cumulative GPA is raised to at least 2.00, petition for readmission to degree candidacy.

A decision to suspend may be appealed to the College’s Committee on Academic Standing. In such an appeal, the obligation rests with the student to explain the special considerations that support continued enrollment.

GPA Requirements to Avoid Suspension

<table>
<thead>
<tr>
<th>Credit Hours Attempted</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 32</td>
<td>1.00</td>
</tr>
<tr>
<td>33 - 64</td>
<td>1.60</td>
</tr>
<tr>
<td>65 - 96</td>
<td>1.92</td>
</tr>
<tr>
<td>97 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

NOTIFICATION OF GRADES
Grades are available to students at the end of each term via the IQ Web Self Service. Grades are normally posted by noon on the Wednesday following the examination week at which time they become part of the student’s permanent academic record on file in the Registrar’s office. Students may have grades mailed to them by request to the Registrar’s Office. In accordance with the Family Educational Rights and Privacy Act, grades are not sent to parents or guardians unless (1) the student requests that this be done, or (2) the parent or guardian makes such a request, certifying that the student is dependent as defined by the Internal Revenue Service. Such requests must be written and filed with the Registrar.

GRADE DISAGREEMENTS
In the event a student and a professor disagree about the quality of the student’s academic work and the final course grade, the disagreement should be resolved in discussion between the parties.
involved. If this discussion does not resolve the matter, the student may appeal to the Academic Division Chair. If no agreement is reached as a result of this effort, either of the disputers may request the Associate Dean to act as mediator. The mediator may aid decision making, but may not arbitrate.

As a last step, a request may be filed with the Associate Academic Dean for the formation of a committee composed of the Associate Dean, two other faculty members, and two students acceptable to both parties involved in the grade dispute. This committee will initially mediate with the power to ultimately arbitrate. The majority decision of the committee is final.

Grades are not open for dispute more than one year after the end of the term in which the grade is assigned.

**SIX-WEEK PROGRESS REPORTS**

During the sixth week of the semester, the Learning Center staff invite faculty members to submit a six-week progress report for any student who is having academic difficulty in a particular class. The report is sent to the student’s faculty adviser and other appropriate College staff. These reports are used to inform and counsel the student and are not recorded on the student’s official transcript. Students are expected to keep up with their progress in each course and to contact the professor at any time that they have questions about their progress in a course. The six-week progress report should not be seen as an interim grade report. Although early course success often is associated with a positive end of the semester grade, students should keep in mind that the majority of course grades are earned after the six week reporting period.

**CONFERRAL OF DEGREES**

Commencement exercises are held annually at the close of the spring semester. Degrees are conferred at the May commencement only for students who have completed all graduation requirements.

Students who do not complete all requirements by the close of the spring semester may participate in the Commencement exercises only if they present a written graduation plan, which is approved by the advisor and the Registrar, to complete all requirements during the summer or fall semester of that calendar year. Degrees will be conferred upon completion of all requirements in either August or December.

Any student who does not complete the degree requirements according to these criteria will become a member of the next graduating class and will be eligible to participate in the Commencement exercises at the close of the next academic year.”

**PROFICIENCY EXAMS**

Proficiency exams are permitted in lieu of Maryville College coursework in special circumstances. There is an examination fee of $75, and permission of the academic division chair is required. Maryville College faculty prepare examinations covering the content of a specific catalog course. Proficiency exams are not given for experiential learning courses, internships, practica, physical education activities courses, studio art, applied music or the Life Enrichment Program.
CREDIT BY EXAMINATION
Recognizing that college-level learning occurs in places other than the college classroom, Maryville College accepts credits earned through several testing programs including proficiency exams offered by Maryville College faculty, the American Testing Program Proficiency Examinations, and the College Level Examination Program (CLEP), and DSST (Dantes) Examination Program.

Students may prepare for credit by examination in a variety of ways but may not use the course audit option for this purpose as credit by examination is not available for courses audited at Maryville College.

The American College Testing Program Proficiency Examinations are offered in many areas. College credit is available when a score of 45 is attained. Information on these examinations is available in the Maryville College Learning Center.

The College Level Examination Program (CLEP) offers examinations in the areas listed below. If a student’s score is equal to the CLEP mean scaled score for a grade of “C,” credit may be granted. Except as noted below, three credit hours are granted for all examinations, regardless of the recommendations in CLEP publications.

**CLEP General Examinations**
- English Composition
- Humanities
- College Mathematics
- Natural Sciences
- Social Sciences and History

**CLEP Subject Examinations**
- American Literature
- Analysis and Interpretation of Literature
- English Literature
- Freshman College Composition
- Calculus with Elementary Functions\(^1\)
- College Algebra-Trigonometry\(^2\)
- General Biology\(^1\)
- General Chemistry\(^1\)
- Principles of Management
- Introductory Accounting\(^2\)
- Introductory Business Law
- Principles of Marketing
- Principles of Microeconomics
- Principles of Macroeconomics
- American Government
- American History I
- American History II
- Western Civilization I
- Western Civilization II
- Educational Psychology
- Introductory Psychology
- Human Growth and Development
- Introductory Sociology
- College French-levels I & II\(^2\)
- College German-levels I & II\(^2\)
- College Spanish-levels I & II\(^2\)

\(^1\) Provides six credit hours of credit. To obtain credit for additional two hours of laboratory experience, students must either (1) demonstrate satisfactory knowledge of laboratory techniques, or (2) enroll in and complete satisfactorily the laboratory portion of the courses.

\(^2\) Six credit hours are awarded.

\(^3\) Four credit hours are awarded.
**DSST (Formerly DANTES Standardized Subject Test Program)**

Maryville College accepts credit for the DSST credit by examination program administered by Prometric. Credit allotments and minimum acceptable scores are set according to the guidelines of the American Council on Education. The exams listed below are accepted at Maryville College:

- Principles of Statistics
- Principles of Physical Science I
- Art of the Western World
- Physical Geology
- Contemporary Western Europe: 1946-1990
- Principles of Finance
- A History of the Vietnam War
- Principles of Financial Accounting
- Lifespan Development Psychology
- Personnel/Human Resource Management
- General Anthropology
- Organizational Behavior
- Fundamentals of Counseling
- Business Law II
- Astronomy
- Money and Banking
- The Civil War Reconstruction

Information on DSST examinations is available in the Maryville College Learning Center.

**NON-TRADITIONAL MODES OF LEARNING**

No more than 32 credit hours may be counted toward graduation requirements for any combination of credit by examination, internships, practica, military coursework, instructional television or online courses. Credit for courses offered through non-traditional modes of learning will be granted only for courses offered by accredited institutions and, before credit is granted, each course will be evaluated to ensure it meets requirements of Maryville College course work.

**SPECIALIZED AND INDIVIDUALIZED PROGRAMS OF INSTRUCTION**

Maryville College offers many opportunities for students to tailor their learning experiences to their own needs and interests. The regulations governing these opportunities are set out below.

**SENIOR STUDY**

The Senior Study: The Undergraduate Research and Creative Expression Program at Maryville College is described under Degree Requirements in this catalog. In addition to prerequisites
specified for the major, a student must hold at least junior standing and have passed First Year Seminar 140 and the English Proficiency Examination before beginning the Senior Study. The full project receives 6 credit hours, 3 hours in each of two semester-long courses, 351 and 352. Failure in the 351 or 352 course requires that the course be repeated. A second failure in 352 requires that both 351 and 352 be repeated with a new project; the original 351 becomes an elective.

INDIVIDUALIZED STUDY COURSES
If a student wishes to pursue a topic in his/her major that is not available through a regular catalog course, he/she may request a program of individualized reading or experimental work. The academic division chair will consider that request on the basis of the appropriateness of the topic and availability of faculty for supervision. Such a course may be an additional course in the major or, when appropriate, may substitute for a major course. Such coursework carries a 350 number, and students may not earn more than three credit hours through individualized study courses. The student must have at least junior standing. Such a program is pursued under the guidance of a faculty member, who confers regularly with the student and assesses the program. Approval by the academic division chair is required, and an additional fee of $50 per credit hour is charged.

LIFE ENRICHMENT PROGRAM
The Maryville College Life Enrichment Program (MCLEP or “portfolio”) is a means to enrich and diversify the student’s educational experience through a combination of curricular and co-curricular activities. In the program each student works closely with a faculty or staff mentor to identify or design projects appropriate for his or her personal growth. Through completion of an individually designed project, the student earns one credit hour. The projects must fall into one of the following categories:

- wellness
- leadership
- creative/aesthetic works
- cross-cultural experience, or
- citizenship (e.g., service and community involvement)

Expected outcomes include some of the following: an enriched life, an integration of experiences, discovery, deeper development, and transformation. A central feature of each project is the maintenance of a personal journal, the purposes of which are to encourage careful observation and reflection and to deepen knowledge of oneself. Only one credit hour may be earned in any category, and no more than three credit hours may be earned in the program. One project may be taken for credit in a semester. The program is available only during the fall and spring semesters. Contact Bruce Guillaume at 981-8126.

A special portfolio project in self-management is required of first year-in-college students placed on academic probation following the first fall semester (See section on Probation and Suspension).

INTERNSHIPS AND PRACTICA
Students have the opportunity to gain practical experience in their major field of study through an internship or practicum. These supervised experiences provide students with a chance to apply knowledge and skills in an operational setting, while testing interest in a particular career or
profession. Possibilities range from settings in academic institutions, government agencies, and private companies to commercial and philanthropic organizations. Normally, practica and internships are pursued for academic credit, but academic divisions and the Center for Calling and Career can also assist students in arranging post-graduate or other non-credit opportunities.

Credit earned for practica and internships is in proportion to the scope and duration of the experience. While some major fields generally restrict enrollment in internships and practica to students majoring in the field, special qualifications or circumstances may warrant application to the appropriate academic division chair for a waiver permitting enrollment by a non-major. Divisional guidelines may restrict or prohibit remuneration. Remuneration may be permitted insofar as guidelines for the learning experience are followed and faculty supervisors work closely with organizations and off-campus supervisors to protect the student and to ensure the quality of the experience as an extension of the College curriculum.

All academic divisions are required to follow guidelines as published in this Catalog or those designed and published by the division to more specifically define the experiences. Students and supervisors must follow procedures related to application and approval of the experience, the range of accepted experiences, methods of reporting and verifying experiences, and the duties of the faculty supervisor and the off-campus supervisor.

Students may enroll in practica and internships in the fall, spring, or summer terms. Although tuition is required for all credit bearing options, summer practica and internship fees are discounted. Students must register for the courses prior to the internship/practicum experience and the activity must take place in the term for which the students are registered for them. Divisional guidelines are available in each division and in the Registrar’s office. Additional student information related to practica and internships is described below.

**Practica**  
Practicum experiences (numbered 343) are allotted two to six credit hours depending upon the scope of the experience and hours devoted to it. Available in any major, they are graded as Satisfactory/Unsatisfactory except in Education 343. Practica may be pursued while the student is enrolled in other coursework, and in some cases the work may be done on campus and be related to the College program. Divisional guidelines for practica vary, but for each credit hour granted students are expected to be involved the equivalent of at least three hours of activity per week for a 14 week semester.

**Internships**  
Internship experiences (numbered 337) are allotted 7 to 15 credit hours and are intended to give students a more complete immersion in a work or service setting. Available in any major, they are graded on a Satisfactory/Unsatisfactory basis except in student teaching (Education 401.) Other coursework is normally not taken during an internship, though the Senior Study (351 or 352) is sometimes completed during a fall or spring internship. Internships take place off-campus and require a time commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time involvement.
Application and Approval Processes
A. The initial typed application for an internship or practicum is to be submitted to the department/division chair no later than the tenth week of the semester preceding the proposed experience.
B. The application must include:
   a. The credit hour value proposed for the experience;
   b. The name of the Maryville College faculty supervisor;
   c. The name, work address and phone number of the off-campus supervisor;
   d. The site address of the experience.
   e. A two to three (typed, double-spaced) statement in which the student explains:
      • the content of the internship or practicum and relevance to his/her degree program and professional goals,
      • the types of experiences likely to be encountered, and
      • the specific methods and materials to be used in the evaluation of performance,
        (e.g., journal, paper, seminar, exam . . .); the statement must be signed by the student and by the faculty supervisor.
   f. A brief written statement from the off-campus supervisor agreeing to the proposed arrangement, evaluation process and proposed list of the student’s duties. This statement is required before the end of the semester preceding the proposed internship/practicum and must be signed by the off-campus supervisor.
C. Applications are reviewed and approved by both the department/division chair and the faculty supervisor. Approval, denial, or a request for modifications is issued before the end of the semester preceding the proposed experience. Successful applicants and applications must meet the following criteria:
   a. The application must be complete when submitted, including an agreed upon set of evaluation criteria and procedures;
   b. The student must have demonstrated a highly responsible work ethic;
   c. The internship/practicum must directly support the major course of study, and should provide significant practical experiences not available on the Maryville College campus.

Student Responsibilities
A. Submits a bound journal that records activities, experiences and readings;
B. regularly reports progress to the faculty supervisor;
C. follows all guidelines of the off-campus supervisor;
D. adheres to all other guidelines and stipulations specified in the approved application.

Supervisor Responsibilities

The On-Campus Faculty Supervisor:
1. Assists in the application process;
2. Communicates regularly with the student regarding progress, difficulties, successes and the evaluation criteria;
3. Contacts the off-campus supervisor periodically to monitor student progress;
4. Evaluates performance and materials based on the evaluation criteria and on the assessment of the off-campus supervisor, and assigns the final grad.
Off-Campus Supervisor:
1. Provides a brief written statement at the time of the application containing a list of the
   student's proposed duties; and agrees to the supervisory role and evaluation process;
2. Ensures learning experiences congruent with those outlined in the approved application;
3. Responds to inquiries from the faculty supervisor regarding the students’ progress;
4. Provides a comprehensive and critical appraisal of the student's journal and performance
   immediately following the internship or practicum, with a final summary evaluation of
   “excellent,” “adequate,” or “unsatisfactory.”

Method(s) of Evaluation
Methods and materials to be used for evaluation are proposed in the original application along with
the final date due. Typically these will consist of the evaluation of the off-campus supervisor and one
or more of the following to be evaluated by the faculty supervisor: journal or recorded experiences,
seminar, research paper and examination. Their relative weights are specified in the final approved
proposal after consultation with the faculty supervisor. Once the internship or practicum is
completed, the faculty supervisor reviews all materials and issues the grade.

Termination
The internship/practicum can be immediately terminated for cause upon request of either the off-
campus or faculty supervisor with the approval of the division chair.

INDIVIDUALIZED MAJORS
Students pursuing the B.A. degree may design an Individualized Major. A formal application and
approval of the Committee on Individualized Instruction are required. Individualized majors must
include:

<table>
<thead>
<tr>
<th>Subject area</th>
<th>18 hours (in one subject area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related subject area</td>
<td>2 hours</td>
</tr>
<tr>
<td>Senior Study</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

An individualized major must be approved by the second semester of the sophomore year and a
faculty sponsor in each subject area is required. Application forms are available in the Registrar’s
Office.

STUDENT LITERACY CORPS
A description of the Student Literacy Corps may be found under Learning By Experience in this
catalog. There are two credit options. For two credit hours, the student completes one campus-
based class hour per week (orientation and training) and three hours of community-based tutoring.
For three credit hours, the student completes one class hour and six tutoring hours. The three credit
hour option may be counted in fulfillment of the general education requirement in experiential
education.

HONORS STUDY
Honors study at Maryville College may be pursued in four ways. Participation in any honors
program is reserved for those students with a cumulative grade point average of 3.25 or higher and those students who have attained sophomore standing. However first year Presidential and Dean’s scholars enroll in Honors Tutorial Training. Honors work is voluntary, except for Presidential Scholars and Dean’s Scholars, who are required to participate in a prescribed number of honors activities. Honors study is distinct from and in no way related to honors designations for graduating seniors (cum laude, magna cum laude, and summa cum laude). Honors study is noted on College transcripts.

**Honors Seminars** are offered occasionally by distinguished members of the Maryville College faculty. Honors seminars may be special sections of regular course offerings, or they may cover topics not regularly a part of the College curriculum. Honors seminars may be electives, major courses (if approved by the academic division chair), or general education courses (if approved by the Chair of the Core Curriculum). Enrollment in honors seminars is limited in most cases to fifteen students, with first priority for enrollment for seniors, followed by juniors and sophomores. Honors seminars are listed in the Schedule of Courses.

**Honors Study in Major Courses** permits students of superior ability to pursue honors study related to major courses in which they are registered. The honors work goes beyond basic course requirements and may take the form of additional reading, writing, experimentation or creative work, or any combination of these. For successful completion of honors study in a major course, students receive one additional credit hour beyond the regular credit allotment for the course. Arrangements for honors study are negotiated with the course instructor and require the approval of the academic division chair. The arrangements must be reported to the Registrar not later than the first week of the course.

**Honors Tutorial Practica** are programs of tutoring and/or other appropriate academic work with faculty under the coordination of the Learning Center staff. Each practicum in this special program is awarded one credit hour and the course may be repeated to a maximum of four credit hours. With the permission of the instructor, the practicum may be taken on a non-credit basis. Satisfactory completion of Honors Tutorial Training is a prerequisite to all Honors Tutorial Practica.
DEGREE REQUIREMENTS

DEGREES OFFERED: BACHELOR OF ARTS, BACHELOR OF MUSIC, BACHELOR OF SCIENCE

BASIC REQUIREMENTS
Maryville College is committed to liberal learning in order to prepare students for a satisfying and successful life. Thus, recipients of any of the College’s degrees have been immersed in the breadth of the Maryville Curriculum, experiencing the interconnectedness of knowledge and exploration.

At Maryville College, the Bachelor of Arts (B.A.) degree offers a broad-based program, which is well suited for persons seeking a high degree of flexibility and greater interdisciplinary exploration. The Bachelor of Science (B.S.) and Bachelor of Music (B.M.) degrees are designed to give students deeper experience in a particular discipline or field. For specific careers or graduate programs, there may be a preference for the B.A., B.M., or the B.S. degree. Students should choose which degree to pursue based on their particular circumstances and goals.

To receive the Bachelor of Arts, Bachelor of Music or the Bachelor of Science degree, the student must complete all requirements for that degree specified in the catalog in effect at the time of initial enrollment. For any of the three degrees, a minimum of 128 semester-hours of credit must be earned with a cumulative grade point average of at least 2.00. The courses taken must satisfy all core, major, and major-related requirements. In addition, the English proficiency examination and a comprehensive examination in the major field must be passed.

Every candidate for a degree is expected to pursue his or her program of studies in residence at Maryville, especially in meeting general education and major requirements. If circumstances warrant, permission may be granted for non-resident credit. Non-resident credit in General Education is limited to 8 hours and is not available to transfer students who have transferred 8 or more hours in General Education. Approval of the appropriate academic division chairperson, Chair of Core Curriculum and the Registrar is required in advance.

As a minimum, each degree candidate must complete at Maryville College 45 credit hours, including 20 in the senior year and nine in the major field. These credit hours must be earned in regular courses taught at the College and may not include internships, practica, student teaching, or credit by examination. An exception to the senior year requirement is made for students in cooperative degree programs, who spend the senior year in residence at the cooperating institution.

THE MARYVILLE CURRICULUM
A broadly based educational experience defines the liberal arts college. All students, regardless of major field, are required to complete the requirements described in a separate section of this Catalog headed The Maryville Curriculum, General Education.
COMPREHENSIVE EXAMINATION

In the senior year every student takes a comprehensive examination in the major field. The examination is designed to test the breadth and depth of understanding of the field, and to assess how well material from individual courses has been integrated.

The nature of the examinations varies from department to department. Some are developed entirely by the department, while others may consist of a national standardized test supplemented by locally developed questions. Some exams include an oral or laboratory component or a recital. Both general and departmentally specific guidelines for comprehensive exams are available from all academic division chairs.

The grade received on the comprehensive examination becomes part of the total academic record, appears on transcripts and figures into the calculation of grade point average (GPA) as a one credit-hour course added to the student record. The credit hour associated with the comprehensive examination does not count in the total credit hours needed for graduation in any of the degree fields, nor does in count in the number of enrolled credit hours enrolled for any term. Students may appeal their comprehensive examination grades using the procedures outlined in the Grade Disagreement Policy published in this Catalog.

SENIOR STUDY

One of the distinctive features of a Maryville education is the Senior Study: The Undergraduate Research and Creative Expression Program of Maryville College. Every degree candidate completes such a project in the major field, under the guidance of a faculty supervisor. The Senior Study facilitates the scholarship of discovery within the major field and integrates those methods with the educational goals fostered through the Maryville Curriculum. Within guidelines established by the academic divisions and in consultation with division faculty, the subject of the project is of the student's choosing and can take various forms, such as literary, scientific, or historical investigation; laboratory, studio or field work; an interpretive effort; or a creative activity. The Senior Study requirement allows the student to exercise initiative, plan and complete a substantial piece of work, and gain the confidence and pride that comes from accomplishment. Regulations governing the Senior Study may be found in the section of this catalog headed Academic Procedures and Regulations.

EXPERIENTIAL EDUCATION

A description of experiential education may be found under Learning by Experience in this catalog. The experiential education requirement may be satisfied in any of the following ways:

- A three credit hour January experiential education course in the sophomore or junior year
- Three credit hours (15 events) of Mountain Challenge (PHR125, 126,127)
- A period of study abroad approved by the International Programming Committee
- Three credit hours of Literacy Corps
- Three credit hours of EXP-designated semester-long classes

Experiential education courses are offered occasionally in an evening format and in summer school.
PLACEMENT ASSESSMENTS
First time, first year, and many transfer students take one or more placement assessments to ensure appropriate placing in course sequences.

1. An assessment in mathematics may indicate the need for required remedial work in Fundamentals of Mathematics before continuing in college-level mathematics or statistics. This course prepares the student for college-level work and offers three institutional credits for satisfactory completion; the credits do not count toward the minimum needed for graduation.

2. A placement assessment in writing is required for all first time, first year students and international students. First time, first year students with Advanced Placement credit, dual enrollment credit, or transfer credit in an equivalent course may take a writing assessment if they believe their command of the material may be sufficient to satisfy the Maryville College Core Curriculum requirement of Composition 110.

3. A foreign language placement assessment is recommended for those students who have satisfactorily completed three years study of a single foreign language in high school and/or who believe their command of a foreign language may be sufficient for placement in advanced courses and exemption from the foreign language core requirement.

ENGLISH PROFICIENCY EXAMINATION
In coursework and personal relations, each student is steadily encouraged to develop the capacity to communicate effectively in written and spoken English. That capacity must also be demonstrated through satisfactory performance on an English proficiency examination, required of every student. The examination consists of an essay on a topic chosen from a group of topics of current interest. The essay is evaluated by two or more members of the English faculty, who consider its organization, grammatical correctness, clarity, and overall quality.

The examination is given at the end of Composition 110. Transfer students who have passed Composition 110 or the equivalent must take the examination during the first semester of enrollment. All students must pass the exam before enrolling in Senior Study, the culmination of work in the major field. Students who fail the examination must attend a workshop, which meets once a week for seven weeks during either the fall or spring semesters. At the end of the workshop students are retested. Those passing the examination at that time satisfy that prerequisite for Senior Study and may enroll in the 351 portion the following semester if other prerequisites have been met.

MAJORS
As a degree requirement, each student completes an approved program of concentrated study in a major field. The major is commonly taken in a single discipline, along with several courses in related subjects. Some majors are interdisciplinary. An individualized major may be designed, however, to meet particular educational needs.

A disciplinary major consists of a minimum of 30 semester hours in a single discipline, including six hours devoted to a Senior Study, and, for the B.A., a maximum of 56 hours in all principal and related subjects. The teacher licensure track within some majors may exceed the 56-hour limit because of the addition of professional courses. For an individualized major, possible only with the
B.A. degree, at least 18 hours in one subject, 12 hours in a related subject, and six hours in Senior Study are required; approval of the Committee on Individualized Instruction must also be obtained.

The student may select a major by the end of the first college year, but such selection may wait until the sophomore year in some fields. Postponement of the choice beyond the sophomore year, or a subsequent change of field, is likely to delay graduation beyond the normal four years. A student planning to pursue a major in a highly structured program, where the sequence of courses is an important consideration, is encouraged to confer with the appropriate academic division chair early in the first year of enrollment. Such fields include the foreign languages, natural sciences, mathematics, teacher education, physical education, and the cooperative programs in engineering and nursing.

Permission of the academic division chair must be secured in order to major in any field. Approval must be registered on the proper form filed by the adviser with the College Registrar. Continuation in the major is contingent upon satisfactory academic performance. Substitutions for required major courses are granted only in rare instances and require the written approval of the division chair. For all courses taken to satisfy major requirements for all degrees, a cumulative grade point average of at least 2.00 (2.70 for all teacher licensure majors), must be earned with no more than four semester hours below the grade of “C-.”

**MAJOR FIELDS**

The fields from which majors may be selected are:

**BACHELOR OF ARTS**
- American Sign Language and Deaf Studies
- American Sign Language-English Interpreting
- Art
- Art History
- Biochemistry
- Biology*
- Business & Organization Management
- Chemical Physics
- Chemistry*
- Child Development and Learning*
- Computer Science
- Computer Science/Business
- Economics*
- Engineering
- English*
- Environmental Studies
- Health Care (Nursing)
- History*
- International Business
International Studies
Mathematics*
Music
Outdoor Recreation
Philosophy
Physical Education*
Political Science*
Psychology
Religion
Sign Language Interpreting (See American Sign Language-English Interpreting)
Sociology
Spanish*
Teaching English as a Second Language*
Theatre Studies*
Writing/Communication

*Teacher Licensure Track available

BACHELOR OF MUSIC
Music Education (Vocal-General and Instrumental)*
Performance (Piano and Vocal)
Theory-Composition

*Teacher Licensure Track available

BACHELOR OF SCIENCE
Biology

COOPERATIVE, DUAL DEGREE MAJOR PROGRAMS - THE SENIOR YEAR IN ABSENTIA

B.A./B.S. - Engineering
The cooperative, dual-degree in engineering program normally involves three years at Maryville College before transfer to the cooperating institution. Further information is available in the course listings section of this catalog under Engineering. Maryville College maintains formal agreements with several universities.

B.A./M.S.N. - Health Care/Nursing
A cooperative, dual-degree program in nursing is also available. In five years, a student may earn the B.A. in Health Care from Maryville and the M.S. in Nursing from Vanderbilt University. Further information on the nursing program is available in the course listing section of this catalog under Health Care/Nursing.
MINORS

While there is no requirement to do so, any student may elect to complete one of more minor fields. The minor option allows students to study an area of secondary interest in some depth, and to have that study listed on the academic record. The secondary field may be of a vocational or cultural interest, or may serve to diversify preparation and enhance career opportunities.

A minor consists of at least 15 credit hours in a subject, including 12 hours in courses over the 100-level. Only courses in which a grade of “C-” or better is earned are counted toward minor requirements. If a minor is desired, students should make early plans to schedule the appropriate courses. Because minors are not required and the demand for courses is uncertain, regular offerings of all courses for every minor cannot be guaranteed. Specific requirements for each minor are found in departmental listings.

In certain fields, a minor may serve as an additional endorsement for teacher licensure. Minor requirements for additional endorsements are available from academic advisors in the subject areas and may vary from the requirement for a standard minor.

Minors may be taken in most fields in which a major is offered. In addition, minors are also available in the following areas in which majors are not offered:

- Accounting
- American Studies
- Appalachian Studies
- French*
- German*
- Japanese
- Medieval Studies
- Physics
- Statistics

*Teacher licensure track available.
PROGRAMS OF STUDY

Major and Minor Courses of Study

The College’s major and minor programs are described on the following pages. Courses numbered 101-199 are primarily for freshmen, 201-299 for sophomores, and 300-399 for juniors and seniors. A few courses numbered 401 and higher are intended primarily for seniors. Close attention should be given to all prerequisites.

Some courses are offered in alternate years; others are offered only as demand warrants. The College reserves the right to withdraw or reschedule any course when the number of qualified enrollees is insufficient or when a qualified faculty member is unavailable in a given term. If there is sufficient demand for additional courses, they may be offered. A detailed Schedule of Courses booklet is published annually and posted on the Tartan. Subject listings are as follows:

Accounting
American Sign Language and Deaf Studies
American Sign Language-English Interpreting
American Studies
Appalachian Studies
Art and Art History
Biology
Business and Organization Management, and Accounting
Chemistry
Child Development and Learning
Chinese
Computer Science
Dance
Economics
Education
Engineering
English
English as a Second Language
Environmental Science
Environmental Studies
Foreign Languages
French
German
Health Care/Nursing
History
International Business
International Studies
Japanese
Management
The Maryville Curriculum

GENERAL EDUCATION

Associate Professor Nancy Locklin-Sofer, Chair, Core Curriculum

The Maryville Curriculum, a core program of general education, is based on the conviction that liberal learning is the best preparation for a satisfying and successful life, whatever one’s vocation. While many aspects of the college experience, including major-field requirements, allow students to prepare for a variety of careers and professions, general education emphasizes the cultivation of those intellectual and personal qualities that mark the educated person. Through the enhancement of skills and knowledge, the deepening of sensitivities, and the clarification of personal purpose, students learn to deal responsibly with a world of uncertainty and accelerating change.

General education is the centerpiece of any liberal arts degree; it provides curricular definition to the mission of a liberal arts college. The Maryville Curriculum follows directly and consciously from the College’s Statement of Purpose and Educational Goals.

The Maryville Curriculum, often called the “core” curriculum, consists of sixty credit hours for the Bachelor of Arts and Bachelor of Science degrees and fifty-four credit hours for the Bachelor of Music degree. Some general education requirements are waived by virtue of the student’s major; others may be met by demonstration of competence.

Course Descriptions for courses in the Maryville Curriculum are described in the Course Listings section of this Catalog.
Distinctive features of the Maryville Curriculum:

› An integrated and sequenced set of first year courses designed to assist in adjustment to college life, to attend to the developmental and learning issues unique to freshmen, and to develop the basic communication, quantitative, and critical thinking skills needed for success in college,

› A range of coursework that provides grounding in the various modes of inquiry, service learning and in all aspects of the liberal arts,

› Courses that are designed for general education, not for a major,

› A range of choices for students among courses that fulfill common goals,

› Junior- and senior-level courses designed to draw together the college learning experience outside the major and provide integration of liberal learning and the various modes of inquiry,

› An emphasis on interdisciplinary coursework spanning the four years,

› A strong global and cross-cultural dimension,

› Attention to values and ethical decision-making throughout the curriculum, with a capstone course focusing on these matters in the January Term of the senior year,

› A curricular structure with integrated freshmen and senior experiences that provide coherence along with solid beginnings and a clear culmination to the liberal arts experience.

GENERAL EDUCATION REQUIREMENTS
Each student must satisfy the course requirements specified below. Nearly all of the courses are designed for the purposes of general education and are part of no major program. Students may satisfy the requirements by passing the course, or, in some cases, by demonstrating competence and knowledge through placement or special examination, or by meeting the condition specified for a waiver. The experiential education requirement may also be satisfied by a period of study abroad. The First Year Seminar Sequence is required of all first year students.

Orientation 110 or Transfer Orientation 120
First Year Seminar 120
First Year Seminar 130
First Year Seminar 140
Composition 110 a
Composition 120
Biblical Studies 130 or 140 h
Statistics 120 b
Foreign Language 110, 120 ac
Western Civilization 180 or 190 h
Fine Arts 140d
Literature 270 or 290 h
Natural Science 150 e
Natural Science 350 f
Social Science 260 g
World Cultures 370
Experiential Education Requirement

Senior Seminar 480
Ethics 490

Notes on special conditions:

a. Placement examinations may permit placement beyond this course.

b. Not required of students majoring in pre-engineering, chemistry, biochemistry, chemical physics, or of students minoring in physics.

c. Not required of students for whom English is a second language. For these students, study in a third language is recommended as an elective but is not required.

d. Not required of students pursuing the B. Music degree or of B.A. students with a combination of two majors or a major and a minor in two fine arts disciplines. Students with a B.A. major in art, music or theatre are required to take Fine Arts 140 in a discipline outside the major.

e. Not required of students majoring in mathematics, mathematics for teacher licensure, pre-engineering, environmental studies, biology, chemistry, biochemistry, chemical physics, health care/nursing, physical education, physical education/health for K-12 licensure, psychology, or of students with a minor in biology, chemistry, or physics.

f. Not required of students majoring in mathematics who complete Physics 201 and 202; or of students majoring in mathematics for teacher licensure, pre-engineering, biology, biology for teacher licensure, chemistry, chemistry for teacher licensure, biochemistry, chemical physics, healthcare/nursing, physical education/health for K-12 licensure, psychology, child development and learning for teacher licensure, or of students minoring in biology, chemistry, or physics.

g. Not required of students majoring in any teacher licensure area.

h. International students have a slightly wider choice of general education courses: for Biblical Studies 130/140, Religion 211 or Religion 212 may be substituted; for Literature 270/290, English 222 may be substituted; for Western Civilization 180/190, History 111 or 112 may be substituted.

i. Not required of students pursuing the B. Music degree.

j. Not required of students in Senior Year in Absentia programs (engineering and nursing).
Accounting

Associate Professor Jenifer Greene, Interim Chair, Division of Social Sciences

The Minor in Accounting is designed to supplement a student’s preparation in a major field. It provides additional depth in the field and background for further study.

The Minor in Accounting requires completion of 20 credit hours:

- BUS 215: Principles of Accounting (3 hrs.)
- BUS 316: Management Accounting (3 hrs.)
- BUS 341: Business Law (3 hrs.)
- BUS 365: Intermediate Accounting (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)
- One of the following courses:
  - MTH 125: Calculus (4 hrs.)
  - MTH 221: Inferential Statistics (3 hrs.)
  - MTH 222: Regression Analysis (3 hrs.)

Students planning to go to graduate school should select the Mathematics 125 option.

To be eligible to take the CPA exam, a person must have earned a degree from an accredited college or university and a total of 150 college credit hours, 30 hours must be earned in accounting of which 24 hours must be upper division. 24 hours must be earned in general business courses of which 12 hours must be upper division. Several universities offer Master of Accountancy programs tailored for liberal arts college graduates; the admission standards of these programs require no additional accounting courses beyond what is offered through the accounting minor at Maryville College. Superior students interested in accounting who have completed Maryville College degree and accounting minor requirements may be eligible for the 15-month Master of Accountancy program available at the University of Tennessee, Knoxville; three additional upper level accounting courses beyond what is offered at Maryville College would need to be taken for admission.

American Sign Language & Deaf Studies

Professor Lori Schmied, Chair, Division of Behavioral Sciences

Two majors offered at Maryville College draw on American Sign Language, the Major in American Sign Language and Deaf Studies and the major in American Sign Language-English Interpreting. Courses and major requirements for the major in American Sign Language-English Interpreting are listed under American Sign Language-English Interpreting in this catalog.

Success in American Sign Language (ASL) and Deaf Studies require being able to perceive signers’
faces, hand movements and body movements and being able to convey and receive ASL through these channels quickly at the natural pace of language. Also essential is the ability to perceive and process visual information and eye-hand coordination that allow effective communication. A good foundation in basic ASL is critical to advancing successfully in the Major in ASL and Deaf Studies.

The **Major in American Sign Language and Deaf Studies** is intended for those desiring to pursue studies in the areas of linguistics or anthropology at the graduate level or communication skills/cultural knowledge for use in counseling, social work, teaching, working in schools for the Deaf, or other service fields. Audio-visual materials are accessible for individual study of a broad cross-section of communication methods. Interactions with D/deaf and hard-of-hearing persons and regular practice using videotaping equipment are principal means for the development of skills. Successful graduates of the ASL studies major will be able to comfortably communicate in ASL receptively and expressively and to interact comfortably and appropriately in the Deaf community at entry level. The Major in American Sign Language and Deaf Studies requires 45 hours with 30 hours beyond ASL 110: American Sign Language I (4 hrs.) and ASL 120: American Sign Language II (4 hrs.) and 15 hours of related courses. Required courses include:

- ASL 203: American Sign Language III (3 hrs.)
- ASL 204: American Sign Language IV (3 hrs.)
- AEI 215: Translation and Interpreting Readiness (3 hrs.)
- ASL 305: American Sign Language V (3 hrs.)
- ASL 307: History and Culture of the American Deaf Community (3 hrs.)
- ASL 331: Introduction to Linguistics of ASL (3 hrs.)
- ASL 335: ASL Literature (3 hrs.)
- ASL 343: Practicum (3 hrs.)
- ASL 351-352: Senior Study (6 hrs.)

Required related courses include:

- PSY 101: Introductory Psychology (3 hrs.)
- PSY 211: Child Development (3 hrs.)
- PSY 306: Language Development (3 hrs.)
- SLS 301: Social Sciences Research Methods (3 hrs.)

One of the following courses:

- SOC 202: Social Problems (3 hrs.)
- SOC 211: Cultural Anthropology (3 hrs.),
- PSY/SOC 221: Social Psychology (3 hrs.)

The **Minor in American Sign Language and Deaf Studies** requires the following courses:

- ASL 203: American Sign Language III (3 hrs.)
- ASL 307: History and Culture of the American Deaf Community (3 hrs.)
- Nine additional hours above the 100-level

The Minor in American Sign Language and Deaf Studies is not open to American Sign Language-English Interpreting majors.
American Sign Language-English Interpreting

Associate Professor Margaret Maher, Coordinator

The Major in American Sign Language-English Interpreting prepares students to work as professional interpreters and transliterators with Deaf and with hard-of-hearing persons in a variety of situations. While American Sign Language serves as a foundation, several other modes of communication used by the Deaf community are introduced as well. Audio-visual materials are accessible for individual study of a broad cross-section of communication methods. Interactions with Deaf and hard-of-hearing persons and regular practice using videotaping equipment are principal means for the development of skills. The curriculum prepares students to interpret between spoken English and American Sign Language and to transliterate between conceptually accurate signed English and spoken English. Success in American Sign Language (ASL) and Deaf Studies or American Sign Language-English Interpreting requires being able to perceive signers’ faces, hand movements and body movements and being able to convey and receive ASL through these channels quickly at the natural pace of language. Also essential are ability to perceive and process visual information and eye-hand coordination that allow effective communication. A good foundation in basic ASL is critical to advancing successfully in the ASL and Deaf Studies major as well as the American Sign Language-English Interpreting major. American Sign Language-English Interpreting majors require good auditory perceptual skills as well as good visual skills when working between auditory and signed communications quickly and in real time. One exception is that Deaf people who want to become Deaf interpreters are encouraged to apply to the American Sign Language-English Interpreting program. Such interpreters are often intermediary interpreters who work between signed communications.

The Major in American Sign Language-English Interpreting requires 51 hours with 45 hours beyond the first year ASL 110: American Sign Language I and ASL 120: American Sign Language II and six hours in related courses. Required courses include:

- ASL 203: American Sign Language III (3 hrs.)
- ASL 204: American Sign Language IV (3 hrs.)
- ASL 331: Introduction in Linguistics in ASL (3 hrs.)
- AEI 215: Translation and Interpreting Readiness (3 hrs.)
- AEI 301: Introduction to Interpreting (3 hrs.)
- AEI 302: Interpreting Skills I (3 hrs.)
- AEI 303: Interpreting Skills II (3 hrs.)
- AEI 307: History and Culture of the American Deaf Community (3 hrs.)
- AEI 311: Educational Interpreting (3 hrs.)
- AEI 321: Interpreting in Specialized Settings (3 hrs.)
- AEI 337: Internship (9-15 hrs.)
- AEI 351-52: Senior Study (6 hrs.)
Required related courses include:
- PSY 101: Introductory Psychology (3 hrs.)
- PSY 306: Language Development (3 hrs.)

Strongly recommended are:
- SOC 211: Social Psychology (3 hrs.)
- SOC 215: Sociology of Marriage and Family (3 hrs.)
- PSY 211: Child Development (3 hrs.)

A supervised internship in an approved off-campus agency is an essential part of the major program. Internships and practicum requirements, limited class enrollments, and the necessity of offering some classes in alternate years demand very careful planning by students majoring in American Sign Language and American Sign Language-English Interpreting. Major paradigms and alternate year offerings are available from major advisers.

## American Studies

**Associate Professor William Phillips, Coordinator**

The **Minor in American Studies** consists of 15 credit hours and involves courses in seven fields of study. Required courses include:

One course in English chosen from the following courses:
- ENG 221: American Literature: Puritan through Romantic (3 hrs.)
- ENG 222: American Literature: Realism to the Present (3 hrs.)
- ENG 322: Advanced Studies in American Literature (3 hrs.)

One course in History chosen from the following courses:
- History 111: Colonial and Revolutionary America (3 hrs.)
- History 112: History of the United States in the 19th Century (3 hrs.)
- History 203: History of the United States in the 20th Century (3 hrs.)
- History/Business/Economics 251: Economic History of the United States (3 hrs.)
- History 303: Studies in United States History (3 hrs.)
- PLS 122: American Government and Politics (3 hrs.)

Two additional courses (6 credit hours) from the list below:
- ENG 221: American Literature: Puritan through Romantic (3 hrs.)
- ENG 222: American Literature: Realism to the Present (3 hrs.)
- ENG 322: Advanced Studies in American Literature (3 hrs.)
- HIS 111: Colonial and Revolutionary America (3 hrs.)
- HIS 112: History of the United States in the 19th Century (3 hrs.)
- HIS 203: History of the United States in the 20th Century (3 hrs.)
- HIS/BUS/ECN 251: Economic History of the United States (3 hrs.)
- HIS 303: Studies in United States History (3 hrs.)
- MUS 312: History of Music in the United States (3 hrs.)
- PHL 211: American Philosophy (3 hrs.)
PLS122: American Government and Politics (3 hrs.)
PLS 321: American Political Process (3 hrs.)
PLS 322: The Judicial Process (3 hrs.)
REL 211: The American Religious Experience (3 hrs.)
THT 315: American Theatre History (3 hrs.)

Note that students majoring in English, History, and Political Science are required to take the two additional courses outside their major field.

Appalachian Studies

Assistant Professor Aaron Astor, Coordinator

The Minor in Appalachian Studies consists of at least 15 credit hours and involves coursework from a variety of fields. Course descriptions can be found in the Course Listings section of this Catalog. January term experiential courses are described in yearly pre-registration materials. Required courses include:

Sociology 222: Sociology of Appalachian Culture (3 hrs.)

Twelve additional credit hours as follows:
- HIS 248: Appalachian Cultural and Social History (3 hrs.)
- REL 209: Religion in the Southern Appalachians (3 hrs.)
- BIO 311: Natural History of the Southern Appalachians (3 hrs.)
- Appropriate January Term Experiential Offering (3 hrs.)

With approval of the Appalachian Studies Coordinator and the appropriate academic division chair, various special topics courses (designated 349) and Practicum courses (designated 343) may satisfy requirements of the minor.

Art and Art History

Associate Professor William Swann, Chair, Division of Fine Arts

The Major in Art consists of 48 credit hours in studio art and art history. Required courses are:

ART 102: Introduction to Two-Dimensional Design (4 hrs.)
ART 111: Survey of Ancient through Medieval Art (3 hrs.)
ART 121: Introduction to Drawing (4 hrs.)
ART 123: Visual Communication I (4 hrs.)
ART 212: Renaissance, Baroque and Modern Art (3 hrs.)
ART 311: 20th Century Art (3 hrs.)
ART 351-352: Senior Study (6 hrs.)
ART 399: Professional Practices Seminar (1 hr.)
And five additional courses in studio art

A minimum of 12 credit hours must be taken in a single area of concentration selected from visual communication, photography, painting, drawing or ceramics. None of the following may count towards this requirement:

ART 102: Introduction to Two-Dimensional Design (4 hrs.)
ART 121: Introduction to Drawing (4 hrs.)
ART 123: Visual Communication I (4 hrs.)
ART 343: Practicum (2-6 hrs.)
ART 351-352: Senior Project (6 hrs.)

Each student is required to prepare and present to the public a portfolio of his or her work.

The Major in Art History consists of 49 credit hours in art history, studio art and related courses. Required courses include:

ART 102: Introduction to Two-Dimensional Design (4 hrs.)
ART 121: Introduction to Drawing (4 hrs.)
ART 111: Survey of Ancient through Medieval (3 hrs.)
ART 212: Renaissance, Baroque and Modern Art (3 hrs.)
ART 311: 20th Century Art (3 hrs.)
ART 204: Applied Art History (2 hrs.)
ART 351-352: Senior Project (6 hrs.)

Twelve hours of Art History from a combination of any of the following to include four different art history topics:

ART 312: Studies in Ancient Art (3 hrs.)
ART 313: Studies in Medieval Art (3 hrs.)
ART 314: Studies in Renaissance Art (3 hrs.)
ART 315: Studies in Art since 1750 (3 hrs.)
ART 349: Special Topics in Art History (3 hrs.)

Related requirements include:

HUM 201: Perspectives in the Humanities (3 hrs.)
Either of the following courses:
HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
or
HIS 243: World Civilization from 1500 C.E. to the 20th Century (3 hrs.)
Two semesters of a foreign language beyond the 100-level (6 hrs.)
A semester of study abroad is strongly encouraged.
The **Minor in Art** consists of 15 credit hours including:

Either of the following courses:
- **ART102: Introduction to Two-Dimensional Design (4 hrs.)**
- **ART 121: Introduction to Drawing (4 hrs.)**

One of the following courses:
- **ART 111: Survey of Ancient through Medieval Art (3 hrs.)**
- **ART 212: Renaissance, Baroque and Modern Art (3 hrs.)**
- **ART 311: 20th Century Art (3 hrs.)**

Two sequential 4-credit hour studio art courses

The Minor in Art is not open to students majoring in Art History.

The **Minor in Art History** consists of 15 credit hours in art history. Required courses include:

- **ART 111: Survey of Ancient through Medieval Art (3 hrs.)**
- **ART 212: Renaissance, Baroque and Modern Art (3 hrs.)**

Nine credit hours selected from the following courses:
- **ART 204: Applied Art History (1 hr.) (No more than 3 credit hours in this course can be counted toward the minor)**
- **ART 311: 20th Century Art (3 hrs.)**
- **ART 312: Studies in Ancient Art (3 hrs.)**
- **ART 313: Studies in Medieval Art (with four different art history topics) (3 hrs.)**
- **ART 314: Studies in Renaissance Art (3 hrs.)**
- **ART 315: Studies in Art since 1750 (3 hrs.)**

The minor in Art History is not open to students majoring in Art.

**Biology**

**Associate Professor Jerilyn Swann, Interim Chair, Division of Natural Sciences**

The curriculum in biology provides the student sound preparation in the major areas of biological science while permitting concentration in specialized areas of particular interest. Field study in the nearby mountains and lakes and opportunity for research through Oak Ridge Associated Universities and National Laboratories such as Argonne, Brookhaven and Oak Ridge complement the curriculum.

The **Major in Biology** provides a comprehensive curriculum for students planning careers in which biological knowledge plays a central role. With careful elective choice students may pursue careers as professional biologists in any of the numerous sub fields and enter graduate school programs that lead to research-oriented careers, or they may enter medical school or other health-related programs.
The **Bachelor of Arts Degree in Biology** consists of 47 hours in biology and chemistry. Required coursework includes:

- BIO 113: Principles of Organismal Biology (4 hrs.)
- BIO 115: Principles of Cellular Biology (4 hrs.)
- BIO 221: Genetics (4 hrs.)
- BIO 222: Ecology and Evolution (4 hrs.)
- BIO 299: Biology Research Methods (1 hr.)
- BIO 351-352: Senior Study: Research in Biology (6 hrs)

Either of the following courses:
- BIO 301: Cell and Tissue Biology (4 hrs.)
  
  or

- BIO 355: Microbiology (4 hrs.)

Either of the following courses:
- BIO 305: Plant Diversity (4 hrs.)
  
  or

- BIO 307: Flowering Plants (4 hrs.)

Either of the following courses:
- BIO 321: Comparative Vertebrate Zoology (4 hrs.)
  
  or

- BIO 341: Comparative Invertebrate Zoology (4 hrs.)

Either of the following courses:
- BIO 412: Animal Physiology (4 hrs.)
  
  or

- BIO 414: Developmental Biology (4 hrs.)

CHM 121 and 122: Principles of Chemistry I & II (4 hrs. each)

Through a four-year plan developed in consultation with an academic adviser, students develop a program of elective coursework in a variety of subjects individualized to their career goals. Specific requirements of particular post-graduate institutions should be ascertained early in the undergraduate program because they may require courses for admission beyond the minimum required for the B.A. in biology. The Major in Biology is not open to students majoring in Biochemistry.

The **Bachelor of Science Degree in Biology** consists of 65-67 hours in biology, chemistry, and physics/math. Required coursework includes:

- BIO 113: Principles of Organismal Biology (4 hrs.)
- BIO 115: Principles of Cellular Biology (4 hrs.)
- BIO 221: Genetics (4 hrs.)
- BIO 222: Ecology and Evolution (4 hrs.)
- BIO 299: Biology Research Methods (1 hr.)
- BIO 351-352: Senior Study: Research in Biology (6 hrs.)

Either of the following courses:
- BIO 301: Cell and Tissue Biology (4 hrs.)
  
  or

- BIO 355: Microbiology (4 hrs.)

Either of the following courses:
- BIO 305: Plant Diversity (4 hrs.)
  
  or

- BIO 307: Flowering Plants (4 hrs.)

Either of the following courses:
- BIO 321: Comparative Vertebrate Zoology (4 hrs.)
  
  or

- BIO 341: Comparative Invertebrate Zoology (4 hrs.)

Either of the following courses:
- BIO 412: Animal Physiology (4 hrs.)
  
  or

- BIO 414: Developmental Biology (4 hrs.)

CHM 121 and 122: Principles of Chemistry I & II (4 hrs. each)
or
BIO 355: Microbiology (4 hrs.)
Either of the following courses:
BIO 305: Plant Diversity (4 hrs.)
or
BIO 307: Flowering Plants (4 hrs.)
Either of the following courses:
BIO 321: Comparative Vertebrate Zoology (4 hrs.)
or
BIO 341: Comparative Invertebrate Zoology (4 hrs.)
Either of the following courses:
BIO 412: Animal Physiology (4 hrs.)
or
BIO 414: Developmental Biology (4 hrs.)
One additional four-hour course chosen from other 300 or 400-level Biology courses excluding:
Biology 311: Natural History of the Southern Appalachians (4 hrs.),
BIO 337: Internship in Biology (7-15 hrs.)
BIO 343: Practicum (2-6 hrs.)
CHM 121: Principles of Chemistry I (4 hrs.)
CHM 122: Principles of Chemistry II (4 hrs.)
CHM 223: Organic Chemistry I (4 hrs.)
CHM 224: Organic Chemistry II (4 hrs.)
One of the following course sequences:
PHY 101 and 102: College Physics I and II (4 hrs. each)
MTH 125: Calculus I and MTH 225: Calculus II (4 hrs. each)
MTH 221: Inferential Statistics and MTH 222: Regression Analysis (3 hrs. each)

The Bachelor of Science degree in Biology is designed to prepare students for graduate school, medical school, veterinary school, or other post-baccalaureate professional programs. The Major in Biology is not open to students majoring in Biochemistry.

The **Major in Biology for Teacher Licensure** is designed for students planning careers as teachers of biology and of general science and physical science at the secondary level. The Major in Biology for Teacher Licensure consists of 43 hours in major and related fields and 10 hours in additional liberal studies courses. Required coursework includes:

BIO 113: Principles of Organismal Biology (4 hrs.)
BIO 115: Principles of Cellular Biology (4 hrs.)
BIO 221: Genetics (4 hrs.)
BIO 222: Ecology and Evolution (4 hrs.)
BIO 299: Biology Research Methods (1 hr.)
BIO 321: Comparative Vertebrate Zoology (4 hrs.)
BIO 351-352: Senior Study: Research in Biology (6 hrs.)
BIO 412: Animal Physiology (4 hrs.)
CHM 121 and 122: Principles of Chemistry I & II (4 hrs. each)
MTH 115: Pre-calculus Mathematics (4 hrs.)
Additional courses in liberal studies include:

- PSY 101: Introductory Psychology (3 hrs.)
- SOC 271: Sociology of Education (3 hrs.)
- BIO 311: Natural History of the Southern Appalachians (4 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

- EDU 301: Models of Classroom Management and Instruction (3 hrs.)
- EDU 302: Educational Technology (2 hrs.)
- EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
- EDU 343: Practicum in Methods and Materials (2 hrs.)
- EDU 401: Student Teaching (9 hrs.)
- EDU 402: Professional Seminar on Teaching (3 hrs.)
- PHR 236: Health Issues in Education (2 hrs.)
- PSY 218: Psychology of Adolescence (3 hrs.)
- PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

Requirements for the **Major in Biochemistry** are listed in the Chemistry section of this catalog.

The **Minor in Biology** requires a minimum of 21 hours, including:

- BIO 113: Principles of Organismal Biology (4 hrs.)
- BIO 115: Principles of Cellular Biology (4 hrs.)
- BIO 221: Genetics (4 hrs.)
- BIO 222: Ecology and Evolution (4 hrs.)
- BIO 299: Biology Research Methods (1 hr.) or CHM 399: Research Seminar (1 hr.)
  At least one course at the 300- or 400-level that satisfies requirements for the Major in Biology.

The **Minor in Biology** is not open to students majoring in Biochemistry.

**Business and Organization Management, and Accounting**

**Associate Professor Jenifer Greene, Interim Chair, Division of Social Sciences**

The Major in Business and Organization Management is designed to give the student a knowledge of the basic principles and analytical tools of organization management and an understanding of the social, economic, and political environments in which organizations operate. This approach makes it possible for the student to consider a range of career fields in the for-profit, not-for-profit, and public sectors. The major also provides the student a foundation for future graduate study.
The **Major in Business and Organization Management** consists of a minimum of 46 hours in business and related fields. Required courses include:

- BUS 201: Principles of Management (3 hrs.)
- BUS 215: Principles of Accounting (3 hrs.)
- BUS 305: Organizational Behavior (3 hrs.)
- BUS 344: Principles of Finance (3 hrs.)
- BUS 351-352: Senior Study (6 hrs.)
- BUS 401: Strategic Management (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)
- SOC 101: Introductory Sociology (3 hrs.)

One course in economics at the 300-level.

One course from:
- PLS 121: Contemporary Political Issues (3 hrs.)
- PLS 122: American Government and Politics (3 hrs.)
- PLS 211: Comparative Government and Politics (3 hrs.)
- PLS 212: International Politics (3 hrs.)
- PLS 232: Public Policy (3 hrs.)

One course from the following:
- MTH 125: Calculus I (4 hrs.)
- MTH 221: Inferential Statistics (3 hrs.)
- MTH 222: Regression Analysis (3 hrs.)

Nine hours from any combination of the following courses:
- Any course listed in Business
- Any course listed in Economics
- SLS 301: Social Science Research Methods (3 hrs.)
- SOC/PSY 221: Social Psychology (3 hrs.)
- ENG 317: Public Relations Writing and Practice (3 hrs.)
- SOC 315: Social Inequality (3 hrs.)

A **Major in International Business** is also available. Requirements are listed under International Business in this catalog.

The **Minor in Business and Organization Management** consists of a minimum of 16 hours, including:

- BUS 201: Principles of Management (3 hrs.)
- BUS 215: Principles of Accounting (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)

Six hours chosen from business or economics courses.

The minor is not open to students majoring in International Business.

The **Minor in Accounting** is designed to supplement a student’s preparation in a major field. It provides additional depth in the field and background for further study. It requires completion of
19/20 credit hours of the following courses:

- BUS 215: Principles of Accounting (3 hrs.)
- BUS 316: Management Accounting (3 hrs.)
- BUS 365: Intermediate Accounting (3 hrs.)
- BUS 341: Business Law (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)

One of the following courses:
- MTH 125: Calculus I (4 hrs.)
- MTH 221: Inferential Statistics (3 hrs.)
- MTH 222: Regression Analysis (3 hrs.)

*Students planning to go to graduate school should select the Mathematics 125 option.

To be eligible to take the CPA exam, a person must have earned a degree from an accredited college or university and a total of 150 college credit hours, 30 hours must be earned in accounting of which 24 hours must be upper division. 24 hours must be earned in general business courses of which 12 hours must be upper division. Several universities offer Master of Accountancy programs tailored for liberal arts college graduates; the admission standards of these programs require no additional accounting courses beyond what is offered through the accounting minor at Maryville College. Superior students interested in accounting who have completed Maryville College degree and accounting minor requirements may be eligible for the 15-month Master of Accountancy program available at the University of Tennessee, Knoxville; three additional upper level accounting courses beyond what is offered at Maryville College would need to be taken for admission.

Chemistry

Associate Professor Jerilyn Swann, Interim Chair, Division of Natural Sciences

The curriculum in chemistry affords the student sound training in the principles and techniques of modern chemical theory and experimentation. The program integrates laboratory, theoretical, and research skills to provide the range of abilities needed by the practicing chemist, and yet permits concentration in the organic, biochemical, analytical or physical subdisciplines. Opportunity for research through the Oak Ridge Associated Universities and National Laboratories such as Argonne, Brookhaven, Los Alamos, and Oak Ridge complement the curriculum.

Three distinct major programs are offered. The Major in Chemistry provides a comprehensive curriculum for students planning careers in which chemical knowledge plays a central role. With careful elective choice students may pursue careers as professional chemists and enter graduate school programs that lead to a variety of research-oriented careers, or they may enter medical school or other health-related programs.

The Major in Chemistry consists of 51/53 hours of chemistry and related fields. Required
coursework includes:

- CHM 121: Principles of Chemistry I (4 hrs.)
- CHM 122: Principles of Chemistry II (4 hrs.)
- CHM 223: Organic Chemistry I (4 hrs.)
- CHM 224: Organic Chemistry II (4 hrs.)
- CHM 264: Analytical Chemistry (4 hrs.)
- CHM 351-352: Senior Research Project (6 hrs.)
- CHM 381: Physical Chemistry I (3 hrs.)
- CHM 391: Physical Chemistry II (3 hrs.)
- CHM 399: Research Seminar (1 hr.)

One course chosen from the following list:

- CHM 316: Fundamentals of Biochemistry and Molecular Biology (4 hrs.)
- CHM 365: Instrumental Methods (4 hrs.)
- CHM 416: Advanced Topics in Biochemistry and Molecular Biology (4 hrs.)
- CHM 425: Physical Chemistry Laboratory (2 hrs.)
- MTH 125: Calculus I (4 hrs.)
- MTH 225: Calculus II (4 hrs.)

Either of the following courses:

- PHY 101 and 102: College Physics I & II (4 hrs. each)
  
  or

- Physics 201 and 202: General Physics I & II (4 hrs. each)

Specific requirements of particular post-graduate institutions should be ascertained early in the undergraduate program since these requirements may require courses for admission beyond the minimum required for the major in chemistry. An adviser on Health-Related Professions is available to assist students planning careers in medicine and other health professions.

The **Major in Chemistry for Teacher Licensure** consists of 47 hours in chemistry and related courses and is designed to accommodate students planning careers as teachers of chemistry and of general and physical science at the secondary level. Required coursework includes:

- CHM 121: Principles of Chemistry (4 hrs.)
- CHM 122: Principles of Chemistry II (4 hrs.)
- CHM 223: Organic Chemistry I (4 hrs.)
- CHM 224: Organic Chemistry II (4 hrs.)
- CHM 264: Analytical Chemistry (4 hrs.)

Either of the following courses:

- CHM 316: Fundamentals of Biochemistry and Molecular Biology (4 hrs.)
  
  or

- CHM 365: Instrumental Methods (4 hrs.)
- CHM 351-352: Senior Research Project (3 hrs. each)
- CHM 399: Research Seminar (1 hr.)
- BIO 311: Natural History of the Southern Appalachians (4 hrs.)
- MTH 115: Pre-Calculus Mathematics (4 hrs.)
MTH 125: Calculus I (4 hrs.)
PHY 101: College Physics I (4 hrs.)

Additional liberal studies requirements are:
PSY 101: Introductory Psychology (3 hrs.)
SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education in this catalog.

EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (2 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 343: Practicum in Methods and Materials (2 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

The Major in Biochemistry consists of 55 hours in chemistry, biology and related fields and provides an interdisciplinary curriculum for students planning careers expected to have significant biochemical emphases. With careful elective choice students may pursue careers as professional chemists, enter graduate school programs that lead to a variety of research-oriented careers, or they may enter medical school or other health-related programs. Required coursework includes:

CHM 121: Principles of Chemistry I (4 hrs.)
CHM 122: Principles of Chemistry II (4 hrs.)
CHM 223: Organic Chemistry I (4 hrs.)
CHM 224: Organic Chemistry II (4 hrs.)
CHM 316: Fundamentals of Biochemistry and Molecular Biology (4 hrs.)
CHM 351-352: Senior Research Project (6 hrs.)
CHM 399: Research Seminar (1 hr.)
BIO 115: Principles of Cellular Biology (4 hrs.)
BIO 221: Genetics (4 hrs.)
CHM/BIO 416: Advanced Topics in Biochemistry and Molecular Biology (4 hrs.)
MTH 125: Pre-Calculus Mathematics (4 hrs.)
MTH 225: Calculus I (4 hrs.)

Either of the following courses:

PHY 101 and 102: College Physics I & II (4 hrs. each)
or
PHY 201 and 202: General Physics I & II (4 hrs. each)

Specific requirements of particular post-graduate institutions should be determined early in the undergraduate program since these requirements may require courses for admission beyond the
minimum required for the biochemistry major. An adviser on Health-Related Professions is available to assist students planning careers in medicine and other health professions. Suggested languages are Spanish, German and French.

Requirements for the **Major in Chemical Physics** are listed in the Physics section of this catalog.

The **Minor in Chemistry** requires a minimum of 20 hours, including:

- CHM 121: Principles of Chemistry I (4 hrs.)
- CHM 122: Principles of Chemistry II (4 hrs.)
- CHM 223: Organic Chemistry I (4 hrs.)
- CHM 224: Organic Chemistry II (4hrs.)
- Either of the following courses:
  - CHM 399: Research Seminar (1 hr.)
  - or
  - BIO 299: Biology Research Methods (1 hr.)
- At least three additional hours in chemistry courses that satisfy requirements for the Major in Chemistry.

The **Minor in Chemistry** is not open to students majoring in Biochemistry or Chemical Physics.

### Child Development and Learning

**Professor Lori Schmied, Chair, Division of Behavioral Sciences**

Students who plan to work with children or enter a graduate program in child development may choose the **Major in Child Development and Learning**. The major consists of 42 credit hours in psychology and related fields. Major requirements and course descriptions may be found under the listing for Psychology.

Child Development and Learning is also the major pursued by students seeking teacher licensure for elementary grades. Major courses are listed under Psychology, and professional courses are listed under Education.

### Chinese

**Professor Susan Schneibel, Chair, Division of Languages and Literature**

Beginning and intermediate Chinese language courses are offered. Please refer to the Course Descriptions section of this catalog for specific course information. Students seeking additional study in Chinese language or culture should consider a study abroad experience from options available through the College Study Abroad programs.
Computer Science

Professor Jeff Bay, Chair, Division of Mathematics and Computer Science

The **Major in Computer Science** consists of 54 hours in Computer Science and the related field of Mathematics. Courses required in Computer Science include:

- CSC 111: Introduction to Computer Science I (3 hrs.)
- CSC 112: Introduction to Computer Science II (3 hrs.)
- CSC 221: Computer Architecture (3 hrs.)
- CSC 231: Discrete Structures (3 hrs.)
- CSC 241: Data Structures (3 hrs.)
- CSC 251: Graphical User Interfaces (3 hrs.)
- CSC 312: Algorithm Design and Analysis (3 hrs.)
- CSC 313: Database Management Systems (3 hrs.)
- CSC 321: Introduction to Systems (3 hrs.)
- CSC 349: Selected Topics in Computer Science (3 hrs.)
- CSC 351-352: Senior Study (6 hrs.)
- CSC 381: Theory of Computation (3 hrs.)
- CSC 399: Research Seminar (1 hr.)
- MTH 125: Pre-Calculus Mathematics (4 hrs.)
- MTH 225: Calculus I (4 hrs.)
- MTH 232: Linear Algebra (3 hrs.)

Either of the following courses:

- MTH 321: Probability and Statistics (3 hrs.)
- or
- MTH 326: Numerical Analysis (3 hrs.)

The **Major in Computer Science/Business** consists of 54/55 hours. Required courses include:

- CSC 111: Introduction to Computer Science I (3 hrs.)
- CSC 112: Introduction to Computer Science II (3 hrs.)
- CSC 221: Computer Architecture (3 hrs.)
- CSC 231: Discrete Structures (3 hrs.)
- CSC 241: Data Structures (3 hrs.)
- CSC 351-352: Senior Study (6 hrs.)
- CSC 399: Research Seminar (1 hr.)

Three courses selected from the following list:

- CSC 251: Graphical User Interfaces (3 hrs.)
- CSC 312: Algorithm Design and Analysis (3 hrs.)
- CSC 313: Database Management Systems (3 hrs.)
- CSC 321: Introduction to Systems (3 hrs.)
- CSC 349: Selected Topics in Computer Science (3 hrs.)
CSC 381: Theory of Computation (3 hrs.)
MTH 125: Calculus I (4 hrs.)

Either of the following courses:
  MTH 225: Calculus II (4 hrs.)
  or
  MTH 232: Linear Algebra (3 hrs.)

ECN 201: Principles of Economics (4 hrs.)
BUS 201: Principles of Management (3 hrs.)
BUS 215: Principles of Accounting (3 hrs.)
BUS 344: Principles of Finance (3 hrs.)
BUS 401: Strategic Management (3 hrs.)

A student may not major in Computer Science/Business and minor in either Computer Science or Business and Organization Management.

The **Minor in Computer Science** requires a minimum of 22 credit hours in Computer Science and Mathematics. Required courses include:

  CSC 111: Introduction to Computer Science I (3 hrs.)
  CSC 112: Introduction to Computer Science II (3 hrs.)
  CSC 221: Computer Architecture (3 hrs.)
  Either of the following courses:
    CSC 231: Discrete Structures (3 hrs.)
    or
    CSC 251: Graphical User Interfaces (3 hrs.)
  One three-credit hour computer science course above the 300-level.
  MTH 125: Calculus I (4 hrs.)
  Either of the following courses:
    MTH 225: Calculus II (4 hrs.)
    or
    MTH 232: Linear Algebra (3 hrs.)

**Dance**

**Associate Professor William Swann, Chair, Division of Fine Arts**

Students may participate in dance for credit through an arrangement with the Van Metre School of Dance in Maryville. A maximum of 6 credit hours may be counted toward graduation requirements. See the course listing in the Course Description section of this catalog.
Economics

Associate Professor Jenifer Greene, Interim Chair, Division of Social Sciences

The Major in Economics is appropriate for the student interested in the functioning of the economic system and in economic policy. For most positions in the business world, students who major in economics are competitive with those who major in business. For situations with strong theoretical emphasis, the major in economics provides an important advantage. The economics major also provides a basis for graduate study in management, business, finance, law, and a variety of other fields.

The Major in Economics consists of a minimum of 44/45 hours in Economics and related fields. Required courses include:

- ECN 201: Principles of Economics (4 hrs.)
- ECN 221: Economic Development (3 hrs.)
- ECN 321: Macroeconomics (4 hrs.)
- ECN 322: Microeconomics (3 hrs.)
- ECN 334: History of Economic Thought (3 hrs.)
- ECN 351-352: Senior Study (6 hrs.)
- SOC 101: Introductory Sociology (3 hrs.)
- MTH 222: Regression Analysis (3 hrs.)

9 credit hours chosen from the following courses:
- ECN 251: Economic History of the United States (3 hrs.)
- ECN 325: International Trade and Finance (3 hrs.)
- ECN 331: Public Policy toward Business (3 hrs.)
- ECN 332: Money and Banking (3 hrs.)
- ECN 349: Selected Topics in Economics (3 hrs.)
- SLS 301: Social Sciences Research Methods (3 hrs.)

Either of the following courses:
- MTH 125: Calculus I (4 hrs.)
  or
- BUS 344: Principles of Finance (3 hrs.)

One of the following courses:
- PLS 122: American Government and Politics (3 hrs.)
- PLS 211: Comparative Government and Politics (3 hrs.)
- PLS 212: International Politics (3 hrs.)
- PLS 232: Public Policy (3 hrs.)

The Major in Economics/History for Teacher Licensure leads to licensure in economics with a secondary emphasis in history. The track requires 38 hours in the major and 6 additional hours in liberal studies. Required courses include:

- ECN 201: Principles of Economics (4 hrs.)
- ECN 221: Economic Development (3 hrs.)
- ECN 321: Macroeconomics (4 hrs.)
ECN 322: Microeconomics (3 hrs.)
ECN 334: History of Economic Thought (3 hrs.)
ECN 351-352: Senior Study (6 hrs.)
HIS 112: History of the United States in the 19th Century (3 hrs.)
HIS 203: History of the United States in the 20th Century (3 hrs.)
HIS 243: World Civilization from 1500 C.E. to the 20th Century, (3 hrs.)
HIS 251: Economic History of the United States (3 hrs.)

Three credit hours chosen from the following courses:
- HIS 333: Studies in Asian History (3 hrs.)
- HIS 334: Studies in Latin American History (3 hrs.)
- HIS 335: Studies in African History (3 hrs.)

Additional liberal studies requirements include:
- PSY 101: Introductory Psychology (3 hrs.)
- SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

- EDU 301: Models of Classroom Management and Instruction (3 hrs.)
- EDU 302: Educational Technology (2 hrs.)
- EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
- EDU 343: Practicum in Methods and Materials (2 hrs.)
- EDU 401: Student Teaching (9 hrs.)
- EDU 402: Professional Seminar on Teaching (3 hrs.)
- PHR 236: Health Issues in Education (2 hrs.)
- PSY 218: Psychology of Adolescence (3 hrs.)
- PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

Additional teaching endorsement in Geography may be earned through completion of the following courses:

- SLS 201: Contemporary Global Issues (3 hrs.)
- Two different WRC 370: World Cultures course (3 hrs each) (*One of these courses may be used to fulfill the general education requirement for World Cultures*)

The Minor in Economics consists of 17 hours, including:

- ECN 201: Principles of Economics (4 hrs.)
- ECN 321: Macroeconomics (4 hrs.)
- ECN 322: Microeconomics (3 hrs.)
- ECN 334: History of Economic Thought (3 hrs.)

Three credit hours chosen from the following courses:
- ECN 221: Economic Development (3 hrs.)
- ECN 251: Economic History of the United States (3 hrs.)
- ECN 325: International Trade and Finance (3 hrs.)
- ECN 331: Public Policy toward Business (3 hrs.)
- ECN 332: Money and Banking (3 hrs.)
- ECN 349: Selected Topics in Economics (3 hrs.)
Education

Professor Terry Simpson, Chair, Division of Education

Teacher Education Professional Courses

Teacher education at Maryville College is an interdepartmental function, the responsibility of the College as a whole rather than a single department. The program of preparation combines broad study in the liberal arts, specialized courses in a major field of study, and a professional education component. For students who plan to teach in the elementary grades, Maryville College offers a program designed to prepare students for licensure for grades K-6. These students complete the Major in Child Development and Learning offered through the Division of Behavioral Sciences. Those interested in teaching at the secondary level (grades 7-12 & K-12) complete the appropriate major in the area in which they plan to teach.

The following secondary licensure programs are available: Biology, Chemistry, Economics/History, English, History, History/Economics, History/Political Science, Mathematics, Political Science/History, Spanish, and Theatre Studies. French and German are offered as initial licensure in conjunction with another licensure area. Music (vocal or instrumental) and Physical Education/Health, and Theatre Studies are available as K-12 licensure programs. Teaching English as a Second Language is available as a P-12 licensure program. Students are encouraged to pass the Content Knowledge exams of the Praxis II Series before they are assigned to student teaching.

Additional liberal studies and professional courses designed to prepare students to meet licensure standards must also be taken. They include:

Secondary Licensure:

- PSY 101: Introductory Psychology (3 hrs.)
- PHR 236: Health Issues in Education (2 hrs.)
- PSY 218: Psychology of Adolescence (3 hrs.)
- PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)
- PSY 334: Culturally Diverse and Exceptional Children (3 hrs.) (Physical Education/Health for licensure students are exempt from Psychology 334)
- SOC 271: Sociology of Education (3 hrs.)
- EDU 301: Models of Classroom Management and Instruction (3 hrs.)
- EDU 302: Educational Technology (2 hrs.)
- EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
- EDU 343: Practicum in Methods and Materials (2 hrs.)*
- EDU 401: Student Teaching (9 hrs.)
- EDU 402: Professional Seminar on Teaching (3 hrs.)

*Physical Education/Health and Theatre Studies majors take two additional hours of practicum credit. Teaching English as a Second Language majors take four additional hours of practicum credit.
**Elementary Licensure:**

PHR 236: Health Issues in Education (2 hrs.)
PHR 331: Physical Education for Children (2 hrs.)
SOC 215: Sociology of Marriage and Family (3 hrs.)
SOC 271: Sociology of Education (3 hrs.)
MTH 307: Mathematics and Instructional Strategies for K-6 and 4-8 Teachers I (3 hrs.)
MTH 308: Mathematics and Instructional Strategies for K-6 and 4-8 Teachers II (3 hrs.)
ENG 212: Children’s Literature (3 hrs.)

One of the following courses:
- HIS 111: Colonial and Revolutionary America (3 hrs.)
- HIS 112: History of the United States in the 19th century (3 hrs.)
- HIS203: History of the United States in the 29th Century (3 hrs.)
BIO 311: Natural History of the Southern Appalachians (4 hrs.)
EDU 302: Educational Technology (2 hrs.)
EDU 303: Models of Classroom Instruction (2 hrs.)
EDU 305: Strategies for Classroom Management (2 hrs.)
EDU 321: Reading and Writing in the Content Classroom (2 hrs.)
EDU 322: Instructional Strategies for Science and Social Studies (3 hrs.)
EDU 323: Reading and Writing K-4 (3 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)

**Post-Baccalaureate Program for Teacher Licensure:** Maryville College offers a Post-Baccalaureate Program for teacher licensure in the following licensure areas: Biology, Chemistry, Elementary Education, English, History, History/Economics or History/Political Science, Mathematics, Music, Physical Education/Health, and Spanish. Post-baccalaureate students must meet the same screening and admission standards as Maryville College baccalaureate students. In addition, post-baccalaureate students must pass the Content Knowledge Exams of the Praxis II Series before they are assigned to student teaching. The Registrar, adviser from the academic discipline, and adviser from the Division of Education evaluate academic transcripts to design an appropriate course of study. Student teaching consists of fifteen weeks of full-day responsibilities.

Additional Endorsements: Maryville College offers additional endorsements in the following licensure areas: Biology, Chemistry, Economics, Elementary Education, English, History, Mathematics, Geography, Government, Spanish and Theatre Studies. Maryville College baccalaureate students may complete an additional endorsement according to the following guidelines while completing their initial licensure:

1. Each candidate (with the exceptions noted in 2,3, and 4) must complete a minor in the endorsement area as part of an individualized educational plan developed by the academic adviser. Requirements for a minor designed for additional endorsement may vary from those for a traditional minor, a larger number of credit hours may be required, and some additional endorsements may be available only to students majoring in a related area. Specific additional endorsement requirements are available from faculty advisers in the subject areas.
2. A candidate completing initial licensure in Economics/History, History, or History/Economics may complete an additional endorsement in Government with Political Science 121, 122 and one course from Political Science 211 and 212.

3. A candidate completing initial licensure in History, History/Political Science, or Political Science/History may complete an additional endorsement in Economics with Economics 201, 251 and 332.

4. A candidate completing initial licensure in Economics/History, History, History/Economics, History/Political Science, or Political Science/History may complete an initial endorsement in Geography with Social Science 201 and two additional courses chosen from the World Cultures 370 options.

During student teaching, licensure students are assigned to one class in their additional endorsement area(s) as well as their initial licensure areas. They are additionally required to achieve the minimum passing score(s) on the Praxis II specially test(s) in their endorsement area(s).

For all teacher licensure programs, careful planning of one’s course of study is necessary to ensure that all general education, major, and professional requirements are met in a timely manner. It is particularly important to complete Psychology 101, Introductory Psychology, in the first year. Students should meet with the adviser for teacher licensure in their major area as soon as possible.

Admission to Teacher Education is not automatic and occurs only after certain qualifications are met. A minimum cumulative grade point average (GPA) of 2.7 in the major and overall is required in addition to a minimum score on certain standardized tests. The Level I screening process is fully explained at screening meetings held in September and February each year. Requirements include, in addition to the GPA and standardized test requirements, a writing sample from the candidate, satisfactory recommendations from faculty and others, and an interview with the Screening Committee. Admission to Teacher Education is considered conditional until Level I of the process is completed. No course with an Education (EDU) prefix may be taken unless a student has been accepted into the Teacher Education program through the Level I screening process, or conditional acceptance is authorized by the Director of Teacher Education.

Title II of the Higher Education Act mandates that institutions publish pass rates on Praxis II exams required by the State of Tennessee for teacher licensure. Maryville College Percentage Passing:

2008-2009 ...................... 100%
2009-2010 ...................... 99%
2010-2011 ...................... TBA*

*Current information is available on the Maryville College website: maryvillecollege.edu.
Engineering

B.A./B.S.: Senior Year in Absentia
Associate Professor Maria Siopsis, Coordinator

Maryville College cooperates with several universities in a way that enables a student to combine extensive preparation in the liberal arts with professional training in engineering. This arrangement allows the student to earn two degrees, one from Maryville College and one from the engineering school. The first three years are spent at Maryville, completing Maryville College’s general education requirements and the courses necessary for further study in engineering or applied science; the remaining time, normally two years, is spent at an accredited school of engineering.

Maryville College has formal dual-degree arrangements with Vanderbilt University in Nashville, Tennessee, Tennessee Technological University in Cookeville, Tennessee, the University of Tennessee in Knoxville, Tennessee, and Auburn University in Auburn, Alabama. Maryville College will honor the dual-degree arrangement with other major universities if the student is able to make transfer arrangements.

After approximately four years of study, which include 96 semester hours from Maryville College and 32 semester hours (with grades of “C” or better) from the engineering school, the student will receive the Bachelor of Arts degree from the College. When all requirements for the engineering degree have been met, usually by the end of the fifth year of study, the engineering school will award the Bachelor of Science degree in the area of specialization.

The second degree may be earned in over a dozen engineering fields, as well as in the applied sciences, depending on the university that the student attends.

Maryville students go to the engineering school as transfer students. The College’s Dual-Degree program coordinator assists the students in both selecting an engineering school and in the transfer process. The decision to admit rests with the cooperating university, not with Maryville College. Admission to some engineering fields is very competitive, reflecting high demand for places in an entering class.

Any student interested in pursuing the dual-degree option is urged to consult the Dual-Degree Coordinator in the Division of Mathematics and Computer Science as early in the first year as possible. The program is highly structured, and most of the courses are part of a sequence. For that reason, one’s course of study must be carefully planned to ensure that all general education and major requirements are met during the three years spent at Maryville. Required courses include:

- MTH 125: Calculus I (4 hrs.)
- MTH 225: Calculus II (4 hrs.)
- MTH 232: Linear Algebra (3 hrs.)
- MTH 235: Calculus III (4 hrs.)
- MTH 236: Ordinary Differential Equations (3 hrs.)
- PHY 201: General Physics I (4 hrs.)
PHY 202: General Physics II (4 hrs.)
Either of the following courses:
    PHY 271: Modern Physics (4 hrs.)
or
    PHY 301: Analytical Mechanics (3 hrs.)
CHM 121: Principles of Chemistry I (4 hrs.)
CHM 122: Principles of Chemistry II (4 hrs.)
CSC 111: Introduction to Computer Science I (3 hrs)
CSC 112: Introduction to Computer Science II (3 hrs.)
EGR 351: Senior Study (3 hrs.)

Some engineering schools have additional course requirements for particular majors. Consult the Dual Degree Coordinator for details. See course listings under appropriate departments.

English

Professor Susan Schneibel, Chair, Division of Languages and Literature

The Major in Literature in English or the Major in Writing/Communication are recommended for a variety of careers. The skills emphasized in organized thinking, writing, and research prepare the student not only for teaching and for the many branches of editing and publishing but also for other professions such as law, librarianship, and the ministry. These same skills are in demand in business and industry, where leadership positions go to those who can think logically and express themselves clearly.

The Major in Literature in English requires a minimum of 49 hours, including 39 hours in English and 10 hours in related fields. Required courses include:

    ENG 162: Interpreting Literature (3 hrs.)
    ENG 311: History of the English Language (3 hrs.)
    ENG 351-352: Senior Study (6 hrs.)
    HUM 201: Perspectives in the Humanities (3 hrs.)
    HUM 347: Research and Professional Issues (1 hr.)
Either of the following courses:
    ENG 221: American Literature: Puritan through Romantic (3 hrs.)
or
    ENG 242: Survey of British Literature II (3 hrs.)
Either of the following courses:
    ENG 222: American Literature: Realism to the Present (3 hrs.)
or
    ENG 241: Survey of British Literature I (3 hrs.)
One course from the following list:
    ENG 331: Chaucer in Middle English (3 hrs.)
    ENG 333: English Literature of the 17th Century (3 hrs.)
ENG 334: English Literature of the Restoration and 18th Century (3 hrs.)

One course from the following list:

ENG 332: Shakespeare (3 hrs.)
ENG 335: English Literature of the 19th Century (3 hrs.)
ENG 336: British and American Literature of the 20th Century (3 hrs.)

An additional course in literature at the 300-level.

Two courses chosen from the following list:

HIS 111: Colonial and Revolutionary America (3 hrs.)
HIS 112: History of the United States in the 19th Century (3 hrs.)
HIS 203: History of the United States in the 20th Century (3 hrs.)
HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
HIS 243: World Civilization from 1500 C.E. to the 20th Century (3 hrs.)
HIS 248: Appalachian Cultural and Social History (3 hrs.)
HIS 321: Studies in Modern European History (3 hrs.)
HIS 342: Studies in Pre-Modern History (3 hrs.)
REL 344: Explorations in Biblical Studies (3 hrs.)
PHL 205: Early Modern Philosophy from 16th to the 18th Century (3 hrs.)
PHL 206: Enlightenment & Late Modern Philosophy 18th-20th Century (3 hrs.)
PHL 207: Contemporary Philosophy (3 hrs.)

The additional hours are to be selected from catalogue offerings under English, excluding the following which primarily serve the Writing/Communication major.

ENG 216: Publications (1 hr.)
ENG 217: Journalism (3 hrs.)
ENG 315: Business and Technical Writing (3 hrs.)
ENG 317: Public Relations Writing and Practice (3 hrs.)

One course from the following list may count for credit in the Literature in English major

ENG 213: Creative Writing: Poetry (3 hrs.)
ENG 214: Creative Writing: Fiction (3 hrs.)
ENG 314: Creative Nonfiction (3 hrs.)

The Major in English for Teacher Licensure requires a minimum of 43 hours, including 36 hours in English, 4 hours in Humanities, and 3 hours in a related field. Required courses include:

ENG 162: Interpreting Literature (3 hrs.)
ENG 219: Advanced Rhetoric and Grammar (3 hrs.)
ENG 311: History of the English Language (3 hrs.)
ENG 312: Linguistic Theory and Second Language Acquisition (3 hrs.)
ENG 351-352: Senior Study (6 hrs.)
HUM 201: Perspectives in the Humanities (3 hrs.)
HUM 347: Research and Professional Issues (1 hr.)

Either of the following courses:

ENG 221: American Literature: Puritan through Romantic (3 hrs.)

or

ENG 242: Survey of British Literature II (3 hrs.)

Either of the following courses:

ENG 222: American Literature: Realism to the Present (3 hrs.)
or

ENG 241: Survey of British Literature I (3 hrs.)

One of the following courses:

ENG 331: Chaucer in Middle English (3 hrs.)
ENG 333: English Literature of the 17th Century (3 hrs.)
ENG 334: English Literature of the Restoration and 18th Century (3 hrs.)

One of the following courses:

ENG 332: Shakespeare (3 hrs.)
ENG 335: English Literature of the 19th Century (3 hrs.)
ENG 336: British and American Literature of the 20th Century (3 hrs.)

One related course from the following list:

HIS 111: Colonial and Revolutionary America (3 hrs.)
HIS 112: History of the United States in the 19th Century (3 hrs.)
HIS 203: History of the United States in the 20th Century (3 hrs.)
HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
HIS 243: World Civilization from 1500 C.E. to the 20th Century (3 hrs.)
HIS 248: Appalachian Cultural and Social History (3 hrs.)

Six additional hours are to be selected from catalog offerings under English excluding the following which primarily serve the Writing/Communication major.

ENG 216: Publications (1 hr.)
ENG 217: Journalism (3 hrs.)
ENG 315: Business and Technical Writing (3 hrs.)
ENG 317: Public Relations Writing and Practice (3 hrs.)

One course from the following may count for credit in the Major in English for Teacher Licensure:

ENG 213: Creative Writing: Poetry (3 hrs.)
ENG 214: Creative Writing: Fiction (3 hrs.)
ENG 314: Creative Nonfiction (3 hrs.)

Additional liberal studies requirements include:

PSY 101: Introductory Psychology (3 hrs.)
SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (2 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 343: Practicum in Methods and Materials (2 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)
The **Major in Teaching English as a Second Language** is offered as an initial endorsement teacher licensure program for teaching pre-kindergarten through twelfth grade. The major is interdisciplinary. Major requirements are listed under Teaching English as a Second Language in this catalog.

The **Major in Writing/Communication** requires a minimum of 46 hours, including 42 hours in English and 4 hours in Humanities. Required courses include:

- ENG 162: Interpreting Literature (3 hrs.)
- ENG 216: Publications (1 hr.) (3 credits required)
- ENG 217: Journalism (3 hrs.)
- ENG 311: History of the English Language (3 hrs.)

Either of the following courses:

- ENG 337: Internship (7-15 hrs.)
- or
- ENG 343: Practicum (2-6 hrs.)

ENG 351-352: Senior Study (6 hrs.)

HUM 201: Perspectives in the Humanities (3 hrs.)

HUM 347: Research and Professional Issues (1 hr.)

Two of the following courses:

- ENG 213: Creative Writing: Poetry (3 hrs.)
- ENG 214: Creative Writing: Fiction (3 hrs.)
- ENG 219: Advanced Rhetoric and Grammar (3 hrs.)

Students pursuing the internship option take 3 hours in literature courses of their choice; students pursuing the practicum option take 9 hours in literature courses of their choice.

All writing/communication majors are strongly encouraged to minor in an area that will give them a degree of expertise in a field other than English.

The **Minor in Literature in English** requires the completion of 15 hours of English. Required courses include:

- ENG 162: Interpreting Literature (3 hrs.).

On the basis of the student’s particular interest, the remaining courses/credit hours may be chosen from the following courses:

- Other course offerings in literature
- HIS 248: Appalachian Cultural and Social History (3 hrs.)
- ENG 213: Creative Writing: Poetry (3 hrs.)
- ENG 214: Creative Writing: Fiction (3 hrs.)
- ENG 219: Advanced Rhetoric and Grammar (3 hrs.)

Students pursuing the internship option take 3 hours in literature courses of their choice; students pursuing the practicum option take 9 hours in literature courses of their choice.

All writing/communication majors are strongly encouraged to minor in an area that will give them a degree of expertise in a field other than English.

The **Minor in English for Add-On Teaching Endorsement** requires the completion of 15 hours of English that include:
ENG 162: Interpreting Literature (3 hrs.)
ENG 219: Advanced Rhetoric and Grammar (3 hrs.)
ENG 221: American Literature: Puritan through Romantic (3 hrs.)
ENG 222: American Literature: Realism to the Present (3 hrs.)
Either of the following courses:
   ENG 241: Survey of British Literature I (3 hrs.)
   or
   ENG 242: Survey of British Literature II (3 hrs.)

The **Minor in Writing/Communication** requires 15 hours in writing and includes the following courses:

English 216: Publications (1 hr.) (3 credits required)
Four courses (12 credit hours) chosen from the following courses:
   ENG 213: Creative Writing: Poetry (3 hrs.)
   ENG 214: Creative Writing: Fiction (3 hrs.)
   ENG 217: Journalism (3 hrs.)
   ENG 219: Advanced Rhetoric and Grammar (3 hrs.)
   ENG 314: Creative Nonfiction (3 hrs.)
   ENG 315: Business and Technical Writing (3 hrs.)
   ENG 317: Public Relations Writing and Practice (3 hrs.)

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**English as a Second Language**

**Professor Susan Schneibel, Chair, Division of Languages and Literature**

A major is offered in Teaching English as a Second Language. A description of this teacher licensure program may be found in this catalog under the heading Teaching English as a Second Language. General information on teacher licensure may be found under the Education heading.

**THE CENTER FOR INTERNATIONAL EDUCATION**

**Ms. Kirsten Sheppard, Director**

The Center for international Education coordinates all international programming at Maryville College and offers courses for credit to students who enroll in the College. A more complete description of the Center may be obtained for the College website.

Courses are offered in five-week intensive modules as demand warrants:

A. Beginning: Levels 1 & 2
B. Elementary Levels 3 & 4
C. Low Intermediate: Levels 5 & 6
D. High Intermediate: Levels 7 & 8
E. Low Advanced Levels: 9 & 10
F. High Advanced: Levels 11 & 12
Students may earn 1 credit hour for completion of each level above level 3, and one-half credit hour for levels 1 and 2, for a maximum of 9 credit hours.

Environmental Science

**Associate Professor Jerilyn Swann, Interim Chair, Division of Natural Sciences**

Students planning careers in Environmental Science should major in either biology or chemistry and develop a course selection carefully designed to assist in meeting career goals. A minor in chemistry or biology, as appropriate for the major, is also recommended. Because Environmental Science is an applied field, students are strongly encouraged to include in their programs an internship or practicum at one of the institutions with which Maryville College maintains a research arrangement. Major requirements and course listings may be found under Biology and Chemistry in this catalog. Students are also encouraged to examine the very differently focused Major in Environmental Studies, a major based in the social sciences and serving a variety of careers related to environmental policy and management.

Environmental Studies

**Associate Professor Mark O’Gorman, Coordinator**

The Major in Environmental Studies is an interdisciplinary program involving course work in the social and natural sciences. The major provides an excellent background for careers in ecosystem management; sustainable business administration and finance; city planning; regional and international nongovernmental organizations; environmental health care; biological testing; occupational safety; and outdoor recreation. Related careers in law, policymaking, education and journalism/writing may also be pursued.

The **Major in Environmental Studies** requires a minimum of 52 credit hours. Required courses include:

- ENV 101: Introduction to Environmental Issues (3 hrs.)
- ENV 316: Population (3 hrs.)
- ENV 345: Environmental Politics (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)
- SOC 101: Introductory Sociology (3 hrs.)
- PLS 232: Public Policy (3 hrs.)
- SLS 301: Social Research Methods (3 hrs.)
- CHM 121: Principles of Chemistry I (4 hrs.)
- BIO 113: Principles of Organismal Biology (4 hrs.)
Either of the following courses:
  BIO 222: Ecology and Evolution (4 hrs.)
  or
  BIO 311: Natural History of the Southern Appalachians (4 hrs.)
Either of the following courses:
  MTH 221: Inferential Statistics (3 hrs.)
  or
  MTH 222: Regression Analysis (3 hrs.)
At least 6 credit hours from the following courses:
  BUS 201: Principles of Management (3 hrs.)
  ECN 221: Economic Development (3 hrs.)
  ECN 331: Public Policy toward Business (3 hrs.)
  ENG 315: Business and Technical Writing (3 hrs.)
  PHR 335: Outdoor Recreation Leadership (3 hrs.)
  PLS 212: International Politics (3 hrs.)
  PLS 321: American Political Process (3 hrs.)
  SOC 202: Social Problems (3 hrs.)
  SOC 211: Cultural Anthropology (3 hrs.)
  SOC 222: Sociology of Appalachian Culture
  ENV 349: Special Topics in Environmental Studies (3 hrs.)
  ENV 343: Practicum in Environmental Studies (2-6 hrs.) (A minimum of 3 credit hours is required)
  ENV 351-352: Senior Study (6 hrs.).

Environmental studies students minoring in economics, political science and sociology cannot fulfill minor course requirements with courses serving as major electives in the Major in Environmental Studies.

Foreign Languages

Professor Susan Schneibel, Chair, Division of Languages and Literature

Instruction is available in six foreign languages; a major is offered in Spanish and minors are offered in French, German, Spanish, and Japanese. Course descriptions can be found under listings for French, Chinese, German, Japanese, Spanish, and American Sign Language. Greek, Hebrew, and Latin are occasional special offerings.

The study of foreign languages offers an introduction to new cultural patterns along with the acquisition of specific skills that are increasingly useful in a closely interrelated work Business majors who are proficient in a foreign language will find broader opportunities in their field and political science majors interested in international law would do well to study several languages. All students planning to attend graduate school should prepare themselves with at least one additional language.
French

Professor Susan Schneibel, Chair, Division of Languages and Literature

The **Minor in French** consists of 15 credit hours above the 100-level, including the following courses:

- FRN 201: Intermediate French I (3 hrs.)
- FRN 202: Intermediate French II (3 hrs.)
- FRN 225: Intermediate Conversation and Composition (3 hrs.)

Six credit hours earned in an approved study abroad program.

French 201-202, 225 or the equivalents, are prerequisites for students who intend to complete their minor in French by studying at one of the following approved study abroad programs: CIDEF, the summer exchange program at the Centre International d'Etudes Francaises de l'Universite Catholique de l'Ouest (CIDEF) in Angers, France; the exchange program with University of Avignon; or an approved course of study through the International Student Exchange Program.

French is offered for initial teacher licensure in conjunction with another licensure area.

German

Professor Susan Schneibel, Chair, Division of Languages and Literature

The **Minor in German** consists of at least 15 credit hours above the 100-level, including:

- GER 201: Intermediate German I (3 hrs.)
- GER 202: Intermediate German II (3 hrs.)
- GER 225: Intermediate Conversation and Composition (3 hrs.)

Six credit hours earned in an approved study abroad program.

German 201-202, 225 or the equivalents, are prerequisites for students who intend to complete their German Minor by pursuing an approved course of study abroad.

German is offered for initial teacher licensure in conjunction with another licensure area.

Health Care/Nursing

B.A./M.S.N.: Maryville College and Vanderbilt University, Senior Year in Absentia
Associate Professor Martha Craig, Coordinator

The program of study leading to the Bachelor of Arts in Health Care from Maryville College and the Master of Science in Nursing from Vanderbilt University consists of six semesters (three
academic years) at Maryville followed by six semesters (two academic years and two summers) at Vanderbilt. All general education courses, major and major-related courses, and a total of 96 credit hours must be completed by the end of the junior year at Maryville. During the junior year, the student makes application to Vanderbilt; admission is determined entirely by Vanderbilt University. Following the fourth year and after the completion of 128 credit hours, the student receives the B.A. in Health Care from Maryville College; the M.S.N. is then completed at Vanderbilt. Major-related Requirements include:

- PSY 101: Introductory Psychology (3 hrs.)
- PSY 211: Child Development (3 hrs.)
- PSY 222: Adult Development and Aging (3 hrs.)
- SOC 101: Introductory Sociology (3 hrs.)
- SOC 211: Cultural Anthropology (3 hrs.)
- CHM 121: Principles of Chemistry I (4 hrs.)
- CHM 122: Principles of Chemistry II (4 hrs.)
- BIO 217: Human Anatomy and Physiology I (3 hrs.)
- BIO 218: Human Anatomy and Physiology II (4 hrs.)
- PHR 101: Human Health and Development (3 hrs.)
- PHR 219: Principles of Human Nutrition (3 hrs.)
- BIO 355: Microbiology or equivalent (4 hrs.)
- MTH 221: Inferential Statistics (3 hrs.)

A total of 96 credit hours must be completed at Maryville College. Recommended electives include courses in economics, business, psychology, sociology and physical education/health.

## History

### Professor Margaret Cowan, Chair, Division of Humanities

History is a discipline concerned with the diversity of humankind and with social and cultural change over time. The study of the past offers liberation from confined thinking that cannot see beyond the present, and it helps the student achieve the deeper perspective essential to personal and intellectual growth. The Major in History serves as preparation for a host of occupations, including law, journalism, communications, the ministry, environmental studies, teaching, business, library information, or public service.

The **Major in History** consists of 43 hours, including 33 in history and 10 in related fields. Required courses include:

- HIS 162: Introduction to the Study of History (3 hrs.)
- HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
- HIS 243: World Civilization from 1500 C.E. to the 20th Century (3 hrs.)
- HIS 351-352: Senior Study (6 hrs.)
- HIS 371: Seminar in History (3 hrs.)
- HUM 201: Perspectives in the Humanities (3 hrs.)
HUM 347: Research and Professional Issues (1 hr.)
Either of the following courses:
    HIS 203: History of the United States in the 20th Century (3 hrs.)
    or
    HIS 221: Europe and the World in the 20th Century (3 hrs.)
Three credit hours selected from the following courses
    HIS 111: Colonial and Revolutionary America (3 hrs.)
    HIS 112: History of the United States in the 19th Century (3 hrs.)
    HIS 248: Appalachian Cultural and Social History (3 hrs.)
    HIS 251: Economic History of the United States (3 hrs.)
Nine credit hours selected from the following courses
    HIS 303: Studies in United States History (3 hrs.)
    HIS 321: Studies in Modern European History (3 hrs.)
    HIS 333: Studies in Asian History (3 hrs.)
    HIS 334: Studies in Latin American History (3 hrs.)
    HIS 335: Studies in African History (3 hrs.)
    HIS 342: Studies in Pre-Modern History (3 hrs.)
    HIS 349: Topics in History (3 hrs.)
Six credit hours in related courses selected from:
    ART 111: Survey of Ancient through Medieval Art (3 hrs.)
    ART 212: Renaissance, Baroque and Modern Art (3 hrs.)
    ART 311: 20th Century Art (3 hrs.)
    ECN 334: History of Economic Thought (3 hrs.)
    ENG 221: American Literature: Puritan through Romantic (3 hrs.)
    ENG 222: American Literature: Realism to the Present (3 hrs.)
    ENG 311: History of the English Language (3 hrs.)
    ENG 333: English Literature of the 17th Century (3 hrs.)
    ENG 334: English Literature of the Restoration and 18th Century (3 hrs.)
    ENG 335: English Literature of the 19th Century (3 hrs.)
    MUS 312: History of Music in the United States (3 hrs.)
    PHL 201: Ancient and Medieval Philosophy (3 hrs.)
    PHL 205: Early Modern Philosophy from 16th to the 18th Century (3 hrs.)
    PHL 206: Enlightenment & late Modern Philosophy 18th-20th Century (3 hrs.)
    PHL 207: Contemporary Philosophy (3 hrs.)
    REL 348: Explorations in the History of Religion (3 hrs.)
    THT 316: Theatre History I (3 hrs.)
    THT 317: Theatre History II (3 hrs.)

The Major in History for Teacher Licensure allows students the options of an add-on endorsement different from political science or economics and requires a minimum of 37 hours, including 33 hours in history and 4 hours in Humanities.

Required courses include:
    HIS 111: Colonial and Revolutionary America (3 hrs.)
    HIS 112: History of the United States in the 19th Century (3 hrs.)
HIS 162: Introduction to the Study of History (3 hrs.)
HIS 203: History of the United States in the 20th Century (3 hrs.)
HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
HIS 243: World Civilization from 1500 C.E. to the 20th Century (3 hrs.)
HIS 351-352: Senior Study (6 hrs.)
HIS 371: Seminar in History (3 hrs.)
Six credit hours selected from the following courses
   HIS 303: Studies in United States History (3 hrs.)
   HIS 321: Studies in Modern European History (3 hrs.)
   HIS 333: Studies in Asian History (3 hrs.)
   HIS 334: Studies in Latin American History (3 hrs.)
   HIS 335: Studies in African History (3 hrs.)
   HIS 342: Studies in Pre-Modern History (3 hrs.)
   HIS 349: Topics in History (3 hrs.)
HUM 201: Perspectives in the Humanities (3 hrs.)
HUM 347: Research and Professional Issues (1 hr.)

Additional courses in liberal studies include:
   PSY 101: Introductory Psychology (3 hrs.)
   SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

   EDU 301: Models of Classroom Management and Instruction (3 hrs.)
   EDU 302: Educational Technology (2 hrs.)
   EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
   EDU 343: Practicum in Methods and Materials (2 hrs.)
   EDU 401: Student Teaching (9 hrs.)
   EDU 402: Professional Seminar on Teaching (3 hrs.)
   PHR 236: Health Issues in Education (2 hrs.)
   PSY 218: Psychology of Adolescence (3 hrs.)
   PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

Additional courses in liberal studies include:
   PSY 101: Introductory Psychology (3 hrs.)
   SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

   EDU 301: Models of Classroom Management and Instruction (3 hrs.)
   EDU 302: Educational Technology (2 hrs.)
   EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 343: Practicum in Methods and Materials (2 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

Additional teaching endorsement in Geography may be earned through completion of the following courses:

SLS 201: Contemporary Global Issues (3 hrs.)
Two different WRC 370: World Cultures course (3 hrs each) (One of these courses may be used to fulfill the general education requirement for World Cultures)

The Major in History/Economics for Teacher Licensure requires a minimum of 54 hours, including 33 hours in history, 4 hours in Humanities, and 10 hours in economics. Required courses include:

HIS 111: Colonial and Revolutionary America (3 hrs.)
HIS 112: History of the United States in the 19th Century (3 hrs.)
HIS 162: Introduction to the Study of History (3 hrs.)
HIS 203: History of the United States in the 20th Century (3 hrs.)
HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
HIS 243: World Civilization from 1500 C.E. to the 20th Century (3 hrs.)
HIS 351-352: Senior Study (6 hrs.)
HIS 371: Seminar in History (3 hrs.)
Six credit hours selected from the following courses
   HIS 303: Studies in United States History (3 hrs.)
   HIS 321: Studies in Modern European History (3 hrs.)
   HIS 333: Studies in Asian History (3 hrs.)
   HIS 334: Studies in Latin American History (3 hrs.)
   HIS 335: Studies in African History (3 hrs.)
   HIS 342: Studies in Pre-Modern History (3 hrs.)
   HIS 349: Topics in History (3 hrs.)
HUM 201: Perspectives in the Humanities (3 hrs.)
HUM 347: Research and Professional Issues (1 hr.)
ECN 201: Principles of Economics (4 hrs.)
ECN 251: Economic History of the United States (3 hrs.)
ECN 332: Money and Banking (3 hrs.)

Additional courses in liberal studies include:
   PSY 101: Introductory Psychology (3 hrs.)
   SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:
EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (2 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 343: Practicum in Methods and Materials (2 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

Additional teaching endorsement in Geography may be earned through completion of the following courses:

SLS 201: Contemporary Global Issues (3 hrs.)
Two different WRC 370: World Cultures course (3 hrs each) *(One of these courses may be used to fulfill the general education requirement for World Cultures)*

The Major in History/Political Science for Teacher Licensure requires a minimum of 52 hours, including 33 hours in history, 4 hours in Humanities, and 9 hours in political science. Required courses include:

HIS 111: Colonial and Revolutionary America (3 hrs.)
HIS 112: History of the United States in the 19th Century (3 hrs.)
HIS 162: Introduction to the Study of History (3 hrs.)
HIS 203: History of the United States in the 20th Century (3 hrs.)
HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
HIS 243: World Civilization from 1500 C.E. to the 20th Century (3 hrs.)
HIS 351-352: Senior Study (6 hrs.)
HIS 371: Seminar in History (3 hrs.)
Six credit hours selected from the following courses
    HIS 303: Studies in United States History (3 hrs.)
    HIS 321: Studies in Modern European History (3 hrs.)
    HIS 333: Studies in Asian History (3 hrs.)
    HIS 334: Studies in Latin American History (3 hrs.)
    HIS 335: Studies in African History (3 hrs.)
    HIS 342: Studies in Pre-Modern History (3 hrs.)
    HIS 349: Topics in History (3 hrs.)
    HUM 201: Perspectives in the Humanities (3 hrs.)
    HUM 347: Research and Professional Issues (1 hr.)
    PLS 121: Contemporary Political Issues (3 hrs.)
    PLS 122: American Government and Politics (3 hrs.)
Either of the following courses:
    PLS 211: Comparative Government and Politics (3 hrs.)
    or
PLS 212: International Politics (3 hrs.)

Additional courses in liberal studies include:
PSY 101: Introductory Psychology (3 hrs.)
SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (2 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 343: Practicum in Methods and Materials (2 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

Additional teaching endorsement in Geography may be earned through completion of the following courses:

SLS 201: Contemporary Global Issues (3 hrs.)
Two different WRC 370: World Cultures course (3 hrs each) (One of these courses may be used to fulfill the general education requirement for World Cultures)

The Minor in History consists of 15 hours, including:

HIS 162: Introduction to the Study of History (3 hrs.)
Either of the following courses:

HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
or

HIS 243: World Civilization from 1500 C.E. to the 20th Century (3 hrs.)

One History course at the 300 level
Six hours in other courses in history.

The Minor in History for Add-On Teaching Endorsement requires the completion of 18 hours in History. Required courses include:

HIS 162: Introduction to the Study of History (3 hrs.)
HIS 203: History of the United States in the 20th Century (3 hrs.)
HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
HIS 243: World Civilization from 1500 C.E. to the 20th Century (3 hrs.)

Either of the following courses:

HIS 111: Colonial and Revolutionary America (3 hrs.)
or
HIS 112: History of the United States in the 19th Century (3 hrs.)
WRC 370: Topics in World Cultures (3 hrs.) (*This course may be used to fulfill the general education requirement for World Cultures*)

Additional courses in liberal studies include:
PSY 101: Introductory Psychology (3 hrs.)
SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (2 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 343: Practicum in Methods and Materials (2 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

**International Business**

**Professor John Gallagher, Coordinator**

The Major in International Business combines work in several related disciplines with language study and a period of time abroad. The **Major in International Business** consists of 46 credit hours divided into two sequences of courses.

All students take the first sequence which includes the following courses:

PLS 212: International Politics (3 hrs.)
SOC 211: Cultural Anthropology (3 hrs.)
SLS 201: Contemporary Global Issues (3 hrs.)
ECN 201: Principles of Economics (4 hrs.)
INB 351-352: Senior Study (6 hrs.)
One course selected from the following list:
REL 212: World Religions (3 hrs.)
HIS 221: Europe and the World in the 20th Century (3 hrs.)
HIS 333: Studies in Asian History (3 hrs.)
HIS 334: Studies in Latin American History (3 hrs.)
HIS 335: Studies in African History (3 hrs.)
The second sequence of courses includes:

- BUS 201: Principles of Management (3 hrs.)
- BUS 215: Principles of Accounting (3 hrs.)
- BUS 329: International Business (3 hrs.)
- BUS 401: Strategic Management (3 hrs.)
- ECN 325: International Trade and Finance (3 hrs.)
- BUS 344: Principles of Finance (3 hrs.)
- Or appropriate courses offered at an approved overseas institution.

All students must also complete two years of a foreign language (one year, two courses, beyond the 100-level general education requirement) or demonstrate sufficient foreign language proficiency. When English is a second language for the student in the major, he/she is exempt from the foreign language requirement and may be exempt from the overseas study requirement upon approval of the division chair.

The period of overseas study ideally will be at least a full semester at a foreign institution as described under Study Abroad in this catalog, and will typically take place during the spring semester of the junior year. The requirement for overseas study can also be met through a single period of study of at least six weeks at a foreign institution. Upon approval of the division chair, the overseas study requirement can be met through credit-bearing overseas internship or practicum equivalent in scope to at least six weeks of study at a foreign institution. Note that Social Science 201 is a prerequisite for all overseas coursework and study for which academic credit from Maryville College is to be awarded, and that courses taken during overseas study can substitute for major requirements with the permission of the international business coordinator.

Students majoring in International Business should plan carefully to allow for the required period of study abroad. Study abroad requires careful scheduling of on-campus coursework and anticipation of the likely additional costs related to travel. Study at foreign institutions is described under Study Abroad in this catalog.

Students majoring in International Business may not minor in Business and Organization Management.

Course descriptions for international business courses may be found under the Course Listings section in this catalog.

**International Studies**

**Professor Scott Brunger, Coordinator**

The Major in International Studies combines work in several disciplines with language study and a period of time abroad. The Major in International Studies consists of 46 credit hours divided into two sequences of courses.
All students take the first sequence which includes the following courses:

- PLS 212: International Politics (3 hrs.)
- SOC 211: Cultural Anthropology (3 hrs.)
- SLS 201: Contemporary Global Issues (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)
- INT 351-352: Senior Study (6 hrs.)

One course selected from the following list:
- REL 212: World Religions (3 hrs.)
- HIS 221: Europe and the World in the 20th Century (3 hrs.)
- MUS 311: Music in the Non-Western World (3 hrs.)

The second sequence of required courses includes:

- SOC 101: Introductory Sociology (3 hrs.)
- ECN 221: Economic Development (3 hrs.)
- PLS 211: Comparative Government and Politics (3 hrs.)

Six credit hours selected from the following courses:
- HIS 333: Studies in Asian History (3 hrs.)
- HIS 334: Studies in Latin American History (3 hrs.)
- HIS 335: Studies in African History (3 hrs.)
- SPN 302: Spanish Peninsular Literature from 1800 to Present (3 hrs.)
- SPN 349: Selected Topics in Spanish (3 hrs.)
- ART 212: Renaissance, Baroque and Modern Art (3 hrs.)
- REL 348: Explorations in the History of Religions (3 hrs.)
- Or appropriate courses offered at an approved overseas institution.

All students must also complete two years of a foreign language (one year, two courses, beyond the 100-level general education requirement) or demonstrate sufficient foreign language proficiency. When English is a second language for the student in the major, he/she is exempt from the foreign language requirement and may be exempt from the overseas study requirement upon approval of the division chair.

The period of study abroad will ideally be at least a full-semester at a foreign institution as described under Study Abroad in this catalog, and will typically take place during the spring semester of the junior year. The requirement for overseas study can also be met through a single period of study of at least six weeks at a foreign institution. Upon approval of the division chair, the overseas study requirement can be met through a credit-bearing overseas internship or practicum equivalent in scope to at least six weeks of study at a foreign institution. Note that Social Science 201 is a prerequisite for all overseas coursework and study for which academic credit from Maryville College is to be awarded, and that courses taken during foreign study can substitute for major requirements with the permission of the international studies coordinator.

Students majoring in International Studies should plan carefully to allow for the required period of study abroad. Study abroad requires careful scheduling of on-campus course work and anticipation...
of the likely additional costs related to travel. Study at foreign institutions is described under Study Abroad in this catalog.

The **Minor in International Studies** consists of 16 credit hours including:

- PLS 212: International Politics (3 hrs.)
- SOC 211: Cultural Anthropology (3 hrs.)
- SLS 201: Contemporary Global Issues (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)
- Three credit hours selected from the following courses
  - REL 212: World Religions (3 hrs.)
  - HIS 221: Europe and the World in the 20th Century (3 hrs.)
  - MUS 311: Music in Non-Western Cultures (3 hrs.)

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### Japanese

**Professor Susan Schneibel, Chair, Division of Languages and Literature**

The **Minor in Japanese** consists of 15 credit hours above the 100-level, including:

- JPN 201: Intermediate Japanese I (3 hrs.)
- JPN 202: Intermediate Japanese II (3 hrs.)
- JPN 225: Intermediate Conversation and Composition (3 hrs.)
- An additional six credit hours earned either by taking a combination of the following:
  - JPN 343: Practicum (3-6 hrs.)
  - JPN 349: Selected Topics in Japanese (3 hrs.)
- Participating in an approved study abroad program

Japanese 201-202 are prerequisites for students who intend to complete their Japanese minor by studying abroad.

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### Management

**Associate Professor Jenifer Greene, Interim Chair, Division of Social Sciences**

The College offers a broad based Major and Minor in Business and Organization Management. The curriculum for this discipline may be found under that heading and course descriptions found in the Course Descriptions section of this catalog.
Mathematics

Professor Jeff Bay, Chair, Division of Mathematics and Computer Science

The Major in Mathematics consists of 56/55 hours in mathematics and related fields. Required courses include:

- MTH 125: Calculus I (4 hrs.)
- MTH 225: Calculus II (4 hrs.)
- MTH 232: Linear Algebra (3 hrs.)
- MTH 235: Calculus III (4 hrs.)
- MTH 236: Ordinary Differential Equations (3 hrs.)
- MTH 299: Foundations of Higher Mathematics (2 hrs.)
- MTH 302: Modern Algebra (3 hrs.)
- MTH 315: Advanced Calculus (3 hrs.)
- MTH 321: Probability and Statistics I (3 hrs.)
- MTH 326: Numerical Analysis (3 hrs.)
- MTH 351-352: Senior Study (6 hrs.)
- MTH 399: Research Seminar (1 hr.)

Two of the following courses:
- MTH 303: Advanced Algebra (3 hrs.)
- MTH 316: Advanced Calculus II (3 hrs.)
- MTH 322: Probability and Statistics II (3 hrs.)
- MTH 349: Selected Topics in Mathematics (3 hrs.)

Three of the following related courses:
- PHY 201: General Physics I (4 hrs.)
- PHY 202: General Physics II (4 hrs.) (This course meets the requirement of SCI 350 for mathematics majors – See note in General Education section of this Catalog)
- CSC 111: Introduction to Computer Science I (3 hrs.)
- CSC 112: Introduction to Computer Science II (3 hrs.)

Any student who expects to attend graduate school is advised to acquire intermediate-level proficiency in French or German. Students desiring more depth in the related fields of Computer Science, Physics, or Statistics are encouraged to complete a minor in one or more of these areas.

The Major in Mathematics for Teacher Licensure consists of 50 hours in mathematics and related fields and 6 additional hours in liberal studies. Required courses include:

- MTH 125: Calculus I (4 hrs.)
- MTH 225: Calculus II (4 hrs.)
- MTH 232: Linear Algebra (3 hrs.)
- MTH 235: Calculus III (4 hrs.)
- MTH 299: Foundations of Higher Mathematics (2 hrs.)
- MTH 301: Principles of Geometry (3 hrs.)
MTH 302: Modern Algebra (3 hrs.)
MTH 315: Advanced Calculus (3 hrs.)
MTH 321: Probability and Statistics I (3 hrs.)
MTH 326: Numerical Analysis (3 hrs.)
MTH 351-352: Senior Study (6 hrs.)
MTH 399: Research Seminar (1 hr.)
PHY 201: General Physics I (4 hrs.)
PHY 202: General Physics II (4 hrs.)
CSC 111: Introduction to Computer Science I (3 hrs.)

Additional liberal studies requirements include:
PSY 101: Introductory Psychology (3 hrs.)
SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (2 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 343: Practicum in Methods and Materials (2 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

A Minor in Mathematics Add-on Teaching Endorsement requires 16 credit hours in mathematics and includes the following courses:

MTH 125: Calculus I (4 hrs.)
MTH 225: Calculus II (4 hrs.)
MTH 232: Linear Algebra (3 hrs.)
Five credit hours in mathematics above MTH 225
(The following courses may not be used to meet this requirement:
   MTH 307: Mathematics and Instructional Strategies for K-6 and 4-8 Teachers I (3 hrs.)
   MTH 308: Mathematics and Instructional Strategies for K-6 and 4-8 Teachers II (3 hrs.)
   MTH 399: Research Seminar (1 hr.)

The Minor in Mathematics requires a minimum of 16 credit hours. Required courses include:

MTH 125: Calculus I (4 hrs.)
MTH 225: Calculus II (4 hrs.)
MTH 232: Linear Algebra (3 hrs.)
Five credit hours in mathematics above MTH 225
(The following courses may not be used to meet this requirement:
MTH 307: Mathematics and Instructional Strategies for K-6 and 4-8 Teachers I (3 hrs.)
MTH 308: Mathematics and Instructional Strategies for K-6 and 4-8 Teachers II (3 hrs.)
MTH 399: Research Seminar (1 hr.))

The **Minor in Statistics** consists of 16 semester hours that include the following courses:

- MTH 125: Calculus I (4 hrs.)
- MTH 221: Inferential Statistics (3 hrs.)
- MTH 222: Regression Analysis (3 hrs.)
- MTH 321: Probability and Statistics I (3 hrs.)

Either of the following courses:
- MTH 322: Probability and Statistics II (3 hrs.)
- or
- MTH 343: Practicum in Mathematics (2-6 hrs.) (3 hours required)

## Medieval Studies

**Professor Sam Overstreet, Coordinator**

A multi-disciplinary minor in medieval studies is offered. The program emphasizes major currents of thought in the West from the collapse of the Roman Empire to approximately the year 1500.

The **Minor in Medieval Studies** requires a minimum of 18 hours. Requirements include five courses from the following list:

- ART 313: Studies in Medieval Art (3 hrs.)
- ENG 331: Chaucer in Middle English (3 hrs.)
- HIS 342: Studies in Pre-Modern History (3 hrs.) *(Requires permission of the Coordinator of the minor)*
- MUS 313: History of Western Fine Arts Music to 1750 (3 hrs.)
- PHL 201: Ancient and Medieval Philosophy (3 hrs.)
- REL 346: Explorations in Christian Thought and Culture (3 hrs.) *(Requires permission of the Coordinator of the minor)*

When focusing sufficiently on the Middle Ages as determined by the Coordinator of the minor:
- HIS 342: Studies in Pre-Modern History (3 hrs.)
- REL 346: Explorations in Christian Thought and Culture (3 hrs.)
Ministry and Church Leadership Certificate Program

Rev. Anne McKee, Director/Campus Minister

The Certificate Program in Ministry and Church Leadership is designed to equip students with a set of intellectual and practical skills that will help to prepare them for future work in ministry. Though this program is not a substitute for later professional or graduate study, it offers valuable academic and practical preparation for various forms of ministry, such as, youth ministry, social outreach, and other forms of parish and pastoral work. The College will award the Certificate to students who successfully complete all program requirements as well as the requirements for graduation. Typically, all requirements for the major and the certificate program can be completed in a normal four-year course of study. The Certificate Program is open to students from all majors.

The Campus Minister serves as the Director of the Certificate Program. Students work with the Director and with their faculty advisor to select appropriate courses and coordinate the requirements of the Certificate Program in relation to their other academic requirements. The internship component of the Program is arranged in consultation with the Director. Students interested in pursuing ministry in a non-Christian religious tradition will consult with the Director to identify appropriate course substitutions.

MINISTRY & CHURCH LEADERSHIP CERTIFICATE REQUIREMENTS:
Students are required to complete the following five components:

1. A supervised and reflective internship in a church/ministry setting - Students will engage in a semester-long supervised internship experience in a local/selected church context. In addition to working with a supervisor in the selected setting, the student will also meet regularly with the Director to engage in reflection and discussion about the nature and various dimensions of ministry. The internship will usually take place in the student’s junior or senior year. Depending on a student’s major, this internship may or may not be taken for credit as a Practicum.

2. PHR 235 Group Facilitation (3 credit hours)

3. An additional course in Biblical Studies:
   BIB130: Hebrew Bible World and Culture (3 hrs.)
   or
   BIB 140: The New Testament World and Culture (3 hrs.)

4. REL 228: Introduction to Christian Theology (hrs.)

5. One additional course outside of the student’s major selected from the following: (3 credit hours):
BUS 201: Principles of Management (3 hrs.)  
PSY 211: Child Development (3 hrs.)  
PSY 218: Psychology of Adolescence (3 hrs.)  
PSY 222: Adult Development & Aging (3 hrs.)  
PSY 333: Counseling (3 hrs.)  
SOC 215: Sociology of Marriage & Family (3 hrs.)  
SOC 315: Social Inequality (3 hrs.)  
REL 211: American Religious Experience (3 hrs.)  
REL 212: World Religions (3 hrs.)  
REL/SOC 325: Sociology of Religion (3 hrs.)

Music

Associate Professor William Swann, Interim Chair, Division of Fine Arts

AUDITIONS AND ADMISSION TO MUSIC CURRICULUM

All students intending to pursue a major or minor in music or participate in an ensemble must complete the Music Placement Hearings during Fall Orientation prior to beginning study. Each student will then be counseled into the appropriate courses. All music majors must demonstrate proficiency in basic keyboard skills. Those who lack this preparation upon entering must take Keyboard Fundamentals for 0 credits every term until all five areas of the proficiency requirement are passed. All music majors must pass the piano proficiency requirement before enrolling in Senior Project 351-352.

Admission to a particular curriculum as a music major is conferred by the music faculty after the completion of MUS 102: Music Theory II (3 hrs.) or, in the case of students with advanced standing, after one semester of study at Maryville College. Contact the Chair of the Division of Fine Arts for details.

French or German is recommended as the foreign language choice for singers and students planning graduate work in music.

THE BACHELOR OF ARTS DEGREE

The Major in Music for those pursuing the Bachelor of Arts degree requires a minimum of 46 hours including:

MUS 101: Music Theory I (3 hrs.)  
MUS 102: Music Theory II (3 hrs.)  
MUS 111: Aural Skills I (1 hr.)  
MUS 112: Aural Skills II (1 hr.)  
MUS 201: Music Theory III (3 hrs.)  
MUS 202: Music Theory IV (3 hrs.)
MUS 211: Aural Skills III (1 hr.)
MUS 212: Aural Skills IV (1 hr.)
MUS 312: History of Music in the United States (3 hrs.)
MUS 313: History of Western Fine Arts Music to 1750 (3 hrs.)
MUS 314: History of Western Fine Arts Music from 1750 to the Present (3 hrs.)
MUS 315: Introduction to Ethnomusicology (3 hrs.)
MUS 351-352: Senior Project (6 hrs.)
8 hours of applied music
4 hours of ensemble participation.

Keyboard proficiency must be demonstrated. At least 66 hours must be earned in courses outside the discipline.

The **Minor in Music** consists of 18 credit hours in music, including:

- MUS 101: Music Theory I (3 hrs.)
- MUS 102: Music Theory II (3 hrs.)
- MUS 111: Aural Skills I (1 hr.)
- MUS 112: Aural Skills II (1 hr.)
- 6 credit hours at the 300 or 400 level
- 4 credit hours in courses, lessons, and/or ensembles.

**THE BACHELOR OF MUSIC DEGREE**
The Bachelor of Music is a professional degree, intended for students who plan to pursue a career in some aspect of music. It differs from the Bachelor of Arts degree in its general education core requirements (see General Education in this catalog) and the extent of specialization. As a professional degree, it affords more extensive study in the major field.

The College offers major programs in performance, music education, and theory-composition. All include preparation in theory, aural skills, and music history. Private lessons are a part of each major, as is sustained participation in a musical ensemble. Beyond these common elements, students take specialized courses appropriate to each major.

**Music Education**

The **Major in Music Education for Teacher Licensure in Vocal/General Music** consists of 63 credits in music, including:

- MUS 101: Music Theory I (3 hrs.)
- MUS 102: Music Theory II (3 hrs.)
- MUS 111: Aural Skills I (1 hr.)
- MUS 112: Aural Skills II (1 hr.)
- MUS 201: Music Theory III (3 hrs.)
- MUS 202: Music Theory IV (3 hrs.)
- MUS 211: Aural Skills III (1 hr.)
- MUS 212: Aural Skills IV (1 hr.)
- MUS 312: History of Music in the United States (3 hrs.)
MUS 313: History of Western Fine Arts Music to 1750 (3 hrs.)
MUS 314: History of Western Fine Arts Music from 1750 to the Present (3 hrs.)
MUS 315: Introduction to Ethnomusicology (3 hrs.)
MUS 321: Methods and Materials of Music Education K-12 (2 hrs.)
MUS 322: Conducting (3 hrs.)
MUS 323: Orchestration and Arranging (2 hrs)
MUS 351-352: Senior Project (6 hrs.)
14 hours of applied music (voice or voice and piano)
8 hours of ensemble (at least 6 in choir).
A senior recital is required.

Additional liberal studies requirements include:
PSY 101: Introductory Psychology (3 hrs.)
SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (2 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 343: Practicum in Methods and Materials (2 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

The **Major in Music Education for Teacher Licensure in Instrumental Music** consists of 64 credits in music including the following courses:

MUS 101: Music Theory I (3 hrs.)
MUS 102: Music Theory II (3 hrs.)
MUS 111: Aural Skills I (1 hr.)
MUS 112: Aural Skills II (1 hr.)
MUS 201: Music Theory III (3 hrs.)
MUS 202: Music Theory IV (3 hrs.)
MUS 211: Aural Skills III (1 hr.)
MUS 212: Aural Skills IV (1 hr.)
MUS 312: History of Music in the United States (3 hrs.)
MUS 313: History of Western Fine Arts Music to 1750 (3 hrs.)
MUS 314: History of Western Fine Arts Music from 1750 to the Present (3 hrs.)
MUS 315: Introduction to Ethnomusicology (3 hrs.)
MUS 321: Methods and Materials of Music Education K-12 (2 hrs.)
MUS 322: Conducting (3 hrs.)
MUS 323: Orchestration and Arranging (2 hrs)
MSU 324: Introduction to Orchestral Instruments (1hr each for a total of 4 credit hours)
MUS 351-352: Senior Project (6 hrs.)
11 hours of applied music (major instrument)
8 hours of ensemble (at least 6 in instrumental ensembles).
A senior recital is required.

Additional liberal studies requirements include:

PSY 101: Introductory Psychology (3 hrs.)
SOC 271: Sociology of Education (3 hrs.)

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (2 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 343: Practicum in Methods and Materials (2 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

Music Performance
The **Major in Piano or Vocal Performance** consists of a total of 78 credit hours including the following courses:

MUS 101: Music Theory I (3 hrs.)
MUS 102: Music Theory II (3 hrs.)
MUS 111: Aural Skills I (1 hr.)
MUS 112: Aural Skills II (1 hr.)
MUS 201: Music Theory III (3 hrs.)
MUS 202: Music Theory IV (3 hrs.)
MUS 211: Aural Skills III (1 hr.)
MUS 212: Aural Skills IV (1 hr.)
MUS 308: Pedagogy in the Applied Field (1 hr.)
MUS 312: History of Music in the United States (3 hrs.)
MUS 313: History of Western Fine Arts Music to 1750 (3 hrs.)
MUS 314: History of Western Fine Arts Music from 1750 to the Present (3 hrs.)
MUS 315: Introduction to Ethnomusicology (3 hrs.)
MUS 322: Conducting (3 hrs.)
MUS 323: Orchestration and Arranging (2 hrs.)
MUS 351-352: Senior Project (6 hrs.)
MUS 401: Literature in the Applied Field I (1 hr.)
MUS 402: Literature in the Applied Field II (1 hr.)
24 hours of applied music in the principal area
8 hours of ensemble
4 hours of music electives (courses, lessons, ensembles, or a combination).

Students pursuing this degree must present a half recital in the junior year and a full recital in the senior year.

**Music Theory-Composition**

The **Major in Theory-Composition** consists of a total of 78 credit hours including the following courses:

- MUS 101: Music Theory I (3 hrs.)
- MUS 102: Music Theory II (3 hrs.)
- MUS 111: Aural Skills I (1 hr.)
- MUS 112: Aural Skills II (1 hr.)
- MUS 201: Music Theory III (3 hrs.)
- MUS 202: Music Theory IV (3 hrs.)
- MUS 211: Aural Skills III (1 hr.)
- MUS 212: Aural Skills IV (1 hr.)
- MUS 305: Analytical Techniques (3 hrs.)
- MUS 306: Philosophy and Aesthetics of Music (3 hrs.)
- MUS 308: Pedagogy in the Applied Field (1 hr.)
- MUS 312: History of Music in the United States (3 hrs.)
- MUS 313: History of Western Fine Arts Music to 1750 (3 hrs.)
- MUS 314: History of Western Fine Arts Music from 1750 to the Present (3 hrs.)
- MUS 315: Introduction to Ethnomusicology (3 hrs.)
- MUS 322: Conducting (3 hrs.)
- MUS 323: Orchestration and Arranging (2 hrs.)
- MUS 351-352: Senior Project (6 hrs.)
- MUS 343: Practicum (2 hrs.)

20 hours of applied lessons in either theory or composition or a combination, including studies in music synthesis and MIDI technology
8 hours of ensemble
2 hours of music electives (courses, lessons, ensembles, or a combination).

Students pursuing this degree must present a full recital in the senior year.

**APPLIED MUSIC**

The study of applied music is central to all curricula in music and is a valuable elective for students in majors other than music. One credit hour per semester is earned for a half-hour lesson and at least three hours practice per week. Two credit hours per semester are earned for an hour lesson or two half-hour lessons and at least six hours practice per week. Three credit hours, available only to music majors, are earned for a 90-minute lesson or two 45-minute lessons per week and at least nine hours practice per week. (Non-credit students are expected to practice the same amount of time as the parallel credit students). Additional fees are charged for applied music lesions.
Instruction and practice include both technique and a minimum standard repertoire. For music majors, the latter includes, over a period of time, standard repertoire for the given instrument from each appropriate historical era and genre. For non-majors, the instructor may tailor the selection of repertoire to the individual student’s particular goals and needs. Refer to the Course Information section in this Catalog for a list of courses.

ENSEMBLES
The following ensembles are open to all students who meet the stated requirements. Unless otherwise listed, students may earn one credit hour per semester for participation in an ensemble. A noncredit option is also available.

MUS E12: The Maryville College Concert Choir *
MUS E13: The Maryville College Community Chorus
MUS E14: The Orchestra at Maryville: A College-Community Ensemble **
MUS E15: The Maryville College Jazz Band **
MUS E16: The Maryville College Community Concert Band **
MUS E17: Chamber Music Ensemble (1/2 credit hour per semester)

* Audition required
** Some previous instrumental experience required

Nonprofit Leadership Certificate Program

Mr. Cole Piper, Director

The Program for Nonprofit Leadership is a partnership between Maryville College and Nonprofit Leadership Alliance. The Nonprofit Leadership Alliance is a national organization that provides certification in the management of nonprofit organizations to those students who complete a set of certificate requirements in addition to the requirements for their chosen major. Typically, all requirements for the major as well as for the certificate can be accomplished as part of the student’s overall course of study. Participation in the program and pursuit of the certificate should not normally add to the time required to graduate.

The certificate is widely recognized and accepted by nonprofit organizations around the world, and it is a valuable credential for students interested in working in the nonprofit sector. The certificate is recognized as evidence of outstanding preparation for entry-level professional positions by a number of nonprofit organizations, such as the YMCA and YWCA, Big Brothers and Big Sisters, Catholic Charities, the Urban League, the Boy Scouts and Girl Scouts, Habitat for Humanity, Junior Achievement, organizations serving environmental interests, and international non-governmental organizations. Growth in the demand for professional management and leadership by nonprofit organizations is expected to continue.
The Program is managed by an Executive Director, and governed by an Advisory Board that includes faculty of the College, as well as representatives from area nonprofit organizations. All Program elements are part of the academic program of the College.

Students work with the Director of the Program for Nonprofit Leadership and their academic advisors to establish individualized curricular and co-curricular programs that fulfill the requirements of the certificate. Students will also participate in a student association related to the program.

The Director of the Program provides assistance and guidance to the student association, coordinates internships, and assists students in finding post-graduate employment. Placement assistance is also available through the Nonprofit Leadership Alliance.

The Certificate in Nonprofit Management is awarded by Maryville College in partnership with the Nonprofit Leadership Alliance, a national alliance of colleges, universities and nonprofit organizations. The Certificate may be pursued by students in any major and is designed to prepare students to become skilled professionals and leaders in nonprofit organizations.

NONPROFIT LEADERSHIP CERTIFICATE REQUIREMENTS:
The Certificate is awarded to students who fulfill a prescribed set of competencies developed by the Nonprofit Leadership Alliance. A Humanics transcript is developed for each student showing the fulfillment of competencies in five categories:

1. Coursework:
   SLS 203: Introduction to Nonprofit Management (3 hrs.)
   BUS 201: Principles of Management (3 hrs.)

2. Internship:
   An internship of 300 clock hours must be completed at a nonprofit organization. The Program Director, in consultation with academic departments and the Center for Calling and Career, will arrange and approve internships. Certification requirements may be satisfied by internships with or without academic credit. Internships pursued for credit must follow all procedures and meet all requirements of academic departments.

3. Nonprofit Leadership Alliance Institute:
   A national leadership institute is sponsored every January by the Nonprofit Leadership Alliance. It is attended by students from nearly 100 colleges and universities. To receive the Certificate, a student must attend the Institute once during the college career. As an exercise in developing fund raising skills, students are required to raise their own travel funds. Students will attend the Institute and return to campus to complete the SLS 203 January Term course.

4. Fulfillment of Competencies:
   All competencies must be fulfilled. Many are fulfilled by completion of the requirements listed above. Some are automatically fulfilled by completion of the Maryville College general education curriculum. Others may be fulfilled by major courses or electives. Many other competencies must be fulfilled by workshops and seminars offered by Maryville College and by other approved organizations. To be counted in fulfillment of competencies, workshops or seminars must be approved by the Program Director.
5. Completion of 180 Coursework Contact Hours Addressing American Humanics Competencies:

180 contact hours must be completed. Most of these hours are covered by work in the two required courses, or sections of courses, in general education. The remaining contact hours will occur in workshops and seminars. Contact hours are tracked on the student’s Humanics transcript.

Outdoor Recreation

Professor Terry Simpson, Chair, Division of Education

The Major in Outdoor Recreation consists of a minimum of 53 hours that includes the following courses:

PHR 102: Historical, Philosophical, and Sociological Foundations of Physical Education, Recreation, and Sports (3 hrs.)
PHR 235: Group Facilitation (3 hrs.)
PHR 315: Wilderness Emergency Response (3 hrs.)
PHR 321: Physical Education and Recreation for Special Populations (3 hrs.)
PHR 335: Outdoor Recreation Leadership (3 hrs.)
PHR 337: Internship in Physical Education of Outdoor Recreation (7-15 hrs.) (9 hours required)
PHR 343: Practicum (2-6 hrs.) (3 hours required)
PHR 347: Professional Seminar (1 hr.)
PHR 351-352: Senior Study (6 hrs.)
PSY 101: Introductory Psychology (3 hrs.)
BUS 201: Principles of Management (3 hrs.)
BIO 311: Natural History of the Southern Appalachians (4 hrs.)
Six activity courses (Five must be outdoor related)
One of the following courses:
   ENV 101: Introduction to Environmental Issues (3 hrs.)
   ENV 316: Population (3 hrs.)
   ENV 345: Environmental Politics (3 hrs.)

Students majoring in outdoor recreation are encouraged to complete coursework for a minor such as business, psychology or sociology.

The Minor in Outdoor Recreation consists of 16 credit hours. Required courses include:

PHR 107: Paddling I (1 hr.)
PHR 172: Camping and Outdoor Education (1 hr.)
PHR 174: Orienteering (1 hr.)
PHR 235: Group Facilitation (3 hrs.)
PHR 321: Physical Education and Recreation for Special Populations (3 hrs.)
PHR 335: Outdoor Recreation Leadership (3 hrs.)
BIO 311: Natural History of the Southern Appalachians (4 hrs.)

The minor also requires the completion of the Red Cross certification in Standard First Aid and Community CPR. The Minor in Outdoor Recreation is not open to physical education majors.

**Philosophy**

**Professor Margaret Cowan, Chair, Division of Humanities**

A liberal arts education is literally about the “arts of freedom.” To be truly free, requires one to question and to think for oneself. Philosophy, which literally means the “love of wisdom,” lies at the heart of a liberal arts education because it asks students to question, explore, and pursue truth wherever it may lead. In philosophy, rigor, honesty, and humility are requisite to exploring questions about reality and truth, justice and morality, life and death, language and culture, society and politics, and God and the meaning of existence. Students who major or minor in philosophy learn to think and write critically, and to read and analyze texts carefully. Such skills are excellent preparations or professions in law, politics, business, education, ministry, and medicine.

The **Major in Philosophy** consists of at least 46 hours in philosophy and related areas. Required courses include:

- PHL 162: Introduction to Philosophy and Logic (3 hrs.)
- PHL 211: American Philosophy (3 hrs.)
- PHS 348: Comparative Philosophy (3 hrs.)
- PHL 351-352: Senior Study (6 hrs.)
- HUM 201: Perspectives in the Humanities (3 hrs.)
- HUM 347: Research and Professional Issues (1 hr.)

Three courses chosen from the following list:

- PHL 201: Ancient and Medieval Philosophy (3 hrs.)
- PHL 205: Early Modern Philosophy from 16th to the 18th Century (3 hrs.)
- PHL 206: Enlightenment & Late Modern Philosophy 18th-20th Century (3 hrs.)
- PHL 207: Contemporary Philosophy (3 hrs.)

Either of the following courses:

- PHL 326: Philosophy of Religion (3 hrs.)
- PHL 329: Modern Critiques of Religion (3 hrs.);

An additional 3 credit Philosophy course at the 300-level

One course from the following list:

- PLS 306: Political Philosophy (3 hrs.)
- ECN 334: History of Economic Thought (3 hrs.)
SOC 401: Social Theory (3 hrs.)
Two of the following courses (6 credit hours):
   MUS 306: Philosophy and Aesthetics of Music (3 hrs.)
   REL 326: Contemporary Theology (3 hrs.)
   REL 346: Explorations in Christian Thought and Culture (3 hrs.)
   REL 348: Explorations in the History of Religions (3 hrs.)

The **Minor in Philosophy** consists of 15 credit hours and requires the following courses:

   PHL 162: Introduction to Philosophy and Logic (3 hrs.)
   Twelve additional credit hours in Philosophy

**Physical Education, Health and Recreation**

**Professor Terry Simpson, Chair, Division of Education**

Two majors are offered in Physical Education, Health and Recreation, one in Physical Education and another in Physical Education/Health for students planning careers as teachers in the field. A third related major, Outdoor Recreation, is described in that section of this catalog.

The **Major in Physical Education** consists of 56 credit hours and includes the following courses:

   PHR 101: Human Health and Development (3 hrs.)
   PHR 102: Historical, Philosophical, and Sociological Foundations of Physical Education, Recreation, and Sports (3 hrs.)
   PHR 106: Aquatic Education (1 hr.)
   PHR 205: Team Sports, Intramural Administration, Officiating Techniques (3 hrs.)
   PHR 219: Principles of Human Nutrition (3 hrs.)
   PHR 231: Motor Development and Motor Learning (2 hrs.)
   PHR 321: Physical Education and Recreation for Special Populations (3 hrs.)
   PHR 331: Physical Education for Children (2 hrs.)
   PHR 332: Kinesiology (3 hrs.)
   PHR 334 Administration and Supervision of Physical Education Programs (2 hrs.)
   PHR 341: Measurement and Evaluation in Physical Education (3 hrs.)
   PHR 343: Practicum (2-6 hrs.) (3 hrs. required)
   PHR 345: Physiology of Exercise (3 hrs.)
   PHR 346: Physical Education in games, Sports and Activities (3 hrs.)
   PHR 351-352: Senior Study (6 hrs.)
   BIO 217: Human Anatomy and Physiology I (3 hrs.)
   BIO 218: Human Anatomy and Physiology II (4 hrs.)

Additional courses in liberal studies include:
   PSY 101: Introductory Psychology (3 hrs.)
   BUS 201: Principles of Management (3 hrs.)
American Red Cross certifications in Standard First Aid and Community CPR are required as part of the major.

The **Major in Physical Education/Health for K-12 Teacher Licensure** consists of 53 credit hours and includes the following courses:

- PHR 101: Human Health and Development (3 hrs.)
- PHR 102: Historical, Philosophical, and Sociological Foundations of Physical Education, Recreation, and Sports (3 hrs.)
- PHR 106: Aquatic Education (1 hr.)
- PHR 219: Principles of Human Nutrition (3 hrs.)
- PHR 231: Motor Development and Motor Learning (2 hrs.)
- PHR 236: Health Issues in Education (2 hrs.)
- PHR 237: Introduction to Health Education (1 hr.)
- PHR 321: Physical Education and Recreation for Special Populations (3 hrs.)
- PHR 331: Physical Education for Children (2 hrs.)
- PHR 332: Kinesiology (3 hrs.)
- PHR 334: Administration and Supervision of Physical Education Programs (2 hrs.)
- PHR 336: Community Health (3 hrs.)
- PHR 341: Measurement and Evaluation in Physical Education (3 hrs.)
- PHR 345: Physiology of Exercise (3 hrs.)
- PHR 346: Physical Education in games, Sports and Activities (3 hrs.)
- PHR 351-352: Senior Study (6 hrs.)
- BIO 217: Human Anatomy and Physiology I (3 hrs.)
- BIO 218: Human Anatomy and Physiology II (4 hrs.)
- SOC 215: Sociology of Marriage and Family (3 hrs.)

Additional courses in liberal studies include:
- PSY 101: Introductory Psychology (3 hrs.)
- SOC 271: Sociology of Education (3 hrs.)

Also required are 26 credit hours in professional courses in teacher education which consist of:

- EDU 301: Models of Classroom Management and Instruction (3 hrs.)
- EDU 302: Educational Technology (2 hrs.)
- EDU 321: Reading and Writing in the Content Classroom (2 hrs.)
- EDU 343: Practicum in Methods and Materials (2-6 hrs.) (4 hrs. required)
- EDU 401: Student Teaching (9 hrs.)
- EDU 402: Professional Seminar on Teaching (3 hrs.)
- PSY 218: Psychology of Adolescence (3 hrs.)

American Red Cross certifications in Standard First Aid and Community CPR are required as part of this major.

Careful planning of one’s course of study is necessary to ensure that general education, major, and professional teacher licensure requirements are met within the framework of four years. It is
particularly important to complete PSY 101: Introductory Psychology (3 hrs.) in the first year. Students should meet with the adviser for teacher licensure in physical education as soon as possible. Admission to teacher education is not automatic and occurs only after certain qualifications are met, which include a minimum cumulative GPA of 2.7, a minimum 2.7 in the major, a minimum score on certain standardized tests, and successfully passing two screening processes. Please refer to the section in the catalog on Education as well as the section on Course Descriptions.

With careful choice of electives and course substitutions students may design a program of study that will prepare them for graduate study in such fields as Athletic Training, Exercise Physiology, Occupational Therapy and Physical Therapy. Students with this goal in mind should work closely with an advisor in the Division beginning the first year.

The **Minor in Physical Education** consists of 18 credit hours including:

- PHR 102: Historical, Philosophical, and Sociological Foundations of Physical Education, Recreation, and Sports (3 hrs.)
- PHR 321: Physical Education and Recreation for Special Populations (3 hrs.)
- PHR 331: Physical Education for Children (2 hrs.)
- Two credits of Lifetime Activity courses (See Course Descriptions in this catalog)
- Eight credit hours chosen from courses at the 200 or 300 level

American Red Cross certifications in standard First Aid and Community CPR are required as part of this minor.

The Minor in Physical Education is not open to outdoor recreation majors.

**Physics**

**Associate Professor Jerilyn Swann, Interim Chair, Division of Natural Sciences**

The curriculum in chemical physics affords the student sound training in the principles and techniques of modern physical-chemical theory and experimentation. The program integrates laboratory, theoretical, and research skills to provide the range of abilities needed by the practicing professional in highly interdisciplinary applications. Opportunity for research through the Oak Ridge Associated Universities and National Laboratories such as Argonne, Brookhaven, Los Alamos, and Oak Ridge complement the curriculum.

The **Major in Chemical Physics** provides an interdisciplinary curriculum for students planning careers in physics having a strong chemical emphasis. With careful elective choice students may pursue professional careers in industry or enter graduate school programs that lead to a variety of research-oriented careers in private or government laboratories and agencies. The Major in Chemical Physics consists of 52 hours in physics, chemistry and related fields and provides an interdisciplinary curriculum for students planning careers in physics having strong chemical emphases. Required coursework includes:
PHY 201: General Physics I (4 hrs.)
PHY 202: General Physics II (4 hrs.)
PHY 271: Modern Physics (4 hrs.)
PHY 301: Analytical Mechanics (3 hrs.)
PHY 351-352: Senior Research Project (6 hrs.)
CHM 121: Principles of Chemistry I (4 hrs.)
CHM 122: Principles of Chemistry II (4 hrs.)
CHM 381: Physical Chemistry I (3 hrs.)
CHM 391: Physical Chemistry II (3 hrs.)
CHM 399: Research Seminar (1 hr.)
CHM 425: Physical Chemistry Laboratory (2 hrs.)
MTH 125: Calculus I (4 hrs.)
MTH 225: Calculus II (4 hrs.)
MTH 232: Linear Algebra (3 hrs.)
MTH 236: Ordinary Differential Equations (3 hrs.)

Specific requirements of particular post-graduate institutions should be ascertained early in the undergraduate program since they may require courses for admission beyond the minimum required for the chemical physics major.

The **Minor in Physics** consists of a minimum of 27 hours, including:

- PHY 201: General Physics I (4 hrs.)
- PHY 202: General Physics II (4 hrs.)
- PHY 271: Modern Physics (4 hrs.)
- PHY 301: Analytical Mechanics (3 hrs.)
- At least one additional physics course at the 300 level or above
- Either of the following courses:
  - BIO 299: Biology Research Methods (1 hr.)
  - CHM 399: Research Seminar (1 hr.)
- MTH 125: Calculus I (4 hrs.)
- MTH 225: Calculus II (4 hrs.)

### Political Science

**Associate Professor Jenifer Greene, Interim Chair, Division of Social Sciences**

Political science is concerned with the analysis of political processes and institutions. The Major in Political Science helps the student prepare for several fields of endeavor including law, public administration, diplomatic service, teaching, journalism and business.

The **Major in Political Science** requires 46 hours in the principal and related fields. Required courses include:
PLS 121: Contemporary Political Issues (3 hrs.)
PLS 122: American Government and Politics (3 hrs.)
PLS 211: Comparative Government and Politics (3 hrs.)
PLS 212: International Politics (3 hrs.)
PLS 232: Public Policy (3 hrs.)
PLS 306: Political Philosophy (3 hrs.)
Either of the following courses:
  PLS 311: Government and Politics of East Asia (3 hrs.)
  or
  PLS 312: Comparative Foreign Policy (3 hrs.)
Either of the following courses:
  PLS 321: American Political Process (3 hrs.)
  or
  PLS 322: The Judicial Process (3 hrs.)
Either of the following courses:
  PLS 345: Environmental Politics (3 hrs.)
  or
  PLS 349: Selected Topics in Political Science (3 hrs.)
PLS 351-352: Senior Study (6 hrs.)
ECN 201: Principles of Economics (4 hrs.)

Either of the following courses:
  MTH 221: Inferential Statistics (3 hrs.)
  or
  MTH 222: Regression Analysis (3 hrs.)
SLS 301: Social Sciences Research Methods (3 hrs.)
And one course selected from the following list:
  PSY 101: Introductory Psychology (3 hrs.)
  SOC 101: Introductory Sociology (3 hrs.)
  SOC 211: Cultural Anthropology (3 hrs.)

The **Major in Political Science/History for Teacher Licensure** leads to licensure in political science with a secondary emphasis in history. The track requires 39 hours in disciplinary courses and an additional 29 credit hours of professional courses in teacher education. The professional courses are listed under Education in this catalog.

Courses required in political science include:

- PLS 121: Contemporary Political Issues (3 hrs.)
- PLS 122: American Government and Politics (3 hrs.)
- PLS 211: Comparative Government and Politics (3 hrs.)
- PLS 212: International Politics (3 hrs.)
- PLS 321: American Political Process (3 hrs.)
- PLS 322: The Judicial Process (3 hrs.)
- PLS 351-352: Senior Study (6 hrs.)
Courses required in history include:

- HIS 112: History of the United States in the 19th Century (3 hrs.)
- HIS 203: History of the United States in the 20th Century (3 hrs.)
- HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
- HIS 251: Economic History of the United States (3 hrs.)

One course (3 credit hours) selected from the following list:
- HIS 333: Studies in Asian History (3 hrs.)
- HIS 334: Studies in Latin American History (3 hrs.)
- HIS 335: Studies in African History (3 hrs.)

Additional courses in liberal studies include:
- PSY101: Introductory Psychology (3 hrs.)
- SOC 271: Sociology of Education (3 hrs.).

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

- EDU 301: Models of Classroom Management and Instruction (3 hrs.)
- EDU 302: Educational Technology (2 hrs.)
- EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
- EDU 343: Practicum in Methods and Materials (2 hrs.)
- EDU 401: Student Teaching (9 hrs.)
- EDU 402: Professional Seminar on Teaching (3 hrs.)
- PHR 236: Health Issues in Education (2 hrs.)
- PSY 218: Psychology of Adolescence (3 hrs.)
- PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

Additional teaching endorsement in Geography may be earned through completion of the following courses:

- SLS 201: Contemporary Global Issues (3 hrs.)
- Two different WRC 370: World Cultures course (3 hrs each)  *(One of these courses may be used to fulfill the general education requirement for World Cultures)*

The **Minor in Political Science** consists of 15 hours and includes:

- PLS 121: Contemporary Political Issues (3 hrs.)
- PLS 122: American Government and Politics (3 hrs.)

Either of the following courses:

- PLS 211: Comparative Government and Politics (3 hrs.)

  or

- PLS 212: International Politics (3 hrs.)

Six additional credit hours in political science courses
Psychology

Professor Lori Schmied, Chair, Division of Behavioral Sciences

Psychology is the scientific study of behavior and mental processes. The Major in Psychology provides the student a broad curricular experience in psychology as preparation for graduate school. For students who do not plan to go beyond the B.A. degree, the psychology curriculum is useful preparation for any career in which the understanding of individual and group behavior would be beneficial.

The Major in Psychology requires 46 credit hours with 36 hours in major courses and 10 hours in related areas. Required include:

- PSY 101: Introductory Psychology (3 hrs.)
- PSY 299: Contemporary and Professional Issues in Psychology (2 hrs.)
- PSY 312: Experimental Psychology (4 hrs.)
- PSY 344: Biopsychology (3 hrs.)
- PSY 351-352: Senior Study (6 hrs.)
- BIO 113: Principles of Organismal Biology (4 hrs.)
- MTH 221: Inferential Statistics (3 hrs.)

Either of the following courses:
- SOC 101: Introductory Sociology (3 hrs.)
- or
- SOC 211: Cultural Anthropology (3 hrs.)

Eighteen (18) additional hours in psychology electives, at least 6 hours of which must be at the 300 or 400 levels. Psychology electives must include 3 hours from each of four domains. Note that some courses fall into multiple domains but may be counted toward fulfilling the requirement for only one domain.

Cognitive:
- PSY 314: Cognitive Psychology (4 hrs.)
- PSY 315: Human Thought and Learning (3 hrs.)
- PSY 327: Sensation and Perception (3 hrs.)

Developmental:
- PSY 211: Child Development (3 hrs.)
- PSY 218: Psychology of Adolescence (3 hrs.)
- PSY 222: Adult Development and Aging (3 hrs.)
- PSY 306: Language Development (3 hrs.)
- PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

Social:
- PSY 221: Social Psychology (3 hrs.)
- PSY 224: Cross-Cultural Psychology (3 hrs.)
PSY 301: Theories of Personality (3 hrs.)

Clinical:
PSY 301: Theories of Personality (3 hrs.)
PSY 331: Abnormal Psychology (3 hrs.)
PSY 333: Counseling (3 hrs.)

A double major in Psychology and Child Development and Learning is not permitted.

The Major in Child Development and Learning is designed for students who plan to work with children in a variety of settings or enter a graduate program in Child Development. The major consists of 44 credit hours, 32 credit hours in psychology and 10 hours in related fields. Required courses include:

PSY 101: Introductory Psychology (3 hrs.)
PSY 211: Child Development (3 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 299: Contemporary and Professional Issues in Psychology (2 hrs.)
PSY 306: Language Development (3 hrs.)
PSY 315: Human Thought and Learning (3 hrs.)
Either of the following courses:
PSY 331: Abnormal Psychology (3 hrs.)
or
PSY 333: Counseling (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)
Three additional credit hours in psychology
PSY 351-352: Senior Study (6 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PHR 331: Physical Education for Children (2 hrs.)
SOC 215: Sociology of Marriage and Family (3 hrs.)
BUS 201: Principles of Management (3 hrs.)

The Standard First Aid and Community CPR certifications as offered by the American Red Cross are required for graduation in this major.

The Major in Child Development and Learning for Teacher Licensure is designed for students who plan to teach in the elementary grades and consists of 42 credit hours, 29 credit hours in psychology, 13 credits in liberal studies, and 13 credit hours in related fields. Required courses in Psychology include:

PSY 101: Introductory Psychology (3 hrs.)
PSY 211: Child Development (3 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 299: Contemporary and Professional Issues in Psychology (2 hrs.)
PSY 306: Language Development (3 hrs.)
PSY 315: Human Thought and Learning (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)
PSY 351-352: Senior Study (6 hrs.)
Three additional credit hours in psychology

Required related courses include:

- PHR 236: Health Issues in Education (2 hrs.)
- PHR 331: Physical Education for Children (2 hrs.)
- SOC 215: Sociology of Marriage and Family (3 hrs.)
- MTH 307: Mathematics and Instructional Strategies for K-6 and 4-8 Teachers I (3 hrs.)
- MTH 308: Mathematics and Instructional Strategies for K-6 and 4-8 Teachers I (3 hrs.)

Additional 13 credit hours in liberal studies include:

- ENG 212: Children’s Literature (3 hrs.)
- One of the following courses:
  - HIS 111: Colonial and Revolutionary American (3 hrs.)
  - HIS 112: History of the United States in the 19th Century (3 hrs.)
  - HIS 203: History of the United States in the 20th Century (3 hrs.)
  - SOC 271: Sociology of Education (3 hrs.)
  - BIO 311: Natural History of the Southern Appalachians (4 hrs.)

Students pursuing this major must complete 26 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

- EDU 302: Educational Technology (2 hrs.)
- EDU 303: Models of Classroom Instruction (2 hrs.)
- EDU 305: Strategies for Classroom Management (2 hrs.)
- EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
- EDU 322: Instructional Strategies for Science and Social Studies (3 hrs.)
- EDU 323: Reading and Writing K-4 (3 hrs.)
- EDU 401: Student Teaching (9 hrs.)
- EDU 402: Professional Seminar on Teaching (3 hrs.)

Standard First Aid and Community CPR certifications as offered by the American Red Cross are required for graduation in this major.

The Minor in Psychology consists of 15 hours in psychology with no fewer than two 300-level courses. The Minor in Psychology is not open to students majoring in Child Development and Learning.

CHILD LIFE SPECIALIST CERTIFICATION
The Major in Child Development and Learning or the Major in Psychology provides preparation for certification as a Child Life Specialist. Certification through the national Child Life Council is
obtained by completing a major in Child Development and Learning or Psychology that includes a relevant practicum, an internship under the supervision of certified Child Life Specialists and passing the Child Life Professional Certification Examination. Careful planning of one's degree program is necessary and internship placements are competitive.

Religion

Professor Margaret Cowan, Chair, Division of Humanities

The study of religion considers religions as both expressions of the most fundamental human questions and as the products of historical forces. A broad study of religion encompasses theology as well as history, literature and the arts, social institutions, and cross-cultural comparisons.

The Major in Religion consists of 43 hours in religion and related areas. Required courses include:

- REL 162: Approaches to the Study of Religion (3 hrs.)
- REL 212: World Religions (3 hrs.)
- REL 228: Introduction to Christian Theology (3 hrs.)
- REL 344: Explorations in Biblical Studies (3 hrs.)
- REL 348: Explorations in the History of Religions (3 hrs.)
- REL 351-352: Senior Study (6 hrs.)
- HUM 201: Perspectives in the Humanities (3 hrs.)
- HUM 347: Research and Professional Issues (1 hr.)

One course selected from the following list:

- REL 209: Religion in the Southern Appalachians (3 hrs.)
- REL 211: The American Religious Experience (3 hrs.)
- REL 325: Sociology of Religion

Either of the following courses:

- REL 326: Contemporary Theology (3 hrs.)
- REL 346: Explorations in Christian Thought and Culture (3 hrs.)

Two courses from the following list:

- PHL 326: Philosophy and Religion (3 hrs.)
- PHL 329: Modern Critiques of Religion (3 hrs.)
- REL 348: Comparative Philosophy (3 hrs.)

One of the following courses:

- HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
- HIS 243: World Civilization from 1500 C.E. to the 20th Century (3 hrs.)
- PHI 211: American Philosophy (3 hrs.)

An additional 3 credit hours coursework in Religion*

*The 3 credit hours in biblical studies taken to fulfill the general education requirement may not be included in the major, but the student may count the second 100-level biblical studies course toward the major.
The **Minor in Religion** consists of 15 hours in religion, including not more than one 100-level course. The 3 hours in Biblical Studies taken to fulfill the general education requirement may not be included in the minor, but the student may count the second 100-level Biblical Studies course toward the minor.

### Sign Language Interpreting

**Associate Professor Margaret Maher, Coordinator**

A major is offered in **American Sign Language-English Interpreting**. A description of this major may be found in this catalog under the heading American Sign Language-English Interpreting.

### Sociology

**Associate Professor Jenifer Greene, Interim Chair, Division of Social Sciences**

Sociology deals with social relationships, the structure of society, and the variety of human cultures. The Major in Sociology prepares students for endeavors such as teaching, research, human services, and community organization. The Minor in Sociology provides a useful supplement to majors in a variety of academic fields.

The **Major in Sociology** requires 45/46 credit hours: 33 in sociology and 12/13 credit hours in related areas. Required courses include:

- SOC 101: Introductory Sociology (3 hrs.)
- SOC 211: Cultural Anthropology (3 hrs.)
- SOC 351-352: Senior Thesis (6 hrs.)
- SOC 401: Social Theory (3 hrs.)
- MTH 221: Inferential Statistics (3 hrs.)
- SLS 301: Social Sciences Research Methods (3 hrs.)
- PSY101: Introductory Psychology (3 hrs.)

Nine credit hours chosen from the following list:

- SOC 202: Social Problems (3 hrs.)
- SOC 215: Sociology of Marriage and Family (3 hrs.)
- SOC 221: Social Psychology (3 hrs.)
- SOC 222: Sociology of Appalachian Culture (3 hrs.)
- SOC 271: Sociology of Education (3 hrs.)

Nine credit hours chosen from the following list:

- SOC 305: Organizational Behavior (3 hrs.)
- SOC 315: Social Inequality (3 hrs.)
SOC 316: Population (3 hrs.)
SOC 325: Sociology of Religion (3 hrs.)
SOC 349: Selected Topics in Sociology and Anthropology (3 hrs.)

One course selected from the following courses:
- ECN 201: Principles of Economics (4 hrs.)
- ECN 221: Economic Development (3 hrs.)
- PLS 211: Comparative Government and Politics (3 hrs.)
- PLS 232: Public Policy (3 hrs.)

The **Minor in Sociology** consists of a minimum of 15 credit hours, including 12 hours above the 100 level. Required courses must include:

Either or both:
- SOC 101: Introductory Sociology (3 hrs.)
- SOC 211: Cultural Anthropology (3 hrs.)

Additional hours may be selected from the following courses:
- SOC 202: Social Problems (3 hrs.)
- SOC 215: Sociology of Marriage and Family (3 hrs.)
- SOC 221: Social Psychology (3 hrs.)
- SOC 222: Sociology of Appalachian Culture (3 hrs.)
- SOC 271: Sociology of Education (3 hrs.)
- SOC 305: Organizational Behavior (3 hrs.)
- SOC 315: Social Inequality (3 hrs.)
- SOC 316: Population (3 hrs.)
- SOC 325: Sociology of Religion (3 hrs.)
- SOC 349: Selected Topics in Sociology and Anthropology (3 hrs.)
- SOC 401: Social Theory (3 hrs.)
- SLS 301: Social Science Research Methods (3 hrs.)

### Spanish

**Professor Susan Schneibel, Chair, Division of Languages and Literature**

The **Major in Spanish** consists of 46 credit hours beyond elementary Spanish (110-120). Required courses include:

- SPN 201: Intermediate Spanish I (3 hrs.)
- SPN 202: Intermediate Spanish II (3 hrs.)
- SPN 225: Intermediate Conversation and Composition (3 hrs.)
- SPN 261: Civilizations & Cultures of the Hispanic World (3 hrs.)
- SPN 262: Introduction to Literature in Spanish (3 hrs.)
- SPN 351-352: Senior Thesis (6 hrs.)
- HUM 201: Perspectives in the Humanities (3 hrs.)
HUM 347: Research and Professional Issues (1 hr.)
Three courses chosen from the following:
  SPN 301: Spanish Peninsular Literature to 1700 (3 hrs.)
  SPN 302: Spanish Peninsular Literature from 1800 to Present (3 hrs.)
  SPN 311: Colonial and 19th Century Latin American Literature (3 hrs.)
  SPN 312: Spanish American Literature of the 20th Century (3 hrs.)

In addition to completing the courses above, Spanish majors spend the second semester of their junior year abroad in an approved program in a Spanish-speaking country. During this semester abroad, 12 hours of approved Spanish courses are completed. Arrangements for study at foreign institutions are described under Study Abroad in this catalog.

A second track in the major, **Spanish for Teacher Licensure**, consists of 43 credit hours beyond elementary Spanish (110-120). Required courses include:

  SPN 201: Intermediate Spanish I (3 hrs.)
  SPN 202: Intermediate Spanish II (3 hrs.)
  SPN 225: Intermediate Conversation and Composition (3 hrs.)
  SPN 261: Civilizations & Cultures of the Hispanic World (3 hrs.)
  SPN 262: Introduction to Literature in Spanish (3 hrs.)
  SPN 351-352: Senior Thesis (6 hrs.)
  ENG 312. Linguistic Theory and Second Language Acquisition (3 hrs.)
  HUM 347: Research and Professional Issues (1 hr.)
Two courses from the following list:
  SPN 301: Spanish Peninsular Literature to 1700 (3 hrs.)
  SPN 302: Spanish Peninsular Literature from 1800 to Present (3 hrs.)
  SPN 311: Colonial and 19th Century Latin American Literature (3 hrs.)
  SPN 312: Spanish American Literature of the 20th Century (3 hrs.)

Additional liberal studies courses include:
  PSY 101: Introductory Psychology (3 hrs.)
  SOC 271: Sociology of Education (3 hrs.)

In addition to completing the courses above, Spanish majors for Teacher Licensure must spend the second semester of their junior year abroad in an approved program in a Spanish-speaking country. During this semester abroad, 12 hours of approved Spanish courses are completed. Arrangements for study at foreign institutions are described under Study Abroad in this catalog.

Students pursuing this major must complete 29 hours of professional courses in teacher education. The professional courses are listed below and in the Education section of this catalog. They include:

  EDU 301: Models of Classroom Management and Instruction (3 hrs.)
  EDU 302: Educational Technology (2 hrs.)
  EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
  EDU 343: Practicum in Methods and Materials (2 hrs.)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)

The Minor in Spanish consists of at least 15 credit hours in Spanish in courses above the 100-level. Required courses include:

- SPN 201: Intermediate Spanish I (3 hrs.)
- SPN 202: Intermediate Spanish II (3 hrs.)
- SPN 225: Intermediate Conversation and Composition (3 hrs.)
- SPN 262: Introduction to Literature in Spanish (3 hrs.)
- Additional 3 credit hours in Spanish

The Minor in Spanish for Add-On Teaching Endorsement requires the completion of 15 hours of Spanish above the 100-level. Required courses include:

- SPN 201: Intermediate Spanish I (3 hrs.)
- SPN 202: Intermediate Spanish II (3 hrs.)
- SPN 225: Intermediate Conversation and Composition (3 hrs.)
- SPN 262: Introduction to Literature in Spanish (3 hrs.)
- Additional 3 credit hours in Spanish

### Teaching English as a Second Language

**Professor Susan Schneibel, Chair, Division of Languages and Literature**

Teaching English as a Second Language is offered as an initial endorsement teacher licensure program for teaching pre-kindergarten through twelfth grade. The major is interdisciplinary and also requires the equivalent of the completion of a foreign language minor. The Major in Teaching English as a Second Language requires 25 credit hours in major courses and a minimum of 15 credit hours equivalent to a minor in one of the following foreign languages: Spanish, French, German, or American Sign Language.

Required courses include:

- ENG 219: Advanced Rhetoric and Grammar (3 hrs.)
- ENG 311: History of the English Language (3 hrs.)
- ENG 312: Linguistic Theory and Second Language Acquisition (3 hrs.)
- ENG 351-352: Senior Thesis (6 hrs.)
- HUM 347: Research and Professional Issues (1 hr.)
- PSY 211: Child Development (3 hrs.)
- PSY 306: Language Development (3 hrs.)
- SOC 211: Cultural Anthropology (3 hrs.)
Additional liberal studies courses include:

PSY 101: Introductory Psychology (3 hrs.)
SOC 271: Sociology of Education (3 hrs.)

Requirements for the mandatory foreign language minor may be found under Spanish, French, German, or American Sign Language. The minors in French and German require a period of study abroad.

Also required are 31 credit hours in professional education courses listed below:

PSY 218: Psychology of Adolescence (3 hrs.)
PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (2 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 343: Practicum in Methods and Materials (6 hrs. required)
EDU 401: Student Teaching (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)

Student teaching involves a full semester, with experiences in teaching English as a second language at both the pre-K-6 and 7-12 settings.

Theatre

Associate Professor William Swann, Chair, Division of Fine Arts

Two major programs in Theatre Studies are offered: the Major in Theatre Studies and the Major in Theatre Studies for Teacher Licensure. The theatre program stresses the intrinsic value of a broad study of theatre within the liberal arts tradition, affording the student a sound basis in the art, history, and literature of theatre. Opportunities for individual expression, development, and specialization in a specific area of interest (acting, directing, design, dramatic literature, or theatre history) may be explored through production, Senior Study, Theatre Practicum, as well as additional work done through a minor in a related field (such as, but not limited to, Music, Art, or English). The academic study of theatre serves the aspiring theatre professional and future graduate student, while the Major in Theatre for Teacher Licensure specifically prepares students to enter the teaching field.

The Major in Theatre Studies* consists of 42 hours in a broad range of theatre classes and performance opportunities that include the following courses:

THT 101: Introduction to Theatre (3 hrs.)
THT 204: Theatre Production (1 hr.) (A total of 6 credit hours is required)
THT 209: Play Analysis (3 hrs.)
THT 211: Stagecraft (3 hrs.)
THT 221: Acting I: Physical and Vocal Preparation (3 hrs.)
THT 222: Acting II: Creating the Character (3 hrs.)
THT 311: Directing (3 hrs.)
THT 316: Theatre History I (3 hrs.)
THT 317: Theatre History II (3 hrs.)
THT 351-352: Senior Project (6 hrs.)

An additional 6 hours may be earned from any combination of the following:
- THT 204: Theatre Production (1 hr.) (Up to 2 more hours)
- THT 343: Practicum in Theatre (2-6 hrs.)
- THT 349: Selected Topics in Theatre (3 hrs.)
- Applied Music: Voice (up to 2 hours):
  - Dance (1 hr.) (Up to 2 hours)
- PHR 192, 194, 196, 198: Tai Chi Ch’uan I, II, III, IV (1 hr. each)
- ENG 332: Shakespeare (3 hrs.)

Optional credit in Music or English for a major in Theatre is not available to students wishing to major or minor in those fields, respectively. It is recommended, but not mandatory, that students majoring in Theatre take American Sign Language to meet their foreign language requirement.

The **Minor in Theatre Studies** requires the completion of 18 hours. Required courses include:

- THT 101: Introduction to Theatre (3 hrs.)
- THT 204: Theatre Production (1 hr.) (4 hrs. required)

Additional 11 credit hours earned in any combination of the following courses:
- THT 204: Theatre Production (1 hr.) (Up to 4 additional credit hours)
- THT 209: Play Analysis (3 hrs.)
- THT 211: Stagecraft (3 hrs.)
- THT 221: Acting I: Physical and Vocal Preparation (3 hrs.)
- THT 222: Acting II: Creating the Character (3 hrs.)
- THT 311: Directing (3 hrs.)
- THT 316: Theatre History I (3 hrs.)
- THT 317: Theatre History II (3 hrs.)
- THT 349: Selected Topics in Theatre (3 hrs.)

The **Major in Theatre Studies for Teacher Licensure** consists of 42 hours in theatre classes and performance opportunities and 6 credits in associated liberal studies courses. Required courses include:

- THT 101: Introduction to Theatre (3 hrs.)
- THT 204: Theatre Production (1 hr.) (6 hrs. required)
- THT 209: Play Analysis (3 hrs.)
- THT 211: Stagecraft (3 hrs.)
- THT 221: Acting I: Physical and Vocal Preparation (3 hrs.)
- THT 222: Acting II: Creating the Character (3 hrs.)
THT 311: Directing (3 hrs.)
THT 316: Theatre History I (3 hrs.)
THT 317: Theatre History II (3 hrs.)
THT 351-352: Senior Project (6 hrs.)
An additional 6 hours earned from any combination of the following courses:
  THT 343: Practicum in Theatre (2-6 hrs.)
  THT 349: Selected Topics in Theatre (3 hrs.)
  Applied Music: Voice (up to 2 hours):
  Dance (1 hr.) (Up to 2 hours)
  ENG 332: Shakespeare (3 hrs.)

Additional liberal studies courses include:

  PSY 101: Introductory Psychology (3 hrs.)
  SOC 271: Sociology of Education (3 hrs.)

Also required are 31 credit hours in professional education courses as listed below:

  PSY 218: Psychology of Adolescence (3 hrs.)
  PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)
  PHR 236: Health Issues in Education (2 hrs.)
  EDU 301: Models of Classroom Management and Instruction (3 hrs.)
  EDU 302: Educational Technology (2 hrs.)
  EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
  EDU 343: Practicum in Methods and Materials (4 hrs. required)
  EDU 401: Student Teaching (9 hrs.)
  EDU 402: Professional Seminar on Teaching (3 hrs.)

*Note: Students who major or minor in Theatre Studies or major in Theatre Studies for Teacher Licensure must fulfill their general education requirement in fine arts by taking Fine Arts 140 in one of the other arts disciplines, unless exempt because of a double arts major or major-minor.

Writing/Communication

Professor Susan Schneibel, Chair, Division of Languages & Literature

The Major in Writing/Communication consists of 46 hours, including 42 hours in English and 4 hours in Humanities. Required courses include:

  ENG 162: Interpreting Literature (3 hrs.)
  ENG 216: Publications (1 hr.) (3 hrs. required)
  ENG 217: Journalism (3 hrs.)
  ENG 311: History of the English Language (3 hrs.)
Either of the following courses:
   ENG 337: Internship (9 hrs.)
   \textit{or} 
   ENG 343: Practicum (3 hrs.)
ENG 351-352: Senior Thesis (6 hrs.)
HUM 201: Perspectives in the Humanities (3 hrs.)
HUM 347: Research and Professional Issues (1 hr.)
Two courses from the following list:
   ENG 213: Creative Writing: Poetry (3 hrs.)
   ENG 214: Creative Writing: Fiction (3 hrs.)
   ENG 219: Advanced Rhetoric and Grammar (3 hrs.)

Two courses from the following list:
   ENG 314: Creative Nonfiction (3 hrs.)
   ENG 315: Business and Technical Writing (3 hrs.)
   ENG 317: Public Relations Writing and Practice (3 hrs.)

Students pursuing the internship option take an additional 3 hours in English courses in literature while students pursuing the practicum option take an additional 9 hours in English courses in literature.

All writing/communication majors are strongly encouraged to minor in an area that will give them a degree of expertise in a field other than English.

The \textbf{Minor in Writing/Communication} requires 15 hours in writing courses. Required courses include:

ENG 216: Publications (1 hr.) (3 hrs. required)
Four courses chosen from the following list:
   ENG 213: Creative Writing: Poetry (3 hrs.)
   ENG 214: Creative Writing: Fiction (3 hrs.)
   ENG 217: Journalism (3 hrs.)
   ENG 219: Advanced Rhetoric and Grammar (3 hrs.)
   ENG 314: Creative Nonfiction (3 hrs.)
   ENG 315: Business and Technical Writing (3 hrs.)
   ENG 317: Public Relations Writing and Practice (3 hrs.)
COURSE LISTINGS

The following course descriptions are listed by disciplinary heading and represent only those courses offered with some regularity. Courses that are a part of the Maryville Curriculum are listed under the Core Curriculum heading. Experiential education courses offered during the January term are listed annually in a special publication rather than in this catalog.

American Sign Language & Deaf Studies

ASL 110. American Sign Language I (4)
An introduction to American Sign Language using concepts related to people, places and objects within the immediate environment. Emphasis is placed on appropriate language and cultural behaviors in various situations with students learning grammar in the context of communicative activities. Laboratory classes are used to expand expressive and receptive skills. (4 credit hours)

ASL 120. American Sign Language II (4)
Prerequisite: ASL 110 or permission of the instructor
A sequel to ASL 110 which is designed to encourage students to talk about people in a more abstract way and to narrate events that occurred in the past. Students learn appropriate cultural behaviors for directing and maintaining attention as well as strategies for controlling the pace of conversation and resuming conversations after an interruption. Laboratory classes are used to expand expressive and receptive skills. (4 credit hours)

ASL 203. American Sign Language III (3)
Prerequisite: ASL 110-120 or permission of the instructor
A sequel to ASL 110-120 designed to encourage students to talk about people in a more abstract way and to talk about the environment removed from the classroom. Students learn also to narrate past events. Laboratory classes are used to expand expressive and receptive skills. (3 credit hours)

ASL 204. American Sign Language IV (3)
Prerequisite: American Sign Language 203 or placement into the course
Students increase vocabulary, develop everyday conversational skills, develop skills to translate written text into ASL, and improve ability to make formal presentations in ASL. Laboratory classes are used to expand expressive and receptive skills. (3 credit hours)

ASL 305. American Sign Language V (3)
Prerequisite: American Sign Language 204 or placement into the course
Vocabulary building and mastery of grammar through rigorous receptive and expressive language activities. Includes student-led discussions and debates on topics in Deaf culture, society, and current affairs. Introduces language forms found in ASL storytelling. (3 credit hours)

ASL 307. History and Culture of the American Deaf Community (3)
Prerequisite: Junior level standing or permission of the instructor
The history of Deaf people in the Western world, with emphasis on the American Deaf community and the status of Deaf people as both a linguistic and cultural minority. Designed for individuals who may or may not have had prior experience with Deaf people, the course raises questions concerning the
nature of sign language and its various
categories, the education of Deaf people, the
historical treatment of deafness, and the
sociological and cultural makeup of Deaf
individuals. (3 credit hours)

**ASL 331. Introduction to Linguistics of ASL (3)**
*Prerequisite or co-requisite: Psychology 306*
Conducted in ASL, the course is descriptive
and data-oriented rather than theoretical. An
introduction to the “phonology,” grammar,
and semantics of ASL, including studies of
variations in structure related to factors of
region, social class, ethnicity, age, and sex.
There will be extensive use of research articles.
(3 credit hours)

**ASL 335. ASL Literature (3)**
*Prerequisite: ASL 305*
Focuses on various genres of literature by and
about Deaf people. Concentrates on Deaf
characters and the influences Deaf culture and
Deaf history have on literary works from the
early 1900s to the present. There will be
extensive use of videotaped materials. (3
credit hours)

**ASL 337. Internship (9-15)**
Practical experience in a professional
environment with supervision approved by
department faculty. Internships require a time
commitment equivalent to full-time
employment, with credit allotted on the basis
of one credit hour for each week of full-time
involvement. (9 to 15 credit hours)

**ASL 343. Practicum (3)**
Practical experience in a professional
environment with supervision by an agency
staff person approved by department faculty.
One credit hour is associated with each three
hours of work every week for a 14-week
semester. (3 credit hours)

**ASL 349. Seminar (3)**
Selected topics in deaf studies/interpreting.
Offered as demand warrants. (3 credit hours)

**ASL 351-352. Senior Study (6)**
*Prerequisites: FRS 140, English Proficiency Exam,
Social Science 301 and junior standing*
The Senior Study requirement is fulfilled with
this two-course sequence. Independent study
with the guidance of a faculty supervisor, with
an emphasis on skills-based projects. (6 credit
hours)

**American Sign Language-English Interpreting**

**AEI 215. Translation and Interpreting Readiness (3)**
*Prerequisite: American Sign Language 203 or
permission of the instructor*
This course provides necessary transition from
sign communication to interpretation
between ASL and English. Course content
includes written, spoken, and signed
translation exercises. Outside study consists of
individual and group assignments, laboratory
skills taping, finger spelling and numbers
practice, and English vocabulary and syntax
development. Students learn and use the
interpreting mental process models and work
between ASL and spoken English from the
sentence level to short discourse texts. (3
credit hours)

**AEI 301. Introduction to Interpreting (3)**
*Prerequisite: American Sign Language 203 or
permission of the instructor*
A survey of the major areas of the interpreting
profession, philosophical frames, service
models, cross-cultural mediation, the code of
ethics, and interpreting techniques. A
knowledge-based rather than an interpreting
skills-based course. (3 credit hours)

**AEI 302-303. Interpreting Skills I and II (3 each)**
*Prerequisite: Interpreting 215*
The first course emphasizes developing skills
with prepared interpreting and transliterating
using audio and video media. The second course progresses to spontaneous interpreting and transliterating skill development. Expressive and receptive skills are developed in both courses. Study for the courses consists of group and pair skills practice as well as interpreting practice and receptive and expressive taping in the laboratory. (3 credit hours each)

**AEI 307. History and Culture of the American Deaf Community (3)**
*Prerequisite: Junior standing or permission of the instructor.*
The history of Deaf people in the Western world, with emphasis on the American Deaf community and the status of Deaf people as both a linguistic and cultural minority. Designed for individuals who may or may not have had prior experience with Deaf people, the course raises questions concerning the nature of sign language and its various categories, the education of Deaf people, the historical treatment of deafness, and the sociological and cultural makeup of Deaf individuals. (3 credit hours)

**AEI 311. Educational Interpreting (3)**
*Prerequisite or co-requisite: Interpreting 301 or permission of the instructor*
This course surveys the educational setting, introduces processed conceptually accurate sign systems and other sign systems, outlines the history of the field, the impact of legislation, and as available provides educational interpreting observation and practice. Interpreting and transliteration skills labs consist of children’s recordings and educational setting-related recorded texts. (3 credit hours)

**AEI 321. Interpreting in Specialized Settings (3)**
*Prerequisites: Interpreting 302 and Junior standing*
Specialized areas of interpreting covered include legal, medical/mental health, deaf-blind, video relay, video remote, and oral. Attention is given to protocols, schema, and linguistic-cultural attributes peculiar to each area, through the use of Deaf consultants and guests, video recorded materials, and visits to off-campus sites. (3 credit hours)

**AEI 337. Internship (9-15)**
*Prerequisite: Interpreting 303*
A practical experience in an approved facility under the supervision of an interpreter certified by the National Registry of Interpreters for the Deaf or through NAD-RID. Internships require a time commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time involvement. (9 to 15 credit hours)

**AEI 343. Practicum (3)**
Practical experience in a professional environment with supervision by an agency staff person approved by department faculty. One credit hour is associated with each three hours of work every week for a 14-week semester. (3 credit hours)

**AEI 349. Seminar (3)**
Selected topics in deaf studies/interpreting. Offered as demand warrants. (3 credit hours)

**AEI 351-352. Senior Study (6)**
*Prerequisites: FRS 140, English Proficiency Exam and junior standing*
The Senior Study requirement is fulfilled with this two-course sequence. Independent study with the guidance of a faculty supervisor, with an emphasis on skills-based projects. (3 credit hours each)

### Art and Art History

**ART 102. Introduction to Two-Dimensional Design (4)**
An introduction to the principles of art structure in two dimensions taught through
experimental exercises and applied problems in the visual organization of line, volume, mass, texture, movement, and color. Workshops, lectures, demonstrations, and individual and group critiques are used. (4 credit hours)

**ART 103. Introduction to Sculpture and Three-Dimensional Design (4)**
An examination of basic problems involving form, light, color, and volume. Materials considered include clay, metal, wire, wood, paper, plaster, and various new media. The possibilities and limitations of tools, equipment, techniques, and materials are explored. Acquisition and development of skills are stressed through workshops, demonstrations, lectures, and critiques. (4 credit hours)

**ART 111. Survey of Ancient Through Medieval Art (3)**
An introduction to Art History including the concepts of visual analysis, historical and stylistic periods, and content analysis. Students study the painting, sculpture, and architecture of the Western world from Paleolithic through medieval periods. Taught through illustrated lecture and discussion, the course examines the canon of Western art, its function and relation to its overall culture. (3 credit hours)

**ART 121. Introduction to Drawing (4)**
An introduction to fundamental aspects of drawing including line, value, form, space, and composition. Emphasis is placed on increasing visual awareness, developing proficiency in various media, and improving drawing skills. (4 credit hours)

**ART 122. Introduction to Painting (4)**
Prerequisite: Art 121 or permission of the instructor
An introduction to the materials and techniques of painting. Emphasis is placed on refining powers of observation (including work from live models), composition, and color theory. (4 credit hours)

**ART 123. Visual Communication 1 (4)**
Prerequisite: Art 102
A problem-based, thematic introduction to Visual Communication. Introduction to the design process, basic tools and techniques, and the various design professions. (4 credit hours)

**ART 124. Introduction to Photography (4)**
Photography considered as an art form, with attention to basic concepts, techniques, and processes. The adjustable camera, lighting, exposure, film and darkroom procedures are studied. Other electronic imaging considered as time permits. 35mm SLR camera required. (4 credit hours)

**ART 125. Introduction to Ceramics (4)**
An introductory course in the basic techniques for clay preparation and handbuilding. Wheel throwing, glaze and slip application, decorating and firing techniques are included. The applications of clay and other media in relief and three-dimensional works are considered; traditional and contemporary uses are encouraged. (4 credit hours)

**ART 126. Introduction to Printmaking (4)**
Prerequisite: Art 121 or permission of the instructor
An introduction to the materials and techniques of one of traditional printmaking media: relief, intaglio, lithography or serigraphy. Topics covered include use of inks, printing processes, papers, image making techniques and history. Workshops, lectures, demonstrations and critiques are used. May be taken for credit in more than one medium. (4 credit hours)

**ART 204. Applied Art History (1)**
Prerequisites: Art 111 or 212 and at least sophomore standing
Students learn to shoot, mask, label and catalog slides and the basics of curation and gallery management. Class meets weekly for one hour; up to three additional hours per week during the semester are spent in the slide library and/or gallery. May be repeated for a maximum of 6 credit hours. (1 credit hour)

**ART 212. Renaissance, Baroque and Modern Art (3)**  
*Prerequisite: Sophomore standing*  
A survey of Western art from the 14th through the 20th centuries. Taught through illustrated lecture and discussion, the course examines changes of style, iconography and function, changing conceptions of art and artists, and various methods of the art historian. (3 credit hours)

**ART 221. Drawing 2 (4)**  
*Prerequisite: Art 121*  
A problem-based, thematic continuation of Drawing 1 focused on life drawing. Emphasis is placed on refining observation skills, exploring new and mixed media and techniques, and developing meaningful content. (4 credit hours)

**ART 222. Painting 2 (4)**  
*Prerequisite: Art 122*  
A problem-based, thematic continuation of Painting 1. Emphasis is placed on refining observation skills, exploring new and mixed media and techniques, and developing meaningful content. (4 credit hours)

**ART 223. Visual Communication 2 (4)**  
*Prerequisite: Art 123*  
A problem-based, thematic continuation of Visual Communication 1. Students become more proficient with basic design software, and solve specific design problems working with real and hypothetical clients. Other topics may include typography, presentation graphics, and production processes. (4 credit hours)

**ART 224. Photography 2 (4)**  
*Prerequisite: Art 124*  
A problem-based, thematic continuation of Photography 1. Further study of darkroom techniques, alternative printing processes, lighting. Emphasis is placed on developing meaningful content. (4 credit hours)

**ART 225. Ceramics 2 (4)**  
*Prerequisite: Art 125*  
A problem-based thematic continuation of Introduction to Pottery (Ceramics). Emphasis is placed on refining and developing meaningful content. Students become more proficient in wheel throwing, glaze development, and firing methods. Studio work is augmented by demonstrations, digital presentations, critiques, and ongoing dialogue. Students will also gain a foundation in ceramic art history. (4 credit hours)

**ART 311. 20th Century Art (3)**  
*Prerequisite: Sophomore standing*  
A survey of the visual arts of the twentieth century. Instruction balanced lecture, discussion, and independent research. The course examines various styles, movements, and technological developments in relation to historical, social and political contexts. Theory and criticism are considered as well. (3 credit hours)

**ART 312. Studies in Ancient Art (3)**  
*Prerequisite: Art 111 or permission of instructor*  
An in-depth study in art history from the ancient world. The course examines history, styles, cultural ideas, technology, religion, and politics and how art reflects and influences these human endeavors. (3 credit hours)

**ART 313. Studies in Medieval Art (3)**  
*Prerequisite: Art 111 or permission of instructor*  
An in-depth study in art history from a period beginning with the Early Christian and extending through the late Gothic. The course examines history, styles, cultural ideas,
technology, religion, and politics and how art reflects and influences these human endeavors. (3 credit hours)

ART 314. Studies in Renaissance Art (3)
Prerequisite: Art 212 or permission of instructor
An in-depth study in art history from the 15th through the 17th centuries. The course examines history, styles, cultural ideas, technology, religion, and politics and how art reflects and influences these human endeavors. (3 credit hours)

ART 315. Studies in Art Since 1750 (3)
Prerequisite: Art 212 or permission of instructor
An in-depth study in art history from the 18th and 19th centuries. The course examines history, styles, cultural ideas, technology, religion, and politics and how art reflects and influences these human endeavors. (3 credit hours)

ART 321. Drawing 3 (4)
Prerequisite: Art 221
A problem-based, thematic continuation of Drawing 2. Students concentrate on one medium, theme or genre. Emphasis is placed on refining and expanding meaningful content. (4 credit hours)

ART 322. Painting 3 (4)
Prerequisite: Art 222
A problem-based, thematic continuation of Painting 2. Students concentrate on one medium or genre. Emphasis is placed on refining and expanding meaningful content. Students participate in a public end-of-term critique. (4 credit hours)

ART 323. Visual Communication 3 (4)
Prerequisite: Art 223
A problem-based, thematic continuation of Visual Communication 2. Students solve advanced design problems in electronic and print formats. Topics may include advanced typography, color, multimedia, and advanced production problems. (4 credit hours)

ART 324. Photography 3 (4)
Prerequisite: Art 224
A problem-based, thematic continuation of Photography 2. Advanced study of darkroom techniques, alternative printing processes, and lighting. Students concentrate on one medium or genre. Emphasis is placed on refining and expanding meaningful content. (4 credit hours)

ART 325. Ceramics 3 (4)
Prerequisite: Art 225
A problem-based thematic continuation of Ceramics 2. Emphasis is placed on refining and developing meaningful content. Students explore advanced techniques in clay manipulation, surface development, and firing methods. Students will focus on one particular forming method in hand-building, wheel throwing, or press-molding. Studio work is augmented by demonstrations, digital presentations, critiques, and ongoing dialogue. Students will also gain a solid understanding in ceramic art history. (4 credit hours)

ART 337. Internship (7-15)
Prerequisites: 3 credit hours of Art 221, 222, 223 or 224 and permission of the instructor
Opportunities are available in a variety of settings: commercial firms, advertising agencies, studios of professional artists. (7 to 15 credit hours)

ART 343. Practicum (2-6)
Prerequisites: 3 credit hours of Art 221, 222, 223 or 224 and permission of the instructor
Opportunities are available in a variety of settings: commercial firms, advertising agencies, studios of professional artists. (2 to 6 credit hours)

ART 349. Topics in Art (3)
Prerequisite: Permission of the instructor
Topics, selected in accordance with student interest, may include studio areas not usually
offered, art philosophy and criticism, museology and conservation, and interdisciplinary offerings. (3 credit hours)

**ART 351-352. Senior Project (6)**
Prerequisites: FRS 140, English Proficiency Exam, 9 credit hours in a single studio area selected from visual communication, photography, painting, and drawing, and junior standing, and | Pre- or Co-require: an additional 3 credit hours from the same studio area.

The Senior Study requirement is fulfilled with this two-course sequence. The Senior Project involves individual research and production with the guidance of a faculty supervisor. (3 credit hours each)

**ART 399. Professional Practices Seminar (1)**
Prerequisites: Junior standing and at least 18 hours in Art courses.

Professional activities and topics in the field of art that prepare the student for issues related to free-lance employment, copyrights, legal & ethical issues, presentation and display techniques, promotion, galleries and museums, professional presentations, and potential Senior Project topics. Class formats include guest speakers, field trips, readings and discussion. (1 credit hour)

**ART 401. Advanced Studio (3)**
Prerequisite: Permission of the instructor.

Individual, advanced study in one of the following areas: drawing, painting, visual communication or photography. Taken after three semesters study in a particular area. (3 credit hours)

**Biology**

**BIO 113. Principles of Organismal Biology (4)**
An introduction to the fundamental principles and concepts of organismal biology. Topics include: a phylogenetic survey of the Kingdoms with emphasis on Plantae and Animalia; a review of Mendelian genetics; and an introduction to the evolution of living organisms through natural selection. Laboratory work supplements and expands lecture topics as well as provides an introduction to scientific observation, use of the microscope, collection and analysis of data, and construction of laboratory reports. (4 credit hours)

**BIO 115. Principles of Cellular Biology (4)**
An introduction to the fundamental principles and concepts of cellular biology. Topics include cellular ultrastructure and physiology; basic biochemistry of the cell; bioenergetics; photosynthesis; and nuclear and cell division. Laboratory work supplements and expands lecture topics, and deals with cellular organization and function as well as biochemical and physiological processes. An emphasis is placed on collection, analysis, and presentation of data. (4 credit hours)

**BIO 217. Human Anatomy and Physiology I (3)**
A survey of the structure and function of the human integumentary, nervous, skeletal, and muscular systems. An introduction to cells and tissues is included. Laboratory work involves examination of models, mammalian dissections, and the study of skeletons. (3 credit hours)

**BIO 218. Human Anatomy and Physiology II (4)**
Prerequisite: Biology 217

A survey of the structure and function of the human digestive, respiratory, circulatory, immune, urinary, endocrine, and reproductive systems in humans. Laboratory work involves examination of models, mammalian dissections, and measurement of physiological processes. (4 credit hours)
BIO 221. Genetics (4)
Prerequisite: Biology 115
A survey of genetics which blends classical concepts (Mendelian and population genetics) with modern biochemical and molecular explanations. The course emphasizes gene expression and regulation in both prokaryotes and eukaryotes, non-Mendelian inheritance, and the ethical aspects of genetic engineering. Laboratory work provides opportunities to use classical genetics as well as biochemical and molecular techniques. (4 credit hours)

BIO 222. Ecology and Evolution (4)
Prerequisite: Biology 113
A study of the basic concepts and fundamentals in ecology and evolutionary biology. Emphasis is placed on the major principles in ecology and the important integrating evolutionary concepts. Major lecture topics include: historical aspects of ecology and evolution, Darwinian evolution, adaptation, natural selection, population ecology, community ecology, physiological and behavioral ecology, and large-scale ecology. The laboratory concentrates on the design and analysis of ecological observations and experiments in the field. Some late afternoon and weekend field trips are required. (4 credit hours)

BIO 299. Biology Research Methods (1)
Prerequisite: Biology 221
Topics addressed include experimental design, ethical standards within the profession, primary literature searching and review, data analysis, interpretation of scientific papers, and oral presentations. (1 credit hour)

BIO 301. Cell and Tissue Biology (4)
Prerequisites: Biology 221 and Chemistry 122
An advanced study of the structure and function of cells and tissues from plants and animals. The course examines processes of the whole cell and includes bioenergetics, membrane transport, cell signaling, and cell movement as well as developmental processes such as migration of cells and differentiation of cells into the various tissue types. Laboratory work emphasizes the microscopic identification of cells and tissues and culminates in an individualized cell/tissue culturing project. (4 credit hours)

BIO 305. Plant Diversity (4)
Prerequisites: Biology 113, Biology 115, and at least sophomore standing / Pre or co-requisite: Chemistry 122
A phylogenetic survey of organisms traditionally considered plants. Major taxa of cyanobacteria, fungus-like protists, fungi, algae, and plants are examined. Laboratory exercises investigate the distinguishing characteristics of representative members of these taxa. (4 credit hours)

BIO 307. Flowering Plants (4)
Prerequisites: Biology 113, Biology 115, and at least sophomore standing / Pre or co-requisite: Chemistry 122
An integrative investigation of the biology of the angio-sperms. The relationship between structure and function is examined from germination through development of the primary and secondary body to flowering, fruiting, and seed set. Taxonomy is introduced through the study of selected families. Laboratory exercises investigate the anatomical construction and metabolic processes of angiosperms and introduce techniques for the identification of species native to and naturalized in eastern Tennessee. (4 credit hours)

BIO 311. Natural History of the Southern Appalachians (4)
Prerequisite: Natural Science 150 or other laboratory science course
An investigation of the landforms, flora, and fauna of the Southern Appalachians. Topics include: relationships between climate, geology, and topographic features;
recognition of common biotic communities; identification of characteristic plants, animals, and fungi along with their habitats; roles played by plants, animals and fungi within communities; and impact of human activity on ecosystems in the region. Laboratory exercises incorporate field work in the Maryville College woods and local points of interest, including the Great Smoky Mountains National Park. (4 credit hours)

**BIO 321. Comparative Vertebrate Zoology (4)**
*Prerequisites: Biology 113, Biology 115, and junior standing*
A comparative study of the animals in the vertebrate classes. Lecture topics include: evolution of the structure and function of the major organ systems of vertebrates; taxonomy and phylogeny of vertebrates; and the major physiological and behavioral adaptations exhibited by the vertebrate groups. Laboratory work includes the dissection of specific organ systems in representative vertebrate species. (4 credit hours)

**BIO 337. Internship in Biology (7-15)**
*Prerequisites: At least 2.8 GPA in major/related courses, junior or senior standing and division approval*
Practical off-campus experiences that apply methodologies and techniques of the biological sciences in actual work settings in academic institutions, government laboratories or agencies, or private companies and organizations. One credit hour is associated with each three hours of work every week for a 14-week semester. (2 to 6 credit hours)

**BIO 341. Comparative Invertebrate Zoology (4)**
*Prerequisites: Biology 113, Biology 115, and junior standing*
A comparative study of invertebrates. Lecture topics emphasize the evolution of invertebrate groups with discussion of the important characteristics that distinguish each major taxonomic level. The laboratory emphasizes experience in the collection, classification and preservation of all invertebrate groups, culminating with an invertebrate collection. Field experience is an integral part of the laboratory component, and an extended coastal field trip is required. (4 credit hours)

**BIO 343. Practicum in Biology (2-6)**
*Prerequisites: At least 2.8 GPA in major/related courses, junior or senior standing and division approval*
Practical experiences, either on or off campus, that apply methodologies and techniques of the biological sciences in actual work settings in academic institutions, government laboratories or agencies, or private companies and organizations. One credit hour is associated with each three hours of work every week for a 14-week semester. (2 to 6 credit hours)

**BIO 349. Topics in Biology (1-4)**
*Prerequisites: At least 17 hours in biology courses that satisfy major requirements, and junior or senior standing, or permission of the instructor*
Seminars and laboratory courses involving the detailed study of advanced topics in biology not encountered in other course work. Potential topics could include animal behavior, immunology, and plant ecology. (1 to 4 credit hours)

**BIO 351-352. Senior Study: Research in Biology (6)**
*Prerequisites: FRS 140, English Proficiency Exam, junior standing, at least 21 hours in biology courses that satisfy the requirements for a Major in Biology, and 8 hours in chemistry*
The Senior Study requirement is fulfilled with this two-course sequence. Research in biology involves independent research under the guidance of a faculty advisor. The project culminates in formal presentation of a written document with appropriate supporting
BIO 406. Molecular Biology (4)
Prerequisites: Biology 221, Chemistry 224 and at least one course from among Biology 301, 355, and Chemistry 311
A survey of molecular biology which emphasizes traditional research areas such as DNA, RNA and protein structure and function. The uses of molecular biology techniques in such diverse fields as immunology, genetics, and animal and plant physiology are examined. In the laboratory students learn methods used to isolate and manipulate DNA. (4 credit hours)

BIO 412. Animal Physiology (4)
Prerequisites: Biology 115, Chemistry 122 and junior or senior standing
An advanced study of the major physiological systems including respiration, circulation, excretion, osmoregulation, sensory physiology, neurophysiology, muscles, endocrinology, reproduction and integrative system function (growth, metabolism, temperature regulation). Emphasis is placed on human homeostasis and deviation from homeostasis (disease), as well as on comparative physiology. Laboratory work employs methods used in animal physiology and involves both student and animal subjects, and emphasizes all aspects of the scientific process (hypothesis, experimental design, data analysis and presentation). (4 credit hours)

BIO 413. Microbial Ecology (4)
Prerequisites: Biology 221, 222 and Chemistry 122
Structure, function, and diversity of the protists with an emphasis on evolutionary history and ecological significance. Laboratory work includes identification of organisms and recognition of common structures related to evolutionary history. (4 credit hours)

BIO 414. Developmental Biology (4)
Prerequisites: Biology 115, Chemistry 122, and junior or senior standing
A study of the developmental biology of animals, primarily vertebrates, from fertilization through organogenesis. This course will investigate the events and mechanisms fundamental to the development of animal form and function. Laboratory work includes both classic embryology study and modern experimental methods in developmental biology. (4 credit hours)

BIO 416. Advanced Topics in Biochemistry and Molecular Biology (4)
Prerequisite: Chemistry 316 and Biology 221
The molecular mechanism regulating metabolism, catabolism and the flow of genetic information in response to cellular stimuli are explored. Applications of biochemistry and molecular biology are discussed in the contexts of biotechnology, disease, and drug design. In the laboratory, students build on techniques introduced in prerequisite course to complete bioinformatics and molecular cloning projects that culminate with the expression, purification, and functional analysis of a selected protein. (4 credit hours)

Business & Organization Management and Accounting

BUS 201. Principles of Management (3)
Prerequisite: Sophomore standing
Study of modern managerial principles and processes relating to business, government, non-profit organizations, churches and schools. Emphasis on the basic management functions of planning, organizing, leading, and evaluating and on the evolution of management theory and practice. (3 credit hours)

BUS 215. Principles of Accounting (3)
An introduction to the process of analyzing and recording financial transactions for the purpose of preparing financial statements, cash flow budgets, ratio analysis, and other financial tools. Emphasis on how transactions affect the financial position of the organization. (3 credit hours)

BUS 251. Economic History of the United States (3)
Survey of American economic development from colonial times to the present. Special emphasis on the economic development of the South, the industrialization of the American economy, the development of banking and the impact of international trade. (3 credit hours)

BUS 305. Organizational Behavior (3)
Prerequisites: Sociology 101 and junior standing
Analysis of complex organizations and bureaucracy. The goals, design, internal structure and environmental relations of organizations. The focus is on the individual, the group and the organization as units of analysis. (3 credit hours)

BUS 316. Management Accounting (3)
Prerequisite: Business 215
Internal use of accounting information by managers in decision-making. The generation and use of information in all types of organizations - including non-profits for planning and control purposes, including budgeting and various decision-making circumstances. (3 credit hours)

BUS 329. International Business (3)
Prerequisites: Business 201 and 215 and Junior standing
An introduction to the fundamental economic, cultural, legal, and political issues involved in transacting business in an international setting. Among topics discussed are government influence on trade, international financial markets, and social issues. May involve readings in the student's second language. (3 credit hours)

BUS 333. Human Resource Management (3)
Prerequisite: Business 201
The acquisition, development, and management of human resources. Applied approaches to the legal, psychological, sociological, and technical dimensions of human resources. (3 credit hours)
BUS 337. Internship in Business and Organization Management (7-15)
Prerequisites: Junior standing and permission of the Division of Social Sciences Chair
Field experiences that provide practical applications in appropriate work settings. Internships require a time commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time involvement. (3 credit hours)

BUS 341. Business Law (3)
Prerequisite: Junior standing
An introduction to the U.S. legal system involving case studies. Torts, contracts, agency and employment relationships, and commercial papers are considered. (3 credit hours)

BUS 342. Marketing (3)
Prerequisite: Junior standing
An examination of individual and organizational activities aimed at facilitating market exchanges. Emphasis is on the mix of marketing variables (product, place, price, and promotion) and how they influence and are influenced by marketing research and market segmentation. (3 credit hours)

BUS 343. Practicum in Business (2-3)
Prerequisites: Junior standing and permission of the Division of Social Sciences Chair
Practical experience enabling students to apply classroom knowledge in an organizational setting. Open only to business majors. Not to be counted toward a major in business and organization management. One credit hour is associated with each three hours of work every week for a 14-week semester. (2 to 3 credit hours)

BUS 344. Principles of Finance (3)
Prerequisite: Business 215
Principles of financial management, including ratio analysis, capital budgeting and cost of capital. Includes an introduction to financial markets and the valuation of financial investments. (3 credit hours)

BUS 345. Investment Analysis (3)
Prerequisite: Business 344 or permission of instructor
A study of modern theoretical approaches to portfolio development and financial security analysis. The course examines various investment instruments and their role in an investment portfolio. Current investment strategies such as social investing, indexing, and fundamental and technical analysis are evaluated. (3 credit hours)

BUS 346. Management Through Literature (3)
Prerequisite: Business 201
A study of managers and management style as depicted in creative literature. (3 credit hours)

BUS 349. Selected Topics in Business (3)
Prerequisite: Six hours in management or business
Examination of topics in business. Topics vary depending on interest of faculty and students. Offered as demand warrants. (3 credit hours)

BUS 351-352. Senior Study (6)
Prerequisites: FRS 140, English Proficiency Exam, and junior standing
The Senior Study requirement is fulfilled with this two-course sequence. Individual study, with the guidance of a faculty supervisor, that provides experience in independent research and the preparation of a formal paper. (3 credit hours each)

BUS 365. Intermediate Accounting (3)
Prerequisites: Business 215 and 316 and Junior standing
Theory, principles, and procedures related to valuation of assets, liabilities, and equities; measurement of periodic income; and preparation of financial statements. (3 credit hours)
BUS 401. Strategic Management (3)
Prerequisites: Senior standing, Business 344 or permission of the instructor
Emphasizes the integration of knowledge through analysis of business and organizational management in business, government, church, school, and other organizations. The case study method is used. Open only to students majoring in Business and Organization Management, Computer Science/Business, or International Business. (3 credit hours)

Chemistry

CHM 121. Principles of Chemistry I (4)
Prerequisites: Qualification to enter Mathematics 115 and either high school chemistry or sophomore standing
An introduction to the principles which govern the behavior of chemical and physical systems. Among topics discussed are elements, compounds and the periodic table; chemical reactions and stoichiometry; thermochemistry; atomic theory; quantum theory of atoms and molecules; chemical periodicity; bonding and molecular structure. Laboratory exercises stress development of proper experimental technique and interpretation of empirical data. (4 credit hours)

CHM 122. Principles of Chemistry II (4)
Prerequisite: Chemistry 121
Continuation of Chemistry 121. Topics include: gas laws and kinetic molecular theory; molecular polarity and intermolecular forces; modern spectroscopic structure determination; physical and colligative properties of liquids and solutions; reaction kinetics; general and acid-base equilibria, pH, and buffers; ionic solid solubility; free energy and entropy relations; electrochemical phenomenal and organic compounds. The laboratory continues development of manipulative skills, with emphasis on quantitative as well as qualitative procedures. Skills in scientific writing are developed through formal laboratory reports. (4 credit hours)

CHM 223. Organic Chemistry I (4)
Prerequisite: Chemistry 122
An introduction to the chemistry of carbon compounds. Nomenclature (IUPAC) and chemistry principles of both aliphatic and aromatic hydrocarbons and heteroatomic functional groups are emphasized. Physical and chemical properties, synthetic mechanisms, and spectroscopic properties, and organic chemical synthetic methods are studied for each of the major functional groups. Emphasis is placed on modern tools by which structural and mechanistic properties are discovered: infrared, proton and carbon nuclear magnetic resonance, and mass spectrometry. Laboratory experiments employ the microscale approach and concentrate on separation methods (column, thin-layer and gas chromatography) and chemical characterization techniques. Single-step synthetic conversions and spectral analysis of products are emphasized in the laboratory. (4 credit hours)

CHM 224. Organic Chemistry II (4)
Prerequisite: Chemistry 223
An examination of the fundamental organic functional groups and their characteristic interconversions, with emphasis on biological, medicinal, pharmacological, and industrial examples. Special emphasis is placed on multi-step synthetic pathways. Advanced techniques for separation and spectral characterization (multinuclear NMR, 2-d NMR, FT-IR, and MS) of synthetic products are discussed and employed. The chemical literature is introduced through discussions of print and electronic retrieval methods for synthetic
procedures, physical and spectral properties, and safety data. Laboratory investigations involve multi-step syntheses using the microscale approach, with purification and spectral characterization of synthetic intermediates. (4 credit hours)

CHM 264. Analytical Chemistry (4)
Prerequisite: Chemistry 122
An introduction to the principles and methods of quantitative chemical analysis and separation of substances with emphasis on the proper skills, techniques, data handling, and error analysis required for chemical measurements of good quality. Volumetric, gravimetric, potentiometric, and chromatographic methods of analysis are emphasized, as are statistical methods and the use of spreadsheets in data analysis. A significant laboratory component involves development of wet chemical skills and an introduction to selected instrumental methods of analysis. (4 credit hours)

CHM 316. Fundamentals of Biochemistry and Molecular Biology (4)
Prerequisite: Chemistry 224 and Biology 221 or permission of instructor
Fundamental concepts of biochemistry and molecular biology are integrated in a study of the structural chemistry of biomolecules (proteins, nucleic acids, lipids, and carbohydrates), thermodynamics, kinetics, introductory metabolism, and the flow of genetic information. The techniques-based laboratory component of the course covers modern methods for separation, purification, detection, and structural analysis of proteins and nucleic acids. (4 credit hours)

CHM 337. Internship in Chemistry (7-15)
Prerequisites: At least 2.8 GPA in major/related courses, junior or senior standing and division approval
Practical off campus experiences that apply methodologies and techniques of the chemical sciences in actual work settings in academic institutions, government laboratories or agencies, or private companies and organizations. One credit hour is associated with each week of full-time employment. (7 to 15 credit hours)

CHM 343. Practicum in Chemistry (2-6)
Prerequisites: At least 2.8 GPA in major/related courses, junior or senior standing and division approval
Practical experiences, either on or off campus, that apply methodologies and techniques of the chemical sciences in actual work settings in academic institutions, government laboratories or agencies, or private companies and organizations. One credit hour is associated with each three hours of work every week for a 14-week semester. (2 to 6 credit hours)

CHM 349. Topics in Chemistry (1-4)
Prerequisites: At least 16 hours in chemistry and junior or senior standing, or permission of the instructor
Seminars and laboratory courses involving the detailed study of advanced topics in chemistry not encountered in other coursework. Selected subjects are nanoscience, photochemistry, polymer chemistry, advanced biochemistry, advanced inorganic chemistry, and advanced organic chemistry. (1 to 4 credit hours)

CHM 351-352. Senior Research Project (6)
Prerequisites: FRS 140, English Proficiency Exam, junior standing, and at least 18 hours in chemistry
The Senior Study requirement is fulfilled with this two-course sequence. Students develop a research proposal in an area of interest, complete independent research under the supervision of a faculty mentor, and present their findings in a formal thesis and seminar. (3 credit hours each)
CHM 365. Instrumental Methods (4)
Prerequisite: Chemistry 264 or permission of the instructor
An advanced study of the principles of instrument-based analytical methods including with emphasis on laboratory electronics, optics, computer interfacing of scientific instrumentation, atomic and molecular spectroscopy, chromatographic separation methods, and electroanalytical methods. The basic theory of operation, design, maintenance, sample preparation, and qualitative and quantitative analysis are discussed for a range of instruments including molecular and atomic absorption, infrared, Raman, fluorescence, nuclear magnetic resonance and mass spectrometry. Laboratory investigations involve experimental design, instrument design, qualitative and quantitative analyses using a variety of instrumental techniques, and computer interfacing and programming. Computer skills and a level of familiarity with the chemical literature are developed. (4 credit hours)

CHM 381. Physical Chemistry I (3)
Prerequisites: Chemistry 122 and Mathematics 225
Quantum theory and the theoretical basis and symmetry arguments of molecular spectroscopy are central themes. Topics include: rotational, vibrational and electronic spectra, quantum restrictions, physical property determination, symmetry and group theoretical operations, eigenfunctions and operator notation, application of the Schrodinger wave equation, approximation methods in complex systems, the vector model of the atom, and spectroscopic state designation. Simulation, modeling and advanced graphical software are employed. (3 credit hours)

CHM 391. Physical Chemistry II (3)
Prerequisites: Chemistry 122 and Mathematics 225
An advanced study of the physical, chemical and dynamical properties of molecular systems. Chemical thermodynamics and reaction kinetics are central themes. Topics include: Gibbsian and Maxwellian relationships; theoretical characterization of gases; spontaneity and equilibrium; calorimetry; colligative properties; vapor-liquid equilibrium; transport properties; determination of reaction mechanism; the steady-state approximation; transition state theory; partition function; photochemistry and surface phenomena. Simulation, modeling and advanced graphical software are employed. (3 credit hours)

CHM 399. Research Seminar (1)
Prerequisite: Junior standing
Professional activities such as professional ethical standards, laboratory safety concerns, electronic literature search strategies, instruction in scientific paper preparation, poster presentation, and delivery of a scientific talk using presentation software, are examined in a seminar setting. Trends and issues within the profession are discussed. (1 credit hour)

CHM 416. Advanced Topics in Biochemistry and Molecular Biology (4)
Prerequisite: Chemistry 316 and Biology 221
The molecular mechanism regulating metabolism, catabolism and the flow of genetic information in response to cellular stimuli are explored. Applications of biochemistry and molecular biology are discussed in the contexts of biotechnology, disease, and drug design. In the laboratory, students build on techniques introduced in prerequisite course to complete bioinformatics and molecular cloning projects that culminate with the expression,
puriﬁcation, and functional analysis of a selected protein. (4 credit hours)

**CHM 425. Physical Chemistry Laboratory (2)**
*Pre- or Co-requisite: Chemistry 391*
Precision physico-chemical measurement using modern analytical methods and instrumentation. Colligative and molecular properties, thermodynamics and kinetics of chemical systems are investigated using modern spectroscopic methods (FT-IR, Raman, UV/ﬂuorescence spectroscopy, NMR) as well as the classical methods of calorimetry, viscometry, polarimetry, refractometry, densitometry and surface tension determination. (2 credit hours)

**Chinese**

**CHN 110. Elementary Chinese I (4)**
An introduction to basic conversational patterns of contemporary Chinese, emphasizing vocabulary (pin yin and simplified Chinese characters) and grammar. Cultural contexts, grammatical structures, and vocabulary introduced in class are reinforced in small-group language practice sessions. Offered as demand warrants. (4 credit hours)

**CHN 120. Elementary Chinese II (4)**
*Pre-requisite: Placement into the course or Chinese 110*
A continuation of Chinese 110, with the introduction of traditional Chinese characters. Cultural contexts, grammatical structures, and vocabulary introduced in class are reinforced in small-group language practice sessions. Offered as demand warrants. (4 credit hours)

**CHN 201. Intermediate Chinese I (3)**
*Pre-requisite: Placement into the course or Chinese 120*
A continuation of Chinese 110-120 with focus on not only the receptive language skills of listening and reading but also on creative language skills such as speaking and writing. Only textbook materials are used in Chinese 201. Offered as demand warrants. (3 credit hours)

**CHN 202. Intermediate Chinese II (3)**
*Pre-requisite: Placement into the course or Chinese 201*
A continuation of Chinese 201 with the addition of authentic learning materials from real-life sources. Offered as demand warrants. (3 credit hours)

**Computer Science**

**CSC 111. Introduction to Computer Science I (3)**
*Pre-requisite: Mathematics 105 or satisfactory performance on the mathematics placement examination*
An introduction to computer science and structured programming with emphasis on program design and implementation, debugging, documentation, and programming projects. Laboratory work supplements and expands lecture topics and offers supervised practice using programming. (3 credit hours)

**CSC 112. Introduction to Computer Science II (3)**
*Pre-requisite: Computer Science 111*
A continuation of Computer Science 111 with emphasis on advanced programming features. Laboratory work supplements and expands lecture topics and offers supervised practice using programming. (3 credit hours)

**CSC 221. Computer Architecture (3)**
*Pre-requisite: Computer Science 111*
Introduction to computer organization and architecture. Hardware components,
representation of data, digital logic, machine language instructions, and microprogramming. (3 credit hours)

CSC 231. Discrete Structures (3)
Prerequisites: Computer Science 112 and Mathematics 225 or 232
Discrete structures useful in computer science. Topics will include logic and proof, recurrence relations, sets, graphs, and an introduction to the theory of formal languages and automata. (3 credit hours)

CSC 241. Data Structures (3)
Prerequisite: Computer Science 112 and 231
Techniques for programmatically representing data structures such as stacks, queues, trees, graphs, matrices, heaps, multiply linked lists, recursion, and has tables. (3 credit hours)

CSC 251. Graphical User Interfaces (3)
Prerequisite or co-requisite: Computer Science 112
A course in the design and layout of graphical user interfaces including menus, dialogs, controls such as checkboxes, input boxes, and radio buttons, fonts and colors, and event-driven programming. (3 credit hours)

CSC 312. Algorithm Design and Analysis (3)
Prerequisite: Computer Science 241
A study of algorithms and their complexity, including sorting, searching, pattern matching, combinatorics, backtracking, dynamic programming, and approximations and heuristics for NP-complete problems. (3 credit hours)

CSC 313. Database Management Systems (3)
Prerequisite: Computer Science 231
A course in the design, function, and application of database management systems. (3 credit hours)

CSC 321. Introduction to Systems (3)
Prerequisite: Computer Science 221
An introduction to operating systems concepts, including processes and threads, concurrency, processor scheduling, memory management, security, and performance, as well as an introduction to networking, web technologies, and systems software. (3 credit hours)

CSC 326. Numerical Analysis (3)
Prerequisites: Mathematics 225 and Mathematics 299 or permission of the instructor
An introduction to the techniques of obtaining numerical solutions on a computer. Topics include roots of equations, numerical integration, least squares, simultaneous equations, and curve fitting. (3 credit hours)

CSC 349. Selected Topics in Computer Science (3)
Prerequisites: Computer Science 221, 231 and permission of the instructor
Topics selected from such areas as Java games programming, artificial intelligence, theory of computing, information management, software engineering, networking, computer graphics, and computational science, depending on current faculty and student interests. (3 credit hours)

CSC 351-352. Senior Study (6)
Prerequisites: FRS 140, English Proficiency Exam, junior standing; at least 15 hours in computer science courses, including 3 hours at the 300-level, that satisfy requirements for the Major in Computer Science; and 7 hours in mathematics courses that satisfy requirements for the Major in Mathematics
The Senior Study requirement is fulfilled with this two-course sequence. The study may take the form of a thesis or a significant computer science-related project. Both involve individual study and research under the guidance of a faculty supervisor and culminate in a formal paper that follows a division-specific format. (3 credit hours each)
CSC 381. Theory of Computation (3)
Prerequisite: Computer Science 231
A study of theoretical models of computing, including finite state machines, pushdown automata, context-free grammars, and Turing machines. The concepts of decidability, complexity theory, and NP-Completeness will be studied in depth. (3 credit hours)

CSC 399. Research Seminar (1)
Prerequisite: Junior standing
Professional activities in the field of computer science. Topics include professional and ethical standards, research techniques, professional organizations and their literature, techniques for oral presentations, and current trends in professional computing. (1 credit hour)

Core Curriculum

Biblical Studies 130: Hebrew Bible World and Culture (3)
Note: Must be taken before the junior year
An introduction to the Old Testament and its cultural context, this course examines the religion of ancient Israel as it developed in concert and rivalry with its ancient Near Eastern neighbors. (3 credit hours)

Note: Must be taken before the junior year
An introduction to the New Testament and its cultural context, this course explores the development and growth of the early church’s thought and community during the first two centuries C.E. The course pays particular attention to Christianity as a religion of the Greco-Roman world. (3 credit hours)

Composition 110: English Composition (3)
A writing course focusing on the art of the essay. Study of various strategies of invention and organization is combined with study of grammar and effective sentence structure. A fourth class hour is devoted to intensive study of sentence structure for students identified on the basis of early work in the course. (3 credit hours)

Composition 120: Advanced Composition and Speech (3)
Prerequisite: English Composition 110 or placement into the course Co-requisite: First Year Seminar 140
A course in effective oral and written presentation and argumentation. The essays and oral presentations examine issues and ideas that inform the experience of community and diversity in the United States. Attention is directed to comparing and contrasting writing and speaking as modes of communication. (3 credit hours)

Ethics 490: Philosophical and Theological Foundations of Ethical Thought (3)
Prerequisite: Senior standing. Offered in the January Term, with limited offerings at other times
A senior capstone, interdisciplinary course which considers the ethical dimension of the human experience, including historic and contemporary ethical frameworks designed to engage the students’ ethical stances. Students reflect on general education, major courses of study and chosen vocation. Special concern to address service, global citizenship, and responsibility for the common good. (3 credit hours)

Experiential Education (3)
See explanation under Degree Requirements (3 credit hours)

Foreign Language 110, 120 (4)
Note: Strongly recommended as a first year or sophomore course; must be taken no later than the junior year
A course sequence designed to give students the linguistic, cultural, and geographical background necessary to provide for their basic needs in a setting where the target language is used. Introductory courses are offered in French, German, Japanese, Spanish and American Sign Language. Detailed descriptions are found in the listings for each of the languages. (4 credit hours each)

**Fine Arts 140: Introduction to the Fine Arts (3)**
Offered in separate sections, each emphasizing a single art, such as the visual arts, music, and theatre, while at the same time examining the interrelations between the arts. An exploration of the roles of art and artists in the world, the benefits of the arts, the materials, structures, and meanings of the arts, and some of the historic and cultural heritage. The course includes active participation and practice with the creative processes of the arts. (3 credit hours)

**First Year Seminar 120: Perspectives on the Individual (2)**
Focusing on the theme of “The Individual,” this is the first in a series of related first year seminars designed to provide academic and personal skills essential for college success. Sense of identity, vocation, spirituality, and wellness philosophy are topics covered. Analytical reading, critical thinking, and communication skills are emphasized. (2 credit hours)

**First Year Seminar 130: Perspectives on the Environment (3)**
Prerequisite: Orientation 110 or 120
Note: Offered in the January term
An experiential, interdisciplinary course that engages students in a broad study of the nature of their environment and addresses the basic question of what it means to be a steward of the environment. In classroom and field settings, students explore how human beings have changed and adapted the local environment of the Southern Appalachians and how human beings have used environmental resources in the development of their culture. (3 credit hours).

**First Year Seminar 140: Perspectives on the American Community (2)**
Co-requisite: Composition 120
A course focusing on the theme of civic engagement, examining issues and ideas that inform the experience of community and diversity in the United States, and developing skills in critical analysis. The culminating project is an independent research paper. (2 credit hours)

**Literature 270: The Early Western Literary Tradition (3)**
Prerequisites: Composition 120, First Year Seminar 140 and Sophomore standing
A thematic approach designed to deepen understanding of the breadth, diversity and richness of Western culture as well as to develop interpretive and critical skills. Readings include classical, medieval and Renaissance literary and philosophical texts. (3 credit hours)

**Literature 290: The Modern Western Literary Tradition (3)**
Prerequisites: Composition 120, First Year Seminar 140 and Sophomore standing
A thematic approach designed to deepen understanding of the breadth, diversity and richness of Western culture as well as to develop interpretive and critical skills. Readings include neoclassical, romantic, modern and post-modern literary and philosophical texts. (3 credit hours)

**Natural Science 150: Principles in Scientific Investigation (4)**
Prerequisite: Statistics 120; must be taken before the junior year
These courses develop the skills and attitudes necessary to understand and use critically the scientific mode of inquiry to explore the physical world. Integrative sciences such as astronomy, geology, human ecology, pharmaceutical chemistry and zoology are presented to provide significant depth of study in both classroom and field/laboratory settings. (4 credit hours)

**Natural Science 350: Topics in Natural Science (3)**
Prerequisites: Natural Science 150; Junior standing
These courses address the profound effects of scientific inquiry and technological change on contemporary societies. They apply the scientific mode of inquiry and its philosophical and historical development to several different interdisciplinary topics in the natural sciences concerning national or global interests where scientific discoveries raise societal, economic, political, and/or ethical questions. (3 credit hours)

**Orientation 110: Perspectives on the College (1)**
Introduction for freshmen to Maryville College and college life. Topics and activities include college policies, campus life, Maryville College history and traditions, and Mountain Challenge experiences. Course activities are scheduled during an orientation period prior to the beginning of fall classes and are completed no later than the end of the fourth week of the fall semester. (1 credit hour)

**Senior Seminar 480 (3)**
Prerequisite: Senior standing
A capstone course that provides the student with the skills and opportunity to integrate across at least two of the three modes of inquiry: scientific, artistic, humanistic. The approach is thematic and draws on global perspectives. (3 credit hours)

**Statistics 120: Introductory Statistics (4)**
Prerequisite: Fundamentals of Mathematics 105 or satisfactory performance on the mathematics placement exam
Note: Recommended for first year students; available to first-semester Sophomores
The course develops quantitative and computational skills necessary in the collection, organization, and interpretation of data. Topics include techniques in sampling and data organization, measures of central tendency and dispersion, an introduction to correlation and linear regression, elementary probability, confidence intervals and an introduction to hypothesis testing. The course is project-oriented and the laboratory component emphasizes the use of calculators, computers and statistically-oriented software. (4 credit hours)

**Social Science 260: Perspectives on the Social Order (3)**
Prerequisites: Composition 120, First Year Seminar 140
Note: Recommended for sophomores; must be taken no later than the junior year
An examination of the social sciences as a distinctive way of looking at the world. Although individual course content may vary, each course focuses on the fundamental challenging questions and the seminal responses to these questions that have occupied the disciplines of anthropology, economics, political science, psychology, and sociology. (3 credit hours)

**Transfer Orientation 120 (1)**
Note: Required of all transfer students
An orientation to Maryville College, including academic and student development programs. All students take an exam on research methods. An extension of the course is required for those who fail the exam. (1 credit hour)
Western Civilization 180: Foundations of Western Civilization (3)
The development of western civilization between the 5th century BCE and the 18th century Enlightenment. Three key themes are integrated throughout the course: social, ethical, aesthetic ideals and realities; questions of religious and philosophical belief; and the relationship between the individual and the community. (3 credit hours)

Western Civilization 190: Modern Western Civilization (3)
The development of Western civilization between the Renaissance and the 20th century. Three key themes are integrated throughout the course: social, ethical, aesthetic ideals and realities; questions of religious and philosophical belief; and the relationship between the individual and the community. (3 credit hours)

World Cultures 370: Topics in World Culture (3)
Prerequisites: First Year Seminar 140, Literature 270 or 290; Junior standing
An examination of the peoples and customs of a particular culture that lies outside of the traditionally understood “Western World.” The course integrates geography, history, social institutions, religion, and the arts. The course seeks to foster intercultural understanding, global perspective and appreciation for the breadth, diversity and richness of the human experience. (3 credit hours)

Economics

ECN 201. Principles of Economics (4)
Prerequisite: Statistics 120 or sophomore standing
A survey of economic principles and institutions, emphasizing the study of market economies throughout the world. Topics include the model of supply and demand, the theories of competition and monopoly, the theory of international trade, and the theories of employment, prices and money. (4 credit hours)

ECN 221. Economic Development (3)
An inquiry into the problems of economic development and social change in less developed countries. The course focuses on issues of poverty, population, industrialization, agriculture, trade, and environmental sustainability. (3 credit hours)

ECN 251. Economic History of the United States (3)
Survey of American economic development from colonial times to the present. Special emphasis on the economic development of the South, the industrialization of the American economy, the development of banking and the impact of international trade. (3 credit hours)

ECN 321. Macroeconomics (4)
Prerequisites: Economics 201 and junior standing or permission of the instructor
Macroeconomic theory and analysis, including synthesis of classical and Keynesian models of income determination. Monetary theory,
inflation, unemployment, and expectations are studied, and current economic issues are examined. A computer laboratory is included. (4 credit hours)

**ECN 322. Microeconomics (3)**
*Prerequisites: Economics 201 and junior standing or permission of the instructor*
Microeconomic theory and analysis, including consumer demand, production, the firm, and general equilibrium. Applications to problems of private choice and public policy are considered. (3 credit hours)

**ECN 325. International Trade and Finance (3)**
*Prerequisites: Economics 201 and junior standing or permission of the instructor*
An examination of the theory of trade, barriers to trade, balance of payments, exchange rates, and the adjustment process. The role of international institutions is considered, including the International Monetary Fund and multinational enterprise. (3 credit hours)

**ECN 331. Public Policy Toward Business (3)**
*Prerequisites: Economics 201 and junior standing or permission of the instructor*
An inquiry into the control of monopoly through antitrust law and promotion of the public interest through actions of regulatory commissions. Consumer protection and environmental regulation are also considered. (3 credit hours)

**ECN 332. Money and Banking (3)**
*Prerequisites: Economics 201 and junior standing or permission of the instructor*
Study of the nature and function of money, banks, and financial markets; the role of money in the economy, monetary theory and policy; the Federal Reserve System and money supply process; international monetary relationships. (3 credit hours)

**ECN 334. History of Economic Thought (3)**
*Prerequisites: Economics 201 and junior standing or permission of the instructor*
An examination of the development of economics emphasizing the emergence of economics as a social science from the late 18th century to the present. (3 credit hours)

**ECN 337. Internship in Economics (7-15)**
*Prerequisites: Junior standing and permission of the Division of Social Sciences Chair*
Field experiences that provide practical applications in appropriate work settings. Internships require a time commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time involvement. (7 to 15 credit hours)

**ECN 343. Practicum in Economics (2-3)**
*Prerequisites: Junior standing and permission of the Division of Social Sciences Chair*
Supervised experience enabling students to apply classroom knowledge in an organizational setting. Open only to economics majors. Not to be counted toward a major in economics. (2 to 3 credit hours)

**ECN 349. Selected Topics in Economics (3)**
*Prerequisites: Economics 201 and junior standing or permission of the instructor*
Focuses on timely topics in national or international economics not covered in other department courses. Course content varies from year to year. Offered as demand warrants. (3 credit hours)

**ECN 351-352. Senior Study (6)**
*Prerequisites: FRS 140, English Proficiency Exam, and junior standing*
The Senior Study requirement is fulfilled with this two-course sequence. Individual study, with the guidance of a faculty supervisor, that provides experience in independent research and the preparation of a formal paper. (3 credit hours each)
Education

**EDU 301. Models of Classroom Management and Instruction (3)**
*Prerequisite: Psychology 218*
Secondary and K-12 licensure students will learn about and be able to use a variety of research-based models of instruction. Implications of these models as they relate to the Maryville College Conceptual Framework for Teacher Education will be made explicit. Guided observations of classrooms and planned microteaching experiences are an important aspect of this course. Current trends and issues in instructional design will be explored. (3 credit hours)

**EDU 302. Educational Technology (2)**
*Prerequisites: Acceptance into the Teacher Education Program, prior experience with word-processing*
This course is taken in conjunction with Education 301 or 303 and is designed to prepare future teachers to integrate instructional technology into the classroom. Emphasis is placed on preparing students with the necessary and competence and the confidence to develop and/or select materials to use with a variety of technology-based instruction (2 credit hours)

**EDU 303. Models of Classroom Instruction (2)**
*Prerequisite: Psychology 218*
Elementary licensure students will learn about and be able to use a variety of research-based models of instruction. Implications of these models as they relate to the Maryville College conceptual Framework for Teacher Education will be made explicit. Guided observations of classrooms and planned microteaching experiences are an important aspect of this course. Current trends and issues in instructional design will be explored. (2 credit hours)

**EDU 305. Strategies for Classroom Management (2)**
*Prerequisite: Psychology 218*
This course prepares elementary licensure students to successfully manage all aspects of the learning environment. Students will develop a personal philosophy of management, explore theories of behavior management, and consider both physical and psychosocial environments. Successful application of theory and practice are essential course experiences. Opportunity for guided observations will be provided. (2 credit hours)

**EDU 321. Reading and Writing in the Content Classrooms (2)**
*Prerequisites: Psychology 218 and Education 301/302*
This course offers instruction and practice in various strategies designed to integrate and reinforce reading and writing for meaning in all subject areas. Emphasis is on using textbooks and other printed material to facilitate reading comprehension and concept development. (2 credit hours)

**EDU 322. Instructional Strategies for Science and Social Studies (3)**
*Prerequisites: Psychology 211 and Education 301/302*
This course provides an examination of various theories/approaches to the teaching of science and social studies including unit planning, investigations/inquiry, problem-solving, thematic integration and technology integration. Students will explore historical, political, geographical, and economic concepts, and the tools required to translate these concepts into instruction. Emphasis is on selecting and translating content knowledge into developmentally appropriate
instructional experiences for children. (3 credit hours)

EDU 323. Reading and Writing K-4 (3)
Prerequisites: Psychology 211 and 306, Education 301/302
This course provides students with an understanding of the developmental processes involved in the ability to read and write. Students will be able to use the major approaches designed to teach reading and will be able to assist pupils in developing effective written communication. The use of the computer for instruction and directed field study are included.
(3 credit hours)

EDU 343. Practicum in Methods and Materials (2-4)
Prerequisites: Psychology 218 and Education 301/302
This course must be arranged with the Director of Teacher Education the semester prior to beginning the practicum. Field-based, professionally directed experiences which familiarize students with the curriculum and with the instructional knowledge and skills appropriate for use in a selected K-12 content field. This course is designed by Maryville College faculty in conjunction with public school field-adjunct faculty.
(2 to 4 credit hours)

EDU 401. Student Teaching (9)
Prerequisite: Acceptance into Level II of Teacher Education
A full-day, supervised teaching experience in at least two classrooms of two different grade levels under the guidance of Maryville College faculty and cooperating classroom teachers. The Professional Seminar on Teaching (EDU 402) is taken in conjunction with this course. No other coursework may be taken during student teaching. Fee: $100.00.
(9 credit hours)

EDU 402. Professional Seminar on Teaching (3)
Prerequisites: Acceptance into Level II of Teacher Education, permission of the Director of Teacher Education when Senior Study 352 is integrated into the seminar
This course is offered in conjunction with Student Teaching. It is designed to provide new members of the profession with a sense of identity as teachers, and with the knowledge and skills necessary to encourage their continued professional growth. Emphasis is on reflective practice, the exploration of the multiple contexts of teaching, the analysis of the classroom and school as workplaces, contemporary trends and issues, and peer problem-solving.
(3 credit hours)

Engineering

ENR 351. Senior Study (3)
Prerequisites: First Year Seminar 140, English Proficiency Exam, junior standing, Computer Science 111, at least 15 hours in mathematics courses that satisfy requirements for the Major in Mathematics, Physics 201, and Chemistry 121
The Senior Study requirement is fulfilled with this course. The study may take the form of a thesis or a significant engineering-related project. Both involve individual study and research under the guidance of a faculty supervisor and culminate in a formal paper that follows a division-specific format. (3 credit hours)

English

ENG 108. Fundamentals of College Writing (3)
Prerequisite: Placement into the course
An introductory course for academic writing focusing upon critical reading, grammar, and
essay organization and development. This course is offered for elective credit only. (3 credit hours)

**ENG 162. Interpreting Literature (3)**  
*Co-requisite: Composition 120*  
A genre approach with concentration on the forms of the short story, drama and poetry. The course is designed to cultivate skills in analysis and appreciation of works ranging from the classical Greek to the contemporary American and Continental. Through class discussion and oral and written reports the students model processes by which literature is taught and meaning enhanced. (3 credit hours)

**ENG 208. Modern Fantasy and Science Fiction (3)**  
*Prerequisite: Composition 120*  
A close analysis of modern fantasy with attention paid to the formal structures of the genre and its roots in the romance tradition. The emphasis is on such writers as J.R.R. Tolkien, C.S. Lewis, Ursula Le Guin, and Isaac Asimov. (3 credit hours)

**ENG 212. Children’s Literature (3)**  
*Prerequisite: Composition 120*  
An introduction to children’s literature, with attention devoted to picture books, adolescent and intermediate fiction, nonfiction, and poetry. Specific topics discussed include literary styles, genres, the relationship of art and text, historical development of literature for children, criteria for evaluating contemporary literature, and ways of creating classroom experiences. (3 credit hours)

**ENG 213. Creative Writing: Poetry (3)**  
*Prerequisite: Composition 120*  
Students write poetry, including assignments on specific topics and poetic forms. Class work includes practice in-group critiques, discussion of assigned works, and oral presentation of students’ poetry. (3 credit hours)

**ENG 214. Creative Writing: Fiction (3)**  
*Prerequisite: Composition 120*  
Students write short fiction, including one critical/analytical essay/oral report on a fiction writer of each student’s choosing. The class includes writing exercises, in-class group critiques of student work, discussion of assigned works, and individual conferences. The course culminates in a class presentation/reading of revised, selected fiction. (3 credit hours)

**ENG 216. Publications (1)**  
*Prerequisite: Composition 120*  
Students work as staff members on *The Highland Echo* or *Impressions*. This course can be taken for a maximum of four credit hours, at one credit per semester of service. This course is offered on an S/U basis only. (1 credit hour)

**ENG 217. Journalism (3)**  
*Prerequisite: Composition 120*  
An introduction to writing and editing for the print media, including focus on reporting and writing, as well as on editing, layout and design. (3 credit hours)

**ENG 219. Advanced Rhetoric and Grammar (3)**  
*Prerequisite: Composition 120*  
A course in rhetoric and writing conventions based on a study of grammar and syntax. This course is designed to provide the student with rhetorical options based on an understanding of the function of sentence parts in their relation to one another and to meaning. (3 credit hours)

**ENG 221. American Literature: Puritan through Romantic (3)**  
*Prerequisite: Composition 120*
An examination of the literary expressions of culture in America from the early Puritans through the Civil War. Special attention is paid to the coming of age of American literature in the mid-nineteenth century, with emphasis on the concept of self, transcendentalism, the frontier, and the meaning of symbol. (3 credit hours)

**ENG 222. American Literature: Realism to the Present (3)**
*Prerequisite: Composition 120*
An examination of the literary expressions of culture in America from Reconstruction through the 20th century, emphasizing shifting definitions of America and conflict within American culture over that time period. (3 credit hours)

**ENG 241. Survey of British Literature I (3)**
*Prerequisites: Composition 120 and FRS 140*
A study of works by major British authors, ranging from the Old English period through the eighteenth century. By providing an overview of the development of the British literary tradition, the course will enable students to situate works studied in advanced and period-specific courses within a broad context. Authors to be studied may include Chaucer, Langland, Spenser, Shakespeare, Milton, Dryden, Swift, Pope, and Johnson. (3 credit hours)

**ENG 242. Survey of British Literature II (3)**
*Prerequisites: Composition 120 and FRS 140*
A study of works by major British authors, ranging from the romantic period through the postmodern. By providing an overview of the development of British literary tradition, the course will enable students to situate works studied in advanced and period-specific courses within a broad context. Authors to be studied may include Blake, Austen, Wordsworth, the Brontes, Woolf, Yeats, Joyce, and Lessing. (3 credit hours)

**ENG 311. History of the English Language (3)**
*Prerequisite: Junior standing*
The history and development of the English language based on textual analysis of Old, Middle, and Early Modern English. (3 credit hours)

**ENG 312. Linguistic Theory and Second Language Acquisition (3)**
*Prerequisite: English 219*
Basic principles of linguistics, especially those pertaining to second language acquisition. A survey of the components of language such as syntax, semantics, morphology and phonology, and all major subfields of linguistics such as psycholinguistics and neurolinguistics. Studying relationships among psychological, social, and cultural issues that impact second language acquisition. (3 credit hours)

**ENG 314. Creative Nonfiction (3)**
*Prerequisites: One course from English 213, 214, or 217 and Junior standing*
An advanced study of a large body of peer and professional writing that builds upon requisite critical skills. Students will produce fact-based creative writing, including one major critical/analytical essay/oral report on a write of choice. Class will include writing exercises, in-class group critiques of student work, discussion of assigned works and individual conferences. (3 credit hours)

**ENG 315. Business and Technical Writing (3)**
*Prerequisite: Junior standing*
The study and practice of formats for business, scientific, and technical writing used in corporate and government contexts. Practice in information gathering, writing, editing, and speaking is emphasized in both individual and group work. (3 credit hours)
ENG 317. Public Relations Writing and Practice (3)
Prerequisite: Junior standing
An introduction to a variety of public relations writing styles, including copy for newsletters, brochures, news releases, and speeches. Lecture/discussion sessions provide an overview of public relations principles and theory. The course builds toward a public relations campaign as the major final project. (3 credit hours)

ENG 322. Advanced Studies in American Literature (3)
Prerequisite: Junior standing
The course examines selected authors, periods and/or genres for thematic, formal, historical, and cultural issues. Course content and focus will vary. (3 credit hours)

ENG 331. Chaucer in Middle English (3)
Prerequisite: Junior standing
The major works of Chaucer read in Middle English, with lectures on the historical and literary backgrounds and on other important works of the Medieval Period, such as Piers Plowman, The Pearl, The Wakefield Cycle, and medieval lyrics. (3 credit hours)

ENG 332. Shakespeare (3)
Prerequisite: Junior standing
A study of Shakespeare’s plays, with equal emphasis on the comedies, tragedies, and histories as well as attention to the literary and historical backgrounds of the period. (3 credit hours)

ENG 333. English Literature of the 17th Century (3)
Prerequisites: English 162 and Literature 270 or 290
A study of the poetry, drama, and prose of the 17th century to the Restoration, focusing on major themes and literary developments in their historical contexts. Special emphasis will be placed on interpretive methods as they apply to some of the major texts of the period. (3 credit hours)

ENG 334. English Literature of the Restoration and 18th Century (3)
Prerequisites: English 162 and Literature 270 or 290
A study of the poetry, drama, and prose of the “long” 18th century (1660-1815), focusing on major themes and literary developments in their historical contexts. Special emphasis will be placed on interpretive methods as they apply to some of the major texts of the period. (3 credit hours)

ENG 335. English Literature of the 19th Century (3)
Prerequisites: English 162 and Literature 270 or 290
A study of the poetry and non-fiction prose of the English Romantic and Victorian periods, focusing on major themes in the respective historical periods. Special emphasis will be placed on interpretive methods as they apply to some of the major texts of the period.

ENG 336. British and American Literature of the 20th Century (3)
Prerequisites: English 162 and Literature 270 or 290
A study of selected 20th century British and American authors using multiple interpretive methods. Emphases will include building an understanding of some of the larger literary and theoretical movements of the 20th century through extensive reading of literature and criticism. (3 credit hours)

ENG 337. Internship (7-15)
Prerequisites: English 217, 315, or 317
Field experience that provides an introduction to careers in writing and communications through work on the writing staff of a newspaper, magazine, publishing house, or related enterprise. Internships require a time commitment equivalent to full-time
employment, with credit allotted on the basis of one credit hour for each week of full-time involvement. This course is offered on a S/U basis only. (Major requirement, 9 credit hours)

**ENG 343. Practicum (2-6)**  
*Prerequisite: Composition 120*  
On- or off-campus experience that provides an introduction to careers in writing and communications. Involvement is expected to be at least three hours of activity per week during the semester for each credit hour earned. (Major requirement, 3 credit hours)

**ENG 348. The Novel in English (3)**  
*Prerequisite: Junior standing*  
A study of the novel from its beginnings in the 18th century to the modern period. While tracing minor streams in fiction such as the epistolary and Gothic, the course concentrates on the major British and American novelists. (3 credit hours)

**ENG 349. Selected Topics in Literature (3)**  
*Prerequisite: Junior standing*  
Course content varies from year to year to meet the special interests, abilities, and needs of advanced students. (3 credit hours)

**ENG 351-352. Senior Study (6)**  
*Prerequisites: FRS 140, English Proficiency Exam, junior standing and Humanities 347*  
The Senior Study requirement is fulfilled with this two-course sequence. The courses involve individual study with the guidance of a faculty supervisor. They are ordinarily taken in the spring term of the junior year and the fall term of the senior year. (3 credit hours each)

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**English as a Second Language**

**CMP 101. Composition for ESL Students (3)**  
A semester-length course for international students who have met minimal English requirements for entering the College but need additional work to reach the college-level proficiency in writing and rhetoric necessary for academic courses. Those who demonstrate mastery of writing skills, through standardized tests and writing samples, may begin with Composition 110 or 120.

**Environmental Studies**

**ENV 101. Introduction to Environmental Issues (3)**  
An introduction to the origins and interrelationships of major contemporary environmental issues such as global climate change, sustainable development, population, ozone depletion, deforestation, energy, and water pollution. The course examines the complexity of the issues in environmental, political, social, and economic terms. (3 credit hours)

**ENV 316. Population (3)**  
*Prerequisites: Sociology 101 or 211 and junior standing*  
A study of human population, including population structure and the processes of fertility, mortality, and migration. The course examines the impact of changing population, such as aging and urbanization, on social institutions and the environment. The course examines the role of population policy in achieving social and environmental goals. (3 credit hours)
ENV 337. Internship in Environmental Studies (7-15)
Prerequisites: Junior standing and permission of the Division of Social Sciences Chair
Field experiences that provide practical applications in appropriate work settings. Internships require a time commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time employment. (7 to 15)

ENV 343. Practicum in Environmental Studies (2-6)
Prerequisites: Junior standing and permission of Environmental Studies faculty
Practical experience enabling students to apply classroom knowledge in work settings. One credit hour is associated with each three hours of work every week for a 14-week semester. (2 to 6 credit hours)

ENV 345. Environmental Politics (3)
Prerequisite: Junior standing
A study of the political history, stakeholders, and topical issues related to American and global environmental policymaking. Comparison of environmentalism (conservation, sustainable development, deep ecology). Investigation of structure and actors making environmental policy. Survey of current global/eco-systemic issues in environmental policy (air, sea/water, energy and waste, land). Special emphasis on Tennessee and East Tennessee issues, such as acid rain in the Great Smoky Mountains, Tennessee Valley energy development, and water management in conflict with the snail darter. (3 credit hours)

ENV 349. Special Topics in Environmental Studies (3)
Prerequisite: Six hours in Environmental Studies
Focus is on issues in environmental studies. Course content varies. Offered as demand warrants. (3 credit hours)

ENV 351-352. Senior Study (6)
Prerequisites: FRS 140, English Proficiency Exam, junior standing and Social Science 301
The Senior Study requirement is fulfilled with this two-course sequence. The courses involve individual study with the guidance of a faculty supervisor. (3 credit hours each)

French

FRN 110. Elementary French I (4)
An introduction to French designed to give students the linguistic, cultural, and geographical background necessary to provide for their basic needs when they travel to a French-speaking country. Emphasis is also given to conversing in basic French within well-defined contexts, to reading short passages, and to writing simple sentences in French. Cultural concepts, grammatical structures, and vocabulary introduced in class are reinforced in small-group language practice sessions. (4 credit hours)

FRN 120. Elementary French II (4)
Prerequisite: Placement into the course or French 110
A sequel to French 110, designed to increase knowledge of the basic language, culture, and geography of the Francophone world. Emphasis is also given to increasing students’ capacity to converse, read, and write in French. Cultural concepts, grammatical structures, and vocabulary introduced in class are reinforced in small-group language practice sessions. (4 credit hours)

FRN 201. Intermediate French I (3)
Prerequisite: Placement into the course or French 120
A review and expansion of the grammar, culture, and vocabulary studied in elementary French. Linguistic tasks studied include describing, narrating, and giving opinions and
information on a variety of topics. Emphasis is also given to strengthening reading and writing skills through a study of authentic Francophone texts, which may be drawn from the following media: film, newspapers, popular music, magazines, television, and literary prose and verse.

**FRN 202. Intermediate French II (3)**
*Prerequisite: Placement into the course or French 201*

A sequel to French 201, designed to increase students’ facility to speak and write sentences of greater structural sophistication that are logically connected in paragraph-length discourse. Increased emphasis is placed on communicating in past, future, and hypothetical situations. Study of authentic Francophone texts from various media is continued. (3 credit hours)

**FRN 225. Intermediate Conversation and Composition (3)**
*Prerequisite: French 201 or the equivalent*

A course designed to help students improve oral and written proficiency in French, building on grammar and idioms studied in previous courses. Basic conversational skills are stressed. This course is required for all students who plan, as part of the Minor in French, to study abroad in a French-speaking country. (3 credit hours)

**FRN 343. Practicum (3)**
*Prerequisite: French 202 or the equivalent*

On- or off-campus experience that provides a linguistic and cultural opportunity for students who wish to acquire practical knowledge of French beyond the intermediate level. (3 credit hours)

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**German**

**GER 110. Elementary German I (4)**

An introduction to German designed to give students the linguistic, cultural, and geographical background necessary to provide for their basic needs when they travel to a German-speaking country. Emphasis is also given to conversing in basic German within well-defined contexts, to reading short passages, and to writing simple sentences in German. Cultural concepts, grammatical structures, and vocabulary introduced in class are reinforced in small-group language practice sessions. (4 credit hours)

**GER 120. Elementary German II (4)**
*Prerequisite: Placement into the course or German 110*

A sequel to German 110, designed to increase knowledge of the basic language, culture, and geography of the Germanic world. Emphasis is also given to increasing students’ capacity to converse, read, and write in German. Cultural concepts, grammatical structures, and vocabulary introduced in class are reinforced in small-group language practice sessions. (4 credit hours)

**GER 201. Intermediate German I (3)**
*Prerequisite: Placement into the course or German 120*

A review and expansion of the grammar, culture, and vocabulary studied in elementary German. Linguistic tasks studied include describing, narrating, and giving opinions and information on a variety of topics. Emphasis is also given to strengthening reading and writing skills through a study of authentic Germanic texts, which may be drawn from the following media: film, newspapers, popular music, magazines, television, and literary prose and verse. (3 credit hours)

**GER 202 Intermediate German II (3)**
*Prerequisite: Placement into the course or German 201*

A sequel to German 201, designed to increase students’ facility to speak and write sentences
of greater structural sophistication that are logically connected in paragraph-length discourse. Increased emphasis is placed on communicating in past, future, and hypothetical situations. Study of authentic Germanic texts from various media is continued. (3 credit hours)

GER 225. Intermediate Conversation and Composition (3)
Prerequisite: German 201 or the equivalent
A course designed to help students improve oral and written proficiency in German, building on grammar and idioms studied in previous courses. Basic conversational skills are stressed. This course is required for all students who plan, as part of the Minor in German, to study abroad in a German-speaking country. (3 credit hours)

GER 343. Practicum (3)
Prerequisite: German 202 or the equivalent
On- or off-campus experience that provides a linguistic and cultural opportunity for students who wish to acquire practical knowledge of German beyond the intermediate level.

History

HIS 111. Colonial and Revolutionary America (3)
Examination of precontact native American people, culture, and society as well as the effect of European invasions; the European background to settlement in the New World; societies in the North, South, and Southwest; the quest for independence from Great Britain; and confederation and constitution. (3 credit hours)

HIS 112. History of the United States in the 19th Century (3)
Examination of the Early National Period; economic, political, and cultural changes in the Jacksonian era; slavery; abolition; sectionalism and Civil War; Reconstruction; and the beginnings of industrialism and imperialism. (3 credit hours)

HIS 162. Introduction to the Study of History (3)
Reserved for first-year and second-year students; others need permission of instructor
Designed as an introduction for both the major and the minor in history, the course covers approaches to the past and historical methods, historiography, issues in and challenges to the historical profession, and teaching and learning history. (3 credit hours)

HIS 203. History of the United States in the 20th Century (3)
Prerequisite: Sophomore standing
Examination of political economy, Progressivism, World Wars, the Great Depression, the nuclear age, 1960s reforms, Vietnam, and the age of limits. Includes a major oral history research assignment. (3 credit hours)

HIS 221. Europe and the World in the 20th Century (3)
Prerequisite: Sophomore standing
This course traces the social and political transformation of Europe from the turn of the century to the post-Cold War period. Among the issues addressed are the two world wars, the diplomatic eclipse of Europe in the Cold War, changes in social structure, gender relations and economic life, and the break-up of the Cold War order. (3 credit hours)

HIS 242. World Civilization from Earliest Times to 1500 C.E (3)
An introduction to the history of human communities, including the stone age, the major civilizations of the ancient and classical
worlds, pre-modern developments, the role of “barbarians” in history, and the exchange of goods and ideas among different societies. Short papers which call for the interpretation of historical evidence and/or for primary source analysis will be assigned. (3 credit hours)

**HIS 243. World Civilization from 1500 C.E. to the 20th Century (3)**
An introduction to the history of the world since the dawning of the modern era. Among the themes addressed are the rise of European political and economic hegemony, capitalism, industrialism, revolution, the political decline of non-Western states, imperialism, and nationalism. Short papers which call for the interpretation of historical evidence and/or for primary source analysis will be assigned. (3 credit hours)

**HIS 248. Appalachian Cultural and Social History (3)**
This course examines the cultural and social history of Southern Appalachia from Native American settlement to the present era. As social history, the course uncovers the economic, political, community and family-based relationships through which people of the region organized their lives. Particular attention will be paid to Native American-European-African encounters, the Civil War, industrialization, migration, and the political response to rural poverty in the 20th century. As cultural history, the course explores the multiple means through which the people of Southern Appalachia expressed their aspirations, fears, demands and reflections. This includes music, novels, the oral tradition, political discourse, religion, and material culture. (3 credit hours)

**HIS 251. Economic History of the United States (3)**
*Prerequisite: Sophomore standing*
Survey of American economic development from colonial times to the present. Special emphasis on the economic development of the South, the industrialization of the American economy, the development of banking, and the impact of international trade. (3 credit hours)

**HIS 303. Studies in United States History (3)**
*Prerequisites: two courses from History 111, 112, 203*
An in-depth examination of a particular theme in U.S. history, with subject matter changing regularly to suit the interests of students and faculty. Possible topics include: history of African Americans, of American women, of Native Americans, and American thought and culture. (3 credit hours)

**HIS 321. Studies in Modern European History (3)**
*Prerequisite: History 243 or Junior standing*
This course will examine a particular theme or from the history of Europe since 1500, based on faculty expertise and student interest. Possible topics include: the Enlightenment and its aftermath, gender and class in modern Europe, political ideologies of modernity, and the crises of the twentieth century. (3 credit hours)

**HIS 333. Studies in Asian History (3)**
*Prerequisite: History 243 or Junior standing*
(Note: students are strongly encouraged to enroll in Asian, Latin American or African history courses that study regions different from those they study in their World Cultures courses)
This course will cover in depth the history of the modern period of a major region of Asia, including both internal issues and responses to European challenges. The region to be studied will be selected on the basis of faculty expertise and student interest. Possible regions are India, China, and the Islamic World. (3 credit hours)
HIS 334. Studies in Latin American History
(3)
Prerequisite: Junior standing or History 243
Note: students are strongly encouraged to enroll in Asian, Latin American or African history courses that study regions different from those they study in their World Cultures courses
This course will examine a particular theme in Latin American history, depending on faculty expertise and student interest. Possible topics include: pre-Columbian Latin America, the Iberian conquest, Latin America and the United States, and the history of specific countries in Latin America. (3 credit hours)

HIS 335. Studies in African History
Prerequisite: History 243 or Junior standing
Note: students are strongly encouraged to enroll in Asian, Latin American or African history courses that study regions different from those they study in their World Cultures courses
This course will examine a particular theme, era, or locale in the history of Africa since the sixteenth century. Possible topics include the history of southern Africa, the African colonial experience, the history of West Africa, and the African social history. (3 credit hours)

HIS 337. Internship in History
(7-15)
Practical off-campus experience in a field setting. One credit hour is associated with each week of full-time employment. (7 to 15 credit hours)

HIS 342. Studies in Pre-Modern History
(3)
Prerequisite: History 242 or Junior standing
This course will focus on selected topics in the classical and post-classical periods of world history. A major geographical area, such as classical Greece or India, or Medieval Europe, or a significant topical issue such as trade or warfare will be selected on the basis of faculty expertise and student interest. (3 credit hours)

HIS 343. Practicum in History
(2-6)
An on- or off-campus experience that provides an introduction to careers and other opportunities for the history major. Involvement is expected to be at least three hours of activity per week during the semester for each credit hour given. (2 to 6 credit hours)

HIS 349. Topics in History
(3)
Prerequisite: Junior standing
Course content varies from year to year to meet the special interests, abilities, and needs of advanced students. (3 credit hours)

HIS 351-352. Senior Study
(6)
Prerequisites: FRS 140, English Proficiency Exam, History 162 and Humanities 347, and junior standing
The Senior Study requirement is fulfilled with this two-course sequence. The student carries out individualized research and writing under the guidance of a faculty supervisor, usually culminating in the writing of an extended analytical thesis. Ordinarily taken spring term of the junior year and fall term of the senior year. (3 credit hours each)

HIS 371. Seminar in History
(3)
Prerequisite: Junior standing
Designed as a capstone in the major, the course will introduce students to the insights and challenges of comparative or global history. As a seminar, the course will require a high level of historical analysis and synthesis of global or comparative themes in recent history. Possible global themes include imperialism, decolonization, war and society in the twentieth century, and world trade. Possible comparative themes include frontiers, gender, racism, and revolution. (3 credit hours)
Humanities

HUM 201. Perspectives in the Humanities (3)
Co-requisite: Composition 120
An interdisciplinary course required for all majors in the Humanities. Students are introduced to important ideological and theoretical concepts that have shaped scholarship in the Humanities. Focus will be on major movements rather than on specific methodologies and will emphasize the ideas that underlie interpretation of texts in multiple areas of the Humanities. (3 credit hours)

HUM 347. Research and Professional Issues (1)
Emphasizes research preparedness leading to the Senior Study experience. Topics may include discipline-specific reading around a Senior Study topic, professional ethical standards, electronic literature search strategies, the writing and delivery of the formal research proposal using presentation software, and career development. Ordinarily taken in the fall of the junior year. (1 credit hour)

International Business

INB 337. Internship in International Business (7-15)
Prerequisites: Junior standing and permission of the Division of Social Sciences Chair
Field experiences that provide practical applications in appropriate work settings. Internships require a time commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time involvement. (7 to 15 credit hours)

INB 343. Practicum in International Business (2-6)
Prerequisites: Junior standing and permission of International Business faculty
Supervised experience enabling students to apply classroom knowledge in an organizational setting. Open only to international business majors. Not to be counted toward a major in international studies. (2 to 6 credit hours)

INB 351-352. Senior Study (6)
Prerequisites: FRS 140, English Proficiency Exam, and junior standing
The Senior Study requirement is fulfilled with this two-course sequence. Individual study, with the guidance of a faculty supervisor, that provides experience in independent research and the preparation of a case study or a formal paper. (3 credit hours each)

International Studies

INT 337. Internship in International Studies (7-15)
Prerequisites: Junior standing and permission of the Division of Social Sciences Chair
Field experiences that provide practical applications in appropriate work settings. Internships require a time commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time involvement. (7 to 15 credit hours)

INT 343. Practicum in International Studies (2-3)
Prerequisites: Junior standing and permission of international studies faculty
Supervised experience enabling students to apply classroom knowledge in an organizational setting. Open only to international studies majors. Not to be counted toward a major in international studies. (2 to 3 credit hours)
INT 351-352. Senior Study (6)
Prerequisites: FRS 140, English Proficiency Exam, and junior standing
The Senior Study requirement is fulfilled with this two-course sequence. Individual study, with the guidance of a faculty supervisor, that provides experience in independent research and the preparation of a formal paper. (3 credit hours each)

Japanese

JPN 110. Elementary Japanese (4)
An introduction to basic conversation patterns of contemporary Japanese, emphasizing vocabulary and grammar. Cultural concepts, grammatical structures, and vocabulary introduced in class are reinforced in small-group language practice sessions. The second course introduces hiragana and katakana syllabaries. (4 credit hours)

JPN 120. Elementary Japanese II (4)
Prerequisite: Placement into the course or Japanese 110
Continuation of basic conversation patterns of contemporary Japanese, emphasizing vocabulary and grammar. Cultural concepts, grammar structures and vocabulary introduced in class are reinforced in small-group language practice session. This second course also introduces hiragana and katakana syllabaries. (4 credit hours)

JPN 201. Intermediate Japanese I (3)
Prerequisite: Placement into the course or Japanese 120
A continuation of Japanese 110-120, with the introduction of Kanji (Japanese characters). Offered as demand warrants. (3 credit hours)

JPN 202. Intermediate Japanese II (3)
Prerequisite: Placement into the course or Japanese 201
A continuation of Japanese 201, with the introduction of an additional 100 Kanji. Offered as demand warrants. (3 credit hours)

JPN 225. Intermediate Conversation and Composition (3)
Prerequisite: Japanese 201 or the equivalent
A course designed to help students improve their oral and written proficiency in Japanese, building on grammar and idioms studied in previous courses. Basic conversational skills are stressed in order to prepare those students planning to study in Japan or who plan on taking advanced level Japanese classes at Maryville College. (3 credit hours)

JPN 343. Practicum (3-6)
Prerequisite: Japanese 202 or permission of the instructor
On- or off-campus experience that provides pedagogical, linguistic and/or cultural opportunities for students who wish to acquire practical knowledge of Japanese beyond the intermediate level. (3 to 6 credit hours)

JPN 349. Selected Topics in Japanese (3)
Prerequisite: Japanese 202 or permission of the instructor
Course content varies to meet the special interests, abilities and needs of advanced students. Topics may include study in Japanese language (Business Japanese) literature and/or culture. (3 credit hours)

Mathematics

MTH 105. Fundamentals of Mathematics (0)
A review of basic algebraic skills, signed numbers, fractions, exponents, linear and quadratic equations, inequalities, absolute value, and scientific notation. This course may be included as a three-credit entry in the determination of full-time status, but it does
not count toward the minimum hours needed for graduation, and it is not used in the calculation of grade point average. Required of all students who lack an entrance credit in algebra or who perform below minimum standards on the mathematics assessment. (Does not count in hours credit toward graduation)

**MTH 115. Precalculus Mathematics (4)**
*Prerequisite: Satisfactory performance on the mathematics assessment or Mathematics 105*
A foundational course in college algebra and trigonometry. Topics include functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, and complex numbers. (4 credit hours)

**MTH 125. Calculus I (4)**
*Prerequisite: Mathematics 115 or the equivalent*
An introduction to calculus using computer technology. Topics include functions, limits, the derivative and its applications, and the definite integral. All topics are presented geometrically, numerically, and algebraically. (4 credit hours)

**MTH 221. Inferential Statistics (3)**
*Prerequisite: Statistics 120*
Topics include interval estimation, hypothesis testing, analysis of variance, basic experimental design, nonparametric statistics, and chi-square tests. (3 credit hours)

**MTH 222. Regression Analysis (3)**
*Prerequisite: Statistics 120*
Topics include linear regression, multiple regression, nonlinear regression, and regression diagnostics. (3 credit hours)

**MTH 225. Calculus II (4)**
*Prerequisite: Mathematics 125*
A continuation of Mathematics 125. Topics include the definite integral and its applications, sequences and series, and approximations using Taylor series. (4 credit hours)

**MTH 232. Linear Algebra (3)**
*Prerequisite: Mathematics 125*
Topics include linear equations, vector spaces, linear transformations, determinants, matrices, and applications. (3 credit hours)

**MTH 235. Calculus III (4)**
*Prerequisite: Mathematics 225*
A course in multivariable calculus using computer technology. Topics include functions of several variables, vectors, partial differentiation, multiple integration, parametric equations, vector fields, and line integrals. (4 credit hours)

**MTH 236. Ordinary Differential Equations (3)**
*Prerequisite: Mathematics 225*
An introduction to linear and non-linear differential equations. Topics include methods of undetermined coefficients, variation of parameters, differential operators, Laplace transforms, and qualitative methods. Applications are taken from the natural and social sciences. (3 credit hours)

**MTH 299. Foundations of Higher Mathematics (2)**
*Prerequisite: Mathematics 232 or the permission of the Mathematics/Computer Science Division Chair*
A seminar designed to help students make the transition from first year/sophomore level mathematics to the more theoretical junior/senior level mathematics. Topics include proof techniques, set theory, and logic. The course emphasizes reading, writing, and presentation of mathematical proofs. (2 credit hours)
MTH 301. Principles of Geometry (3)
Pre- or co-requisite: Mathematics 299
Topics from Euclidean and Non-Euclidean Geometry both from the synthetic and the analytical points of view. This course is designed specifically for secondary teachers of mathematics. (3 credit hours)

MTH 302. Modern Algebra (3)
Prerequisite: Mathematics 299
An introduction to abstract algebra. Topics include groups, rings, integral domains, and fields. (3 credit hours)

MTH 303. Advanced Algebra (3)
Prerequisite: Mathematics 302 or the permission of the instructor
Topics will be selected from the areas of groups, rings, fields, vector spaces, and transformations. (3 credit hours)

MTH 307. Mathematics and Instructional Strategies for K-6 and 4-8 Teachers I (3)
Prerequisites: Level I Screening, Junior Standing, and Statistics 120
Co-Requisite: Education 303
Students develop an understanding of essential mathematical knowledge that integrates content and instructional strategies appropriate for elementary grades K-6 and middle grades 4-8. Content areas include mathematical processes, number/operations, and algebra. Peer teaching, micro-teaching, and field observations are integral components. (3 credit hours)

MTH 308. Mathematics and Instructional Strategies for K-6 and 4-8 Teachers II (3)
Prerequisites: Mathematics 307 and Education 303 or permission of the division chairs of Mathematics/Computer Science and Behavioral Sciences
A continuation of Mathematics 307. Content areas include geometry, measurement, and data analysis and probability. Peer teaching, microteaching, and field observations are integral components. (3 credit hours)

MTH 315. Advanced Calculus (3)
Prerequisites: Mathematics 235 and 299
An introduction to Real Analysis. Topics include sequences, the theory of limits, continuity, differentiation and integration. (3 credit hours)

MTH 316. Advanced Calculus II (3)
Prerequisite: Mathematics 315 or permission of the instructor
A continuation of Mathematics 315. Topics include the theory of Riemann integration, infinite series, sequences and series of functions, and power series. (3 credit hours)

MTH 321. Probability and Statistics I (3)
Prerequisites: Statistics 120 and Mathematics 299 and junior standing; or Mathematics 125 and permission of the instructor
An introduction to probability, including counting methods, discrete and continuous probability distributions and their properties, and sampling distributions. (3 credit hours)

MTH 322. Probability and Statistics II (3)
Prerequisite: Mathematics 321 or permission of instructor
A continuation of Mathematics 321. Topics include point estimation, including maximum likelihood estimation and methods of moments, confidence intervals, tests of hypotheses, and regression. (3 credit hours)

MTH 326. Numerical Analysis (3)
Prerequisites: Mathematics 225; and Mathematics 299 or permission of the instructor.
An introduction to the techniques of obtaining numerical solutions on a computer. Topics include roots of equations, numerical integration, least squares, simultaneous equations, and curve fitting. (3 credit hours)
MTH 337. Internship in Mathematics (7-15)
Practical off-campus experience in a field setting. One credit hour is associated with each week of full-time employment. (7 to 15 credit hours)

MTH 343. Practicum in Mathematics (2-6)
Prerequisite: Junior standing
Practical experience enabling students to apply classroom knowledge in an organizational setting. One credit hour is associated with each three hours of work every week for a 14-week semester. (2 to 6 credit hours)

MTH 349. Selected Topics in Mathematics (3)
Prerequisites: Junior standing and permission of instructor
Topics selected from such areas as Real Analysis, Complex Analysis, History of Mathematics, Number Theory, or Partial Differential Equations, depending on current faculty and student interest. (3 credit hours)

MTH 351-352. Senior Study (6)
Prerequisites: FRS 140, English Proficiency Exam, junior standing; and at least 21 hours in mathematics courses, including 6 hours at the 300-level, that satisfy requirements for the Major in Mathematics
The Senior Study requirement is fulfilled with this two-course sequence. The study may take one of several forms: activity directed toward the creation or discovery of new mathematics, works of scholarship about mathematics, independent study or a mathematical topic outside of the curriculum, or an individual or collaborative project involving experimentation, data collection, and statistical analysis. All involve individual study and research under the guidance of a faculty supervisor and culminate in a formal paper that follows a division-specific format. (3 credit hours each)

MTH 399. Research Seminar (1)
Prerequisite: Junior standing
A seminar focusing on development of research skills and methods in mathematics to prepare students for the Senior Study experience. Topics include literature search strategies, mathematical writing, poster and report preparation, and techniques for oral presentations. Students will be introduced to discipline-specific software used in Senior Study, as well as to professional organizations and trends in professional issues. (1 credit hour)

Music

MUS 101. Music Theory I (3)
Prerequisite: Music FUN 002 or placement / Co-requisite: Music 111
Basic elements of music, including notation, the overtone series, rhythm, intervals, transposition, scales, keys, modes, triads, and beginning melodic analysis. Students will write a short composition for solo voice or instrument. Computer-assisted instruction supplements course materials. (3 credit hours)

MUS 102. Music Theory II (3)
Prerequisite: Music 101 / Co-requisite: Music 112
Introduction to harmonic function and analysis through study of harmonic progression, cadences, and non-chord tones. Voice leading principles in four-part chorale texture, including both analysis and composition. Study of binary and ternary forms and modulation to closely related keys. Students will write a composition for four voices or instruments. Computer-assisted instruction supplements course materials. (3 credit hours)

MUS 111. Aural Skills I (1)
Co-requisite: Music 101

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Introduction to sight-singing and dictation, including intervals, scales, scale patterns, melodies, and triads. Methods of syllabication include solfege, numbers, and pitch names. Introduction to the major conducting patterns, to be used while singing. Major mode sight-singing and dictation in treble and bass clefs. Solo rhythmic improvisation as well as vocal and instrumental melodic improvisation. Composition of rhythms and melodies to be used for in-class singing and dictation practice. One hour in-class instruction and one hour computer-assisted lab instruction per week. (1 credit hour)

**MUS 112. Aural Skills II (1)**
*Prerequisite: Music 111  |  Co-requisite: Music 102*
Diatonic sight-singing and dictation in treble, bass, and alto clefs in both major and minor modes. Expanded melodic dictations and continuation of interval dictation and singing. Beginning harmonic dictation, including functional hearing as well as diatonic four-part chorale texture. Rhythmic, melodic, and harmonic improvisation, both solo and in groups. Singing and perceiving modulations. One hour in-class instruction and one hour computer-assisted lab instruction per week. (1 credit hour)

**MUS 201. Music Theory III (3)**
*Prerequisite: Music 102  |  Co-requisite: Music 211*
Refinement of harmonic and form analysis skills, including formulation of sound theoretical arguments concerning music of the 17th, 18th, and 19th centuries. Chromatic elements of music, including secondary dominants, Neapolitan and augmented sixth chords, borrowed chords, and chromatic mediant. Analysis of contrapuntal procedures, including fugue. Study of forms, including theme-and-variation, sonata, and rondo. Students will write a melody with instrumental accompaniment, using the harmonic materials studied during the semester. Computer-assisted instruction supplements course materials. (3 credit hours)

**MUS 202. Music Theory IV (3)**
*Prerequisite: Music 201  |  Co-requisite: Music 212*
Continued exploration of analytical arguments, concerning works of the late 19th and 20th centuries. Chromatic modulation, enharmonic chords, expanded tonicization, and linear harmonies. Compositional styles of Debussy, Stravinsky, Bartok, Messiaen, Schoenberg, Cage, Reich, and others will be examined. Detailed analysis of intervalllic organization and serialism. Students will write a work in a 20th-century style. Computer-assisted instruction supplements course materials. (3 credit hours)

**MUS 211. Aural Skills III (1)**
*Prerequisite: Music 112  |  Co-requisite: Music 201*
Continuation of diatonic singing and dictation. Introduction to embellishing and functional chromaticism through singing and dictation. Further ear-training in functional harmony, including chromatic harmony. Improvisation of rhythms, melodies, and harmonies, with an emphasis on group improvisation. One hour in-class instruction and one hour computer-assisted lab instruction per week. (1 credit hour)

**MUS 212. Aural Skills IV (1)**
*Prerequisite: Music 211  |  Co-requisite: Music 202*
Functional chromatic singing and dictation, including enharmonic chords and distant modulations. Continuation of functional harmonic ear-training. Singing and dictation of atonal music, especially interval cells and tone rows. Practice in hearing by interval rather than within a tonal context. Improvisation of tonal and atonal music. One hour in-class instruction and one hour
computer-assisted lab instruction per week. (1 credit hours)

MUS 305. Analytical Techniques (3)
Prerequisite: Music 202
A holistic examination of major methods and trends in theoretical analysis, with a focus on the development of independent theoretical perspectives. Advanced methods of analysis include style analysis, form and structure analysis, and Schenkerian analysis, as well as recently developed methods. Works from the classical canon provide materials for study. (3 credit hours)

MUS 306. Philosophy and Aesthetics of Music (3)
Prerequisite: FNA 140 (Music section) or permission of the instructor and junior standing
A survey of major philosophical writings about music, from Ancient Greece to the 20th century. Treatises of music theorists and historians as well as writings by philosophers such as Plato, Pythagoras, Helmholtz, and Schopenhauer are included. The role of music in culture, including the aesthetic impetus for music making and music listening, are examined. Students are encouraged to engage in independent analysis, culminating in a substantial research project. (3 credit hours)

MUS 308. Pedagogy in the Applied Field (1)
A study of various teaching techniques and a practical introduction to materials and procedures. Includes observation and teaching. (1 credit hour)

MUS 312. History of Music in the United States (3)
Prerequisite: Music 101, or the music section of Fine Arts 140/340, or permission of instructor
A study of music in the United States from the Pilgrims to the present, including both the cultivated and the vernacular traditions. Reading, listening, analysis, and a research project are required. (3 credit hours)

MUS 313. History of Western Fine Arts
Music to 1750 (3)
Prerequisite: Music 102
A study of the western fine arts tradition in music in ancient Greece, the Middle Ages, the Renaissance, and the Baroque Era. Reading, listening, analysis, and a research project are required. (3 credit hours)

MUS 314. History of Western Fine Arts
Music from 1750 to the Present (3)
Prerequisite: Music 102
A study of the western fine arts tradition in music in the Classical, Romantic, and Modern eras. Reading, listening, analysis, and a research project are required. (3 credit hours)

MUS 315. Introduction to Ethnomusicology (3)
Prerequisite: Music 101 or Fine Arts 140/340 (Music Section) or permission of instructor
A study of non-art musics of the world from an ethnomusicological perspective. The course will introduce students to basic ethnomusicological concepts and methods, including field work, transcription, and analysis. Further areas of study may include historical, philosophical, and cultural study of non-art musics of the world. (3 credit hours)

MUS 321. Methods and Materials of Music Education K-12 (2)
Prerequisite: Music 202
The study of concepts and processes specific to and necessary for effective instruction in K-12 music education. Students explore various elementary and secondary music methods in both a classroom setting and in workshops by specialists in the field. Music 321 is an additional prerequisite for Education 343 for students majoring in Music Education for Teacher Licensure. (2 credit hours)

MUS 322. Conducting (3)
Prerequisite: Music 102
Conducting patterns, rehearsal techniques, and score reading, with practical applications through exercises and through rehearsal and conducting of selected music literature. Students gain practical experience in conducting an ensemble along with their classroom work. (3 credit hours)

**MUS 323. Orchestration and Arranging (2)**
*Prerequisite: Music 201*
Aural and visual examination of writing techniques for string, woodwind, brass, and percussion instruments, with emphasis given to scoring applications appropriate for secondary school ensembles. Scoring for less frequently used instruments, including fretted instruments, and the human voice as an orchestral timbre. Includes computer-assisted scoring. (2 credit hours)

**MUS 324. Introduction to Orchestral Instruments (1)**
Emphasis is placed on elementary performing ability on string, wind, and percussion instruments sufficient to teach students effectively in elementary and secondary school performing groups. Four semesters of instruments are required (one hour credit per semester) with variable emphasis according to the needs of the prospective teacher. (1 credit hour)

**MUS 337. Internship (7-15)**
*Prerequisites: Music 102 and permission of instructor*
Full-time supervised, field-based experience in professional settings, such as music publishing, music retail, performing arts organizations, arts councils, and church music programs. (7 to 15 credit hours)

**MUS 343. Practicum (2-6)**
*Prerequisites: Music 102 and permission of instructor*
Part-time supervised, field-based experience in professional settings, such as music publishing, music retail, performing arts organizations, arts councils, and church music programs. (2 to 6 credit hours)

**MUS 349. Special Topics in Music (3)**
*Prerequisite: Permission of instructor*
Topics, selected in accordance with student interest, may include advanced music theory, musical arranging, music and the other arts, and popular music. (3 credit hours)

**MUS 351-352. Senior Project (6)**
*Prerequisites: FRS 140, English Proficiency Exam, junior standing, and successful completion of all areas of keyboard proficiency*
The Senior Study requirement is fulfilled with this two-course sequence. The Senior Project involves individual research with the guidance of a faculty supervisor. (3 credit hours each)

**MUS 401. Literature in the Applied Field I (1)**
A chronological survey of the standard repertoire of each performance medium through score study, record listening, and performance. Offered as demand warrants. (1 credit hour)

**MUS 402. Literature in the Applied Field II (1)**
A continuation of Music 401. (1 credit hour)

**APPLIED MUSIC**
The study of applied music is central to all curricula in music and is a valuable elective for students in majors other than music. One credit hour per semester is earned for a half-hour lesson and at least three hours practice per week. Two credit hours per semester are earned for an hour lesson or two half-hour lessons and at least six hours practice per week. Three credit hours, available only to music majors, are earned for a 90-minute lesson or two 45-minute lessons per week and at least nine hours practice per week. (Non-credit students are expected to practice the
same amount of time as the parallel credit students).

Instruction and practice include both technique and a minimum standard repertoire. For music majors, the latter includes, over a period of time, standard repertoire for the given instrument from each appropriate historical era and genre. For non-majors, the instructor may tailor the selection of repertoire to the individual student’s particular goals and needs.

**MUS APT. Applied Theory**

**MUS BRS. Brass**

**MUS COM. Composition**
Development of basic techniques in the structure and craft of musical composition. Writing in all genres according to individual abilities and interests.

**MUS FUN 1. Fundamentals of Music I**
Preparatory applied lessons for music reading and study. This lesson is available by placement only and is taken non-credit on an S/U basis.

**MUS FUN 2. Fundamentals of Music II**
Prerequisite: Music FUN 1
Preparatory applied lessons for music reading and study. This lesson is available by placement only and is taken non-credit on an S/U basis.

**MUS GUT. Guitar**

**MUS HPT. Harpsichord**
Prerequisite: Demonstrated basic keyboard proficiency

**MUS IMP. Jazz Improvisation**
Development of fundamental skills and techniques necessary for jazz improvisation performance.

**MUS KBD. Keyboard Fundamentals**
Instruction in basic musicianship and keyboard technique, including principles of transposition and improvisation, to enable students to develop the skills necessary to pass the piano proficiency examination. A development course which can be taken for credit or non-credit. Credits earned in this course may not be applied to a music major.

**MUS ORG. Organ**
Prerequisite: Demonstrated basic keyboard proficiency

**MUS PER. Percussion**

**MUS PIA. Piano**
Prerequisite: Demonstrated basic keyboard proficiency

**MUS STR. Strings**

**MUS VOC. Voice**

**MUS WWD. Woodwinds**

**ENSEMBLES**
Unless otherwise stated, ensembles may be taken for 0 or 1 credit hour.

**MUS E12. The Maryville College Concert Choir** *

**MUS E13. The Maryville College Community Chorus**

**MUS E14. The Orchestra at Maryville: A College-Community Ensemble** **

**MUS E15. The Maryville College Jazz Band** **

**MUS E16. The Maryville College Community Concert Band**

**MUS E17. Chamber Music Ensemble (0.5 credit hours)**
Prerequisite: Permission of instructor
Small instrumental and/or vocal ensembles, guided by music faculty in the performance of appropriate chamber music. Specific offerings will vary from year to year, depending upon student need.

* Audition required
** Some previous instrumental experience required

Philosophy

PHL 162. Introduction to Philosophy and Logic (3)
An introduction to some of the central questions and themes in philosophy. By acquiring basic skills and concepts in logic, students learn to pursue those questions with logical rigor and critical thinking. (3 credit hours)

PHL 201. Ancient and Medieval Philosophy (3)
Co-requisites: Composition 120 and FRS 140
Examines the birth of self-critical reflection from the pre-Socratic philosophers through Plato, Aristotle, and Greco-Roman philosophy up through the philosophy of the high middle ages, e.g., Aquinas and Occam. (3 credit hours)

PHL 205. Early Modern Philosophy from 16th to the 18th Century (3)
Prerequisites: Composition 120 and FRS 140
Exploration of the questions, themes, and perspectives of the early modern philosophers, ranging from the continental Rationalists (Descartes, Spinoza, and Leibniz) to the British Empiricists (Bacon, Hobbes, Locke, and Berkeley). Other early modern thinkers like Pascal or Rousseau may also be addressed. (3 credit hours)

PHL 206. Enlightenment & Late Modern Philosophy 18th-20th Century (3)
Prerequisites: Composition 120 and FRS 140
Beginning with the pivotal Enlightenment critiques of Hume and Kant, this course will explore how 19th century thinkers (such as Hegel, Marx, Kierkegaard, and Nietzsche) and early 20th century thinkers (such as Heidegger, Russell, Wittgenstein, and Whitehead) responded to and developed philosophy in wake of the Enlightenment. (3 credit hours)

PHL 207. Contemporary Philosophy (3)
Prerequisites: Composition 120 and FRS 140
Exploration of some of the major philosophical movements in the 20th and early 21st centuries, such as existentialism, phenomenology, logical positivism, linguistic and analytic philosophy, and process philosophy. (3 credit hours)

PHL 211. American Philosophy (3)
Prerequisites: Composition 120 and FRS 140
An exploration of central themes, thinkers, and schools of thought in American philosophy, ranging from New England transcendentalists (Emerson & Thoreau) to pragmatists (Pie, James, Dewey) to neo-pragmatists (Rorty) to contemporary political theorists (Rawls, Sandel). (3 credit hours)

PHL 326. Philosophy of Religion (3)
Prerequisite: Any philosophy course or junior standing
Religious symbols and systems studied from a philosophical perspective. Among questions the course considers are the nature of religious language, approaches to religious truth, various conceptions of divinity, and whether or not humans are naturally religious. (3 credit hours)

PHL 329. Modern Critiques of Religion (3)
Prerequisite: Any philosophy course or junior standing
An exploration of religious beliefs, attitudes and practices from the standpoint of religion’s critics, both those within and without religious traditions. (3 credit hours)

**PHL 348. Comparative Philosophy (3)**
*Prerequisite: Any philosophy course or junior standing*

The study of competing philosophical conceptions of the world and of reality as expressions of human, cultural, and intellectual diversity. Western and non-Western philosophies will be compared and critically examined. (3 credit hours)

**PHL 349. Selected Topics in Philosophy (3)**
*Prerequisite: Any philosophy course or junior standing*

An in-depth exploration of a philosophical topic, the course may examine a selected area of philosophy, some selected problem, or some specific thinker or school of thought in Western and/or non-Western philosophy. (3 credit hours)

**PHL 351-352. Senior Study (6)**
*Prerequisites: FRS 140, English Proficiency Exam, junior standing and Humanities 347*

The Senior Study requirement is fulfilled with this two-course sequence. The courses involve individual study with the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year. (3 credit hours each)

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**Physical Education, Health and Recreation**

**PHR 101. Human Health and Development (3)**

A course designed to provide understanding of holistic health (physical, mental and emotional), including health related consumer issues. Fundamentals of physical fitness are introduced, along with issues of human development from late adolescence through old age. Practical sessions in laboratory and gymnasium are part of this course. (3 credit hours)

**PHR 102. Historical, Philosophical, and Sociological Foundations of Physical Education, Recreation, and Sports (3)**

A study of the historical, philosophical and sociological foundations of physical education, recreation and sports that should give students the ability to articulate and communicate effectively the goals of physical education, recreation and sports programs to students, colleagues, administrators and parents. (3 credit hours)

**PHR 205. Team Sports, Intramural Administration, Officiating Technique (3)**

Rules, techniques, teaching progressions of selected team sports. Practical experience in programming and leadership of intramural activities. Study of officiating techniques, followed by field practice. (3 credit hours)

**PHR 219. Principles of Human Nutrition (3)**

Focus is on optimal nutrition for energy, growth and health. The course includes information regarding the functions and interactions of vitamins, minerals and nutrients. Assessments, analysis and appropriate interventions are addressed. (3 credit hours)

**PHR 231. Motor Development and Motor Learning (2)**

A study of the physical growth and development of children and youth, the development of movement skills progressing from the simple to the complex, and the principles of skill acquisition and body control. The psychological aspects of physical education and their relationship to learning
human movement skills is emphasized also. (2 credit hours)

**PHR 233. Athletic Coaching (3)**
Examination and analysis of the coaching profession. Philosophical, psychological, social and financial aspects are considered, along with establishment of policies and programs. Field experience included. (3 credit hours)

**PHR 235. Group Facilitation (3)**
*Prerequisite: Sophomore standing*
An introductory course into the theory and methods used in the facilitation of groups for experiential learning. This course examines theoretical constructs such as group development, group decision-making and group dynamics, also to include selection of initiatives, risk managements and processing the adventure experience. Supervised practice to enhance the students’ facilitation skills and techniques will be utilized. This course is appropriate for students working with various age groups in any number of settings. (3 credit hours)

**PHR 236. Health Issues in Education (2)**
A course designed for teacher licensure students which develops an understanding of the basic concepts of physical, mental, and emotional health and safety. Includes development of abilities involved in decision-making and interpersonal skills which promote good health, recognizing and dealing with health problems, using health appraisals and recommending referrals, and using risk management and safety procedures. (2 credit hours)

**PHR 237. Introduction to Health Education (1)**
*Prerequisite: PHR 236. Open only to PE/Health licensure majors*
Designed to provide students with an understanding of the philosophy of health education and the components of a comprehensive school health program. Practical experience with various assessments is provided. (1 credit hour)

**PHR 311. Athletic Training (3)**
*Prerequisites or Co-requisites: Biology 217 and American Red Cross certifications in Standard First Aid and CPR*
An introduction to the care, prevention, treatment and rehabilitation of athletic injuries. Laboratory experience includes first aid, taping, bandaging and injury evaluation. Clinical work with both men’s and women’s intercollegiate teams is included. (3 credit hours)

**PHR 312. Advanced Athletic Training (3)**
*Prerequisite: PHR 311*
This course is designed for the student with plans to pursue a career in sports medicine. It will cover advanced techniques in first aid, therapeutic exercise and modalities, clinical evaluations, and ethical and legal responsibilities of an athletic trainer. Laboratory experience includes working with the intercollegiate men’s and women’s athletic teams and work in a local sports medicine facility. (3 credit hours)

**PHR 315. Wilderness Emergency Response (3)**
*Prerequisites: Natural Science 150 and 2 outdoor activity classes*
Wilderness Emergency Response addresses emergency management situations such as patient assessment, likely wilderness medical scenarios, CPR, first aid kits, transport equipment, and the outdoor professional’s role in emergency situations and search and rescue management. Course includes identifying, processing, and avoiding hazards as well as field practice. (3 credit hours)
PHR 321. Physical Education and Recreation for Special Populations (3)
Prerequisites: Psychology 101 and 218 and PHR 231
Designed to provide a basic understanding of various handicapping conditions and the opportunity to master adapting physical education and recreation programs for exceptional children. (3 credit hours)

PHR 331. Physical Education for Children (2)
Prerequisite: Junior standing
An examination of the cognitive, affective, and psychomotor goals of physical education. Designed to develop an understanding of activities appropriate for elementary school-age children, such as physical fitness, rhythmic movement, gymnastics, games, and sports. Includes study of instructional methods and development of the ability to implement instruction appropriate to developmental level. (2 credit hours)

PHR 332. Kinesiology (3)
Prerequisite or co-requisite: Biology 217 or 218
A study of human movement from anatomical and mechanical perspectives to include equilibrium, force, motion, leverage and fluid mechanics. (3 credit hours)

PHR 334. Administration and Supervision of Physical Education Programs (2)
Prerequisites: PHR 102 and 231
Study will focus on the role of management in physical education programs from kindergarten through the 12th grade; the ability to design, procure, and use facilities and equipment effectively and safely. The relationship of physical education to the total school program and legal responsibilities of a physical education teacher are included. (2 credit hours)

PHR 335. Outdoor Recreation Leadership (3)
Prerequisites: PHR 102 and 2 outdoor activity classes
The study of outdoor recreation leadership skills, activity, and safety specific to the out-of-doors. The historical background, legal issues, and environmental impact of outdoor recreational activities are considered. Field experience is included. (3 credit hours)

PHR 336. Community Health (3)
Prerequisites: PHR 101, 236 and 237
Focuses on assessment and identification of community health needs and referral and coordination of community health services. The course includes application to problems related to mental, environmental and physical health as well as those associated with broader social issues. (3 credit hours)

PHR 337. Internship in Physical Education or Outdoor Recreation (7-15)
Practical off-campus experience in a field setting. One credit hour is associated with each week of full-time employment. (7 to 15 credit hours)

PHR 341. Measurement and Evaluation in Physical Education (3)
Prerequisites: Math 120, PHR 102 and 231
Study directed toward the administration and interpretation of basic statistical procedures related to designing appropriate fitness programs and understanding health and sport related components of physical fitness. (3 credit hours)

PHR 343. Practicum (2-6)
Prerequisite: Junior standing
Practical experience in appropriate settings enabling students to apply methods, skills and techniques learned in the classroom to field settings. The portions of the practica required of outdoor recreation majors must be set in
the Mountain Challenge program. (2 to 6 credit hours)

**PHR 345. Physiology of Exercise (3)**
*Prerequisites or co-requisites: Biology 217 or 218, PHR 102 and 231*
Study of the physiological principles related to exercise and human movement to include health and sport related components of physical fitness. (3 credit hours)

**PHR 346. Physical Education in Games, Sports and Activities (3)**
*Prerequisites: PHR 231 and 102*
This course is designed to provide an understanding of rules, strategies, and the sports-related fitness and other skills necessary to engage in lifetime activities and games/sports. Various methods to evaluate individual progress are included. Practical sessions are a part of this course. (3 credit hours)

**PHR 347. Professional Seminar (1)**
*Prerequisite: Junior standing*
Issues of professional development and current trends will be examined. Investigation of senior thesis methods, topics and requirements. Also to include researching internship sites, resume development and the interview process. (1 credit hour)

**PHR 351-352. Senior Study (6)**
*Prerequisites: FRS 140, English Proficiency Exam, PHR 341 and junior standing*
The Senior Study requirement is fulfilled with this two-course sequence. Individual study or project designed by the student under the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year. (3 credit hours each)

**ACTIVITY COURSES**
The following courses are open as electives to all students, without regard to major field.

Each course carries a value of one credit hour.

**PHR 125-126-127* Mountain Challenge**
Mountain Challenge courses consist of five different experiences, which must be completed before one (1) credit hour is awarded. A maximum of three (3) credit hours may be obtained to fulfill the Maryville College experiential education requirement. The following are possible Mountain Challenge experiences to select from:

- Alpine Tower
- Bicycle Trips
- Canoe Trips
- Caving
- Hiking
- Map and Compass
- Mountain Trips and Expeditions
- Outdoor or Environmentally related service projects
- Rafting
- Rock Climbing and Rappelling
- Ropes Course

**Endurance and Fitness Track**

**PHR 104. Aquatic Exercise and Fitness**

**PHR 107. Paddling I***

**PHR 108. Paddling II* (Prerequisite: PHR 107)**

**PHR 109. Paddling III* (Prerequisite: PHR 108)**

**PHR 139. Aerobics**

**PHR 142. Personal Fitness**

**PHR 168. Weight Training and Conditioning**

**PHR 174. Orienteering***

**PHR 179. Lifeguard Training (2 credit hours)**
PHR 188. Rock Climbing I*  

PHR 189. Rock Climbing II*  
(Prerequisite: PHR 188)  

PHR 191. Karate I  

PHR 193. Karate II  

PHR 195. Karate III  

Lifetime Activity Track  

PHR 106. Aquatic Education*  

PHR 121. Social Dance  

PHR 141. Archery*  

PHR 147. Bowling  

PHR 153. Golf  

PHR 163. Racquetball  

PHR 166. Tennis  

PHR 172. Camping and Outdoor Education*  

PHR 176. Fly Fishing  

PHR 177. Community CPR and First Aid  

PHR 192. T’ai Chi Ch’uan I  

PHR 194. T’ai Chi Ch’uan II  

PHR 196. T’ai Chi Ch’uan III  

PHR 198. T’ai Chi Ch’uan IV  

* Fulfills Major in Outdoor Recreation activity course requirement.

Physics

PHY 101. College Physics I (4)  
Prerequisite: Mathematics 115 or equivalent  
An algebra-based introduction to physics for majors in the life sciences. The area explored is classical mechanics. Topics include: translational and rotational motion of particles and rigid bodies; Newton’s laws of motion; conservation laws; energy and work; equilibrium; gravitational forces and fields; harmonic motion and oscillation; and wave motion. Computer-based laboratory work seeks to demonstrate the validity of theoretical descriptions and impart a deeper understanding of physical phenomena and associated concepts. (4 credit hours)

PHY 102. College Physics II (4)  
Prerequisite: Physics 101  
Continuation of Physics 101. The areas explored are thermodynamics, electricity & magnetism, wave motion, and geometrical optics. Topics include: temperature; heat, pressure, kinetic energy of gases; the laws of thermodynamics; Carnot cycle; entropy; electric and magnetic forces and fields; electric potential and potential energy; capacitance, resistance and current; Maxwell’s equations; reflection and refraction of light; ray approximation for geometrical optics; and interference, diffraction and polarization of light. Computer-based laboratory work seeks to demonstrate the validity of theoretical descriptions and impart a deeper understanding of physical phenomena and associated concepts. (4 credit hours)

PHY 201. General Physics I (4)  
Pre or co-requisite: Mathematics 225  
A calculus-based introduction to physics for majors in the physical sciences, mathematics and engineering. The area explored is classical mechanics. Topics include: translational and rotational motion of particles and rigid
bodies; Newton’s laws of motion; conservation laws; energy and work; equilibrium; gravitational forces and fields; harmonic motion and oscillation; and wave motion. Computer-based laboratory work seeks to demonstrate the validity of theoretical descriptions and to impart a deeper understanding of physical phenomena and associated concepts. (4 credit hours)

**PHY 202. General Physics II (4)**
*Prerequisite: Physics 201*
Continuation of Physics 201. The areas explored are thermodynamics, electricity & magnetism, wave motion, and geo-metrical optics. Topics include: temperature; heat; pressure, kinetic energy of gases; the laws of thermodynamics; Carnot cycle; entropy; electric and magnetic forces and fields; electric potential and potential energy; capacitance, resistance and current; Maxwell’s equations; reflection and refraction of light; ray approximation for geometrical optics; and interference, diffraction and polarization of light. Computer-based laboratory work seeks to demonstrate the validity of theoretical descriptions and to impart a deeper understanding of physical phenomena and associated concepts. (4 credit hours)

**PHY 272. Modern Physics (3)**
*Prerequisite: Physics 201*
Identical to Physics 271, except without the laboratory. (3 credit hours)

**PHY 301. Analytical Mechanics (3)**
*Prerequisite: Physics 201*
Newtonian dynamics applied to single and many-particle systems as well as to two- and three-dimensional rigid bodies. Topics include: harmonic motion; nonlinear oscillators; the Coriolis force; motion due to a central force; Kepler’s laws of planetary motion; scattering; gyroscopes; and equilibrium and stability. Variational and Lagrangian mechanics are also introduced. (3 credit hours)

**PHY 337. Internship in Chemical Physics (7-15)**
*Prerequisites: At least 2.8 GPA in major/related courses, junior or senior standing and division approval*
Practical off campus experiences that apply methodologies and techniques of the physico-chemical sciences in actual work settings in academic institutions, government laboratories or agencies, or private companies and organizations. One credit hour is associated with each week of full-time employment. (7 to 15 credit hours)

**PHY 343. Practicum in Chemical Physics (2-6)**
*Prerequisites: At least 2.8 GPA in major/related courses, junior or senior standing and division approval*
Practical experiences, either on or off campus, that apply methodologies and techniques of the physical-chemical sciences in actual work settings in academic institutions, government laboratories or agencies, or private companies and organizations. One credit hour is
associated with each three hours of work every week for a 14-week semester. (2 to 6 credit hours)

**PHY 349. Topics in Physics (1-4)**
Prerequisites: Physics 202, and junior or senior standing, or permission of the instructor
Seminars and laboratories involving the detailed study of advanced topics in physics not encountered in other coursework. Potential topics include optics, quantum mechanics, thermodynamics and statistical mechanics. (1 to 4 credit hours)

**PHY 351-352. Senior Research Project (6)**
Prerequisites: FRS 140, English Proficiency Exam, junior standing, at least 11 hours in physics and 9 hours in chemistry
The Senior Study requirement is fulfilled with this two-course sequence. Students develop a research proposal in an area of interest, complete independent research under the supervision of a faculty mentor, and present their findings in a formal thesis and seminar. (3 credit hours each)

**PHY 371. Electricity & Magnetism (3)**
Prerequisite: Physics 202
Electromagnetic theory as formulated in Maxwell’s equations is applied to charged particles, and vector analysis is used extensively. Topics include: electric forces and fields; electric potential; boundary conditions and uniqueness theorems; electric susceptibility, permittivity and dielectrics; magnetic forces and fields; magnetic vector potential; magnetization; and magnetic susceptibility and permeability. (3 credit hours)

**Political Science**

**PLS 121. Contemporary Political Issues (3)**
Emphasis on learning basic political processes. Attention to major political issues of the day. Consideration given to the origins, consequences, and possible solutions of the problems under consideration. (3 credit hours)

**PLS 122. American Government and Politics (3)**
Introduction to the government and politics of the American national political system. Attention is given to the historical and philosophical setting, the formal governmental structure, and the behavioral bases of the American polity. (3 credit hours)

**PLS 211. Comparative Government and Politics (3)**
Prerequisite: Sophomore standing
Study of political systems of selected countries. Illustration of major polity types, such as Western and non-Western, democratic and authoritarian, developed and less-developed. Examinations of political cultures, institutions, processes, and current political problems. (3 credit hours)

**PLS 212. International Politics (3)**
Prerequisite: Sophomore standing
Study of the scope and methods of international politics. Emphasis on the underlying principles governing international relations and the major techniques for the implementation of foreign policies. (3 credit hours)

**PLS 232. Public Policy (3)**
Prerequisite: Sophomore standing
Consideration of social, cultural, historical, political, behavioral, and structural aspects of the public policy process. Particular attention is given to the character of decision-making. (3 credit hours)

**PLS 306. Political Philosophy (3)**
Prerequisite: Political Science 121 or 122 or permission of the instructor
Thematic and/or chronological consideration of perennial issues in political science, such as liberty, justice, political obligation, and political authority. Philosophical approaches to the understanding of politics are also examined. (3 credit hours)

**PLS 311. Government and Politics of East Asia (3)**
*Prerequisite: Political Science 121 or permission of instructor*
Comparative study of political background and governmental systems of China, Japan, and Korea with emphasis on traditional and contemporary political behavior, ideas, and institutions. (3 credit hours)

**PLS 312. Comparative Foreign Policy (3)**
*Prerequisite: Political Science 122 or permission of instructor*
Comparative analysis of foreign policy processes and issues of selected nation-politics. (3 credit hours)

**PLS 321. American Political Process (3)**
*Prerequisite: Political Science 122 or permission of instructor*
American political and governmental institutions and processes including: public opinion, interest groups, political parties, Congress, and the presidency. (3 credit hours)

**PLS 322. The Judicial Process (3)**
*Prerequisite: Political Science 122 or permission of instructor*
Consideration of the role of the federal judiciary in the American political process. Approaches include case laws and social science research. Topics covered include political power of the judiciary, judicial recruitment, scope of government power, and civil liberties. (3 credit hours)

**PLS 337. Internship in Political Science (7-15)**
*Prerequisites: Junior standing and permission of the Division of Social Sciences Chair*
Field experiences that provide practical applications in appropriate work settings. Internships require a time commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time employment. (7 to 15 credit hours)

**PLS 343. Practicum in Political Science (2-6)**
*Prerequisites: Junior standing and permission of Political Science faculty*
Practical experience enabling students to apply classroom knowledge in an organizational setting. Open only to political science majors. One credit hour is associated with each three hours of work every week for a 14-week semester. (2 to 6 credit hours)

**PLS 345. Environmental Politics (3)**
*Prerequisite: Junior standing*
A study of the political history, stakeholders, and topical issues related to American and global environmental policymaking. Comparison of environmentalism (conservation, sustainable development, deep ecology). Investigation of structure and actors making environmental policy. Survey of current global/eco-systemic issues in environmental policy (air, sea/water, energy and waste, land). Special emphasis on Tennessee and East Tennessee issues, such as acid rain in the Great Smoky Mountains, Tennessee Valley energy development, and water management in conflict with the snail darter. (3 credit hours)

**PLS 349. Selected Topics in Political Science (3)**
*Prerequisite: Six hours in political science or permission of the instructor*
Examination of topics in political science. Topics vary depending on interests of faculty and students. Offered as demand warrants. (3 credit hours)
PLS 351-352. Senior Study (6)
Prerequisites: FRS 140, English Proficiency Exam, and junior standing
The Senior Study requirement is fulfilled with this two-course sequence. Individual study, with the guidance of a faculty supervisor, that provides experience in independent research and the preparation of a formal paper. (3 credit hours each)

Psychology

PSY 101. Introductory Psychology (3)
Fundamental principles of human behavior. Attention to the aims, methods, and ethics of psychology and other topics including motivation, emotion, learning and cognition, perception, personality, and behavior disorders. Relating psychological principles to individual and social experience as well as other disciplines is a basic objective of this course. (3 credit hours)

PSY 211. Child Development (3)
Prerequisite: Psychology 101
Growth and development of the child from birth to adolescence. Physical, cognitive, moral, social, and emotional aspects of growth are considered as they relate to various stages of development. Field observation study of children is required. (3 credit hours)

PSY 218. Psychology of Adolescence (3)
Prerequisites: Psychology 101 and sophomore standing
Growth and development of the adolescent from puberty to 21. Physical, cognitive, social, moral, and emotional development are examined. The organization of appropriate educational environments, including educational tests and measurement, both formal and informal, and their interpretation are considered. Field observation study of middle school age children is required. (3 credit hours)

PSY 221. Social Psychology (3)
Prerequisite: Psychology 101
Examination of ways in which human affect, cognition, and behavior are influenced by other individuals or groups. Impression management, self concept, attitudes, persuasion, attraction, helping behavior, aggression, stereotyping and prejudice, and conformity are among the topics studied. (3 credit hours)

PSY 222. Adult Development and Aging (3)
Prerequisite: Psychology 101
Development of adults from young adulthood through the rest of the lifespan. Psychological, cognitive, social, emotional, and physical aspects of aging are considered as they relate to adult development. Field observation of older adults is required. (3 credit hours)

PSY 224. Cross-Cultural Psychology (3)
Prerequisite: Psychology 101
A selection of the theoretical, empirical, and applied issues in cross-cultural study of human behavior that examines how and why behavior differs across cultures. Understanding of culture, cultural differences, and the ways that sociocultural context influences the thinking and social behavior of individuals. Emphasis is placed on empirical methods in cross-cultural psychology to achieve an appreciation of cultural groups both within and outside the United States. (3 credit hours)

PSY 299. Contemporary and Professional Issues in Psychology (2)
Prerequisites: Major in Psychology or Child Development and Learning, Psychology 101
This is a course for new majors to examine contemporary and professional issues in Psychology and Child Development. Students will explore their vocational goals through a
variety of methods, including an exploration of the senior study experience and a variety of guest speakers from different disciplines within psychology and child development. There is also a focus on providing a foundation of basic APA and research skills, including an introduction to research methods and design, which are important in both majors. (2 credit hours)

**PSY 301. Theories of Personality (3)**
*Prerequisites: Psychology 101 and junior standing*
An examination of the major theoretical approaches to personality and their application in the field of psychology. Personality tests and their interpretation and connection to theory are also examined. (3 credit hours)

**PSY 306. Language Development (3)**
*Prerequisites: Psychology 101 and junior standing*
Principles of receptive and expressive language development related to basic components of phonology, syntax, semantics, and pragmatics. Current language models along with psycholinguistic and sociolinguistic studies which relate to language development are explored. Emphasis is given to the importance of language development in the acquisition of reading and writing skills. Field experience is included. (3 credit hours)

**PSY 312. Experimental Psychology (4)**
*Prerequisites: Psychology 101 and Mathematics 221*
Methodological approach to psychological investigation. Although the course concentrates on methodology and the writing of research reports, attention is directed to such content areas as the history of experimental psychology, ethics in research, and application of psychological principles. Laboratory practice. (4 credit hours)

**PSY 314. Cognitive Psychology (4)**
*Prerequisites: Psychology 101 and 312*
Examination of theories and research in cognition. Explores nature of human thought processes including topics on perception, attention, memory, language, problem-solving, and reasoning. Laboratory practice. (4 credit hours)

**PSY 315. Human Thought and Learning (3)**
*Prerequisites: Psychology 101 and 218*
Examinations of human learning from behavioral, cognitive, and neuropsychological perspectives, with attention to the practical applications of learning theory in educational settings. (3 credit hours)

**PSY 327. Sensation and Perception (3)**
*Prerequisite: Psychology 101*
An examination of the physiological and psychological bases of sensation and perception. Topics include color vision, perception of movement, size and distance, pitch perception, taste, and touch. Includes lectures, discussion, in-class demonstration, and laboratory practice. (3 credit hours)

**PSY 331. Abnormal Psychology (3)**
*Prerequisite: Psychology 101*
A psychological approach to the causes, symptoms, treatment, and prevention of abnormal behavior. Attention to the various perspectives of abnormal behavior, assessment and classification. (3 credit hours)

**PSY 333. Counseling (3)**
*Prerequisite: Psychology 101*
Examination of the major theories and techniques of counseling. Research concerning common factors, counseling effectiveness, and other current issues will be explored. Ethics, various models of professional training, and the variety of work environments will also be covered. (3 credit hours)
SY 334. Culturally Diverse and Exceptional Children (3)
Prerequisites: Psychology 101, 211 or 218, and junior standing
An introduction to the study of exceptional and culturally diverse children, emphasizing the role of families, teachers, schools, and society. The scope of educational programs for exceptional children including identification, assessment, individualized programs, and intervention are reviewed. Field observation study is required. (3 credit hours)

PSY 337. Internship in Psychology (9-15)
Prerequisites: Junior standing and two Psychology courses at the 300-level or permission of the instructor
Supervised field experiences that provide practical applications in appropriate work settings. Internships require a time commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time involvement. Not to be counted toward a major in psychology. (9 to 15 credit hours)

PSY 343. Practicum in Psychology (2-6)
Prerequisites: Junior standing and permission of the Division of Behavioral Sciences Chair
Supervised practical experience during the junior or senior year that enables students to apply classroom knowledge in a community and/or research setting. Only three credit hours may be applied toward a major in psychology or child development. (2 to 6 credit hours)

PSY 344. Biopsychology (3)
Prerequisites: Psychology 101 and Biology 113
Study of the nervous system and biological bases of behaviors. Topics include neuroanatomy, neurophysiology, emotions, sleep, stress, motivation, and drugs. (3 credit hours)

PSY 349. Seminar (3)
Prerequisites: Psychology 101 and junior standing
Selected topics in psychology course content varies from year to year. Previous topics include emotion, drugs and behavior, and positive psychology. (3 credit hours)

PSY 351-352. Senior Study (6)
Prerequisites: FRS 140, English Proficiency Exam, and junior standing
The Senior Study requirement is fulfilled with this two-course sequence. Independent study with the guidance of a faculty supervisor involving laboratory, field, or archival research and an APA-style scientific paper reporting the results. (3 credit hours each)

PSY 401. History and Systems of Psychology (3)
Prerequisites: Junior standing and 12 credit hours in Psychology
History of psychological thought from ancient Greek philosophers to twenty-first century psychologists is explored. The emergence of the various systems and their comparison on classical problems are also examined. Analysis of primary source material is a key feature of the course. (3 credit hours)

Religion

REL 162. Approaches to the Study of Religion (3)
An introduction to various modes of inquiry in the study of religion including theology, philosophy of religion, textual studies, and comparative religion. (3 credit hours)

REL 209. Religion in the Southern Appalachians (3)
A study of Appalachian mountain religion in its historical and cultural context. Appalachian denominations are examined to determine how they have developed into distinct forms
of American Protestantism by analyzing southern Appalachian religious music, preacher rhetoric, and unique worship practices. (3 credit hours)

**REL 211. The American Religious Experience (3)**
An introduction to religious studies which employs the American religious experience as its model. (3 credit hours)

**REL 212. World Religions (3)**
Religion as a universal human phenomenon. Each offering of the course will examine several religious traditions such as Islam, Judaism, Hinduism, Taoism, Buddhism, and Christianity, as well as indigenous religions. (3 credit hours)

**REL 228. Introduction to Christian Theology (3)**
An examination of reflective thinking on basic Christian beliefs and practices. No experience in theology is required. (3 credit hours)

**REL 325. Sociology of Religion (3)**
*Prerequisites: Sociology 101, Social Science 260, or permission of the instructor*
A study of religion and the social order. Religion as an integral part of human culture, the building of a sacred cosmos. Religion and social organization, civil religion, secularization, religion and social change, cross-cultural comparisons. (3 credit hours)

**REL 326. Contemporary Theology (3)**
*Prerequisite: Any religion course or junior standing*
An examination of 20th century Christian thought, with special emphasis on current issues, approaches, and major thinkers. Attention is given to the social, political, and historical context of contemporary theology. (3 credit hours)

**REL 343. Practicum in Religion (2-6)**
An on- or off-campus experience that provides an introduction to careers in religion, enhances understanding of the role of religion in human culture, or applies knowledge gained through the study of religion. Involvement is expected to be at least three hours of activity per week during the semester for each credit hour given. (2 to 6 credit hours)

**REL 344. Explorations in Biblical Studies (3)**
*Prerequisite: Biblical Studies 130 or 140*
Topics will vary. The course provides an opportunity for students to do advanced study in the Old Testament world and culture or the New Testament world and culture with the topic to alternate between the two. Possible topics include Old Testament Prophets, the Letters of Paul, Old Testament Apocrypha, Christian Apocrypha, and the Covenant Formula in the Old Testament. (3 credit hours)

**REL 346. Explorations in Christian Thought and Culture (3)**
*Prerequisite: Any religion course or junior standing*
Topics will vary. An examination of Christian theology and its relationship to culture through art, the work of significant theologians, an historical period, or a theological theme. (3 credit hours)

**REL 348. Explorations in the History of Religions (3)**
*Prerequisite: Any religion course or junior standing*
Topics will vary. A study of one or more of the world's religious traditions or a comparative study of a theme or themes in more than one tradition. (3 credit hours)
REL 349. Selected Topics in Religion (3)
Prerequisite: Junior standing
Course content varies from year to year to meet the special interests, abilities, and needs of advanced students. (3 credit hours)

REL 351-352. Senior Study (6)
Prerequisites: FRS 140, English Proficiency Exam, junior standing and Humanities 347
The Senior Study requirement is fulfilled with this two-course sequence. The courses involve individual study with the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year. (3 credit hours each)

SLS 201. Contemporary Global Issues (3)
Prerequisite: Sophomore standing
An interdisciplinary course comparing culture, history, geography, and institutions of various countries in the context of globalization. The course is a prerequisite to overseas study for students majoring in International Business or International Studies who intend to take academic courses for Maryville College credit in another country. (3 credit hours)

SLS 203. Introduction to Nonprofit Management (3)
Prerequisite: Sophomore standing
An examination of the basic principles and processes of nonprofit management. Topics include board/committee development, recruitment, planning, marketing, risk management, budget management, fundraising and philanthropy. (3 credit hours)

SLS 301. Social Sciences Research Methods (3)
Prerequisites: Statistics 120 and junior standing
The philosophy and methodology of the social sciences. Emphasis is on the philosophical underpinnings, basic research design, forms of data gathering and the analysis, presentation, and interpretation of data. Individual and/or group research projects relate to various social science disciplines. (3 credit hours)

Sociology

SOC 101. Introductory Sociology (3)
Study of the fundamental structure and dynamics of human societies and the basic principles and concepts used in sociology. (3 credit hours)

SOC 202. Social Problems (3)
Analysis of social problems in the United States and other societies. Emphasis on social stratification, inequality, racial and ethnic relations, and deviant behavior. (3 credit hours)

SOC 211. Cultural Anthropology (3)
An application of the concept of culture to various societies, from primitive to modern. Cross-cultural analysis of various institutions. Extensive use of ethnographies. (3 credit hours)

SOC 215. Sociology of Marriage and Family (3)
A study of selected aspects of family structure and functions. Mate selection, family organization, sex roles, family breakdown, arian family forms, and demographic change. Analysis of the American family and comparative study drawing on other cultures. (3 credit hours)
SOC 221. Social Psychology (3)  
**Prerequisite:** Psychology 101  
The study of interactions of individuals with the social environment. Attitudes, leadership, attraction, persuasion, aggression, group influence, and group dynamics are among the topics studied. (3 credit hours)

SOC 222. Sociology of Appalachian Culture (3)  
The study of major social institutions, such as the economy, family, religion, education, and political institution in pre-industrial Appalachia, and the influence of industrialization producing social change. Social problems such as poverty, environmental pollution, and control of resources, and social action taken to ameliorate problems will be a focus. Experiential learning is an emphasis with required fieldwork. (3 credit hours)

SOC 271. Sociology of Education (3)  
A study of the structure and functioning of educational institutions and the relationships between education and other social institutions, and education in cross-cultural perspective. Attention to current issues. (3 credit hours)

SOC 305. Organizational Behavior (3)  
**Prerequisites:** Sociology 101 and junior standing  
Analysis of complex organizations and bureaucracy. The goals, design, internal structure, and environmental relations of organizations. The focus is on the individual, the group and the organization as units of analysis. (3 credit hours)

SOC 315. Social Inequality (3)  
**Prerequisites:** Sociology 101 or permission of the instructor and junior standing  
Race, social class, and gender are systems of inequality that shape culture and society. This course explores how these inequalities affect the experience of diverse groups in society. We examine inequalities of race, class, and gender as they relate to social institutions and key contemporary social issues. (3 credit hours)

SOC 316. Population (3)  
**Prerequisites:** Sociology 101 or 211 and junior standing  
A study of human population, including population structure and the processes of fertility, mortality, and migration. The course examines the impact of changing population, such as aging and urbanization, on social institutions and the environment. The course examines the role of population policy in achieving social and environmental goals. (3 credit hours)

SOC 325. Sociology of Religion (3)  
**Prerequisites:** Sociology 101, Social Science 260 or permission of the instructor  
A study of religion and the social order. Religion as an integral part of human culture, the building of a sacred cosmos. Religion and social organization, civil religion, secularization, religion and social change, cross-cultural comparisons. (3 credit hours)

SOC 337. Internship in Sociology (7-15)  
**Prerequisite:** Junior standing and permission of the Division of Social Sciences Chair  
Field experiences that provide practical applications in appropriate work settings. Internships require a time commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time involvement. (7 to 15 credit hours)

SOC 343. Practicum (2-6)  
**Prerequisites:** Junior standing and permission of the Division of Social Sciences Chair  
Supervised experience during the junior or senior year in a human services, community organization or research setting. One credit hour is associated with each three hours of
work every week for a 14-week semester. Not to be counted toward a major in sociology. (2 to 6 credit hours)

**SOC 349. Selected Topics in Sociology and Anthropology (3)**
*Prerequisite: At least one course in sociology*
Selected topics in sociology or anthropology. Topics vary depending on interests of faculty and students. May be repeated for credit. (3 credit hours)

**SOC 351-352. Senior Study (6)**
*Prerequisites: FRS 140, English Proficiency Exam, junior standing and Social Sciences 301*
The Senior Study requirement is fulfilled with this two-course sequence. Individual study, with the guidance of a faculty supervisor, that provides experience in independent research and the preparation of a formal paper. (3 credit hours each)

**SOC 401. Social Theory (3)**
*Prerequisites: Senior standing and nine hours in sociology, or permission of the instructor*
An examination of classical and contemporary theories of the nature of society and human behavior. The course integrates materials from the various sub-disciplines and provides a theoretical and philosophical framework for the discipline. (3 credit hours)

**Spanish**

**SPN 110. Elementary Spanish I (4)**
An introduction to Spanish designed to give students the linguistic, cultural, and geographical background necessary to provide for their basic needs when they travel to a Spanish-speaking country. Emphasis is also given to conversing in basic Spanish within well-defined contexts, to reading short passages, and to writing simple sentences in Spanish. Cultural concepts, grammatical structures, and vocabulary introduced in class are reinforced in small-group language practice sessions. (4 credit hours)

**SPN 120. Elementary Spanish II (4)**
*Prerequisite: Placement into the course or Spanish 110*
A sequel to Spanish 110, designed to increase knowledge of the basic language, culture, and geography of the Hispanic world. Emphasis is also given to increasing students’ capacity to converse, read, and write in Spanish. Cultural concepts, grammatical structures, and vocabulary introduced in class are reinforced in small-group language practice sessions. (4 credit hours)

**SPN 201. Intermediate Spanish I (3)**
*Prerequisite: Placement into the course or Spanish 120*
A review and expansion of the grammar, culture, and vocabulary studied in elementary Spanish. Linguistic tasks studied include describing, narrating, and giving opinions and information on a variety of topics. Emphasis is also given to strengthening reading and writing skills through a study of authentic Hispanic literature, including both prose and poetry. Students learn to speak and write sentences of greater structural sophistication that are logically connected in paragraph-length discourse. (3 credit hours)

**SPN 202. Intermediate Spanish II (3)**
*Prerequisite: Placement into the course or Spanish 201*
A sequel to Spanish 201, designed to increase students’ mastery of advanced grammatical concepts and idioms. Through the study of authentic Hispanic literature including prose, poetry, and drama, students will be able to expand their active vocabulary and further develop reading and writing skills. Increased emphasis is placed on communicating in past,
future, and hypothetical situations. (3 credit hours)

SPN 225. Intermediate Conversation and Composition (3)
Prerequisite: Spanish 201 or the equivalent
A course designed to help students improve their oral and written proficiency in Spanish, building on grammar and idioms studied in previous courses. Basic conversational skills are stressed in order to prepare those students planning to study abroad during the junior year. Required for all students who plan to study abroad in a Spanish-speaking country. (3 credit hours)

SPN 261. Civilizations & Cultures of the Hispanic World (3)
Prerequisites: Spanish 202 or permission of the instructor
A survey of the historical, cultural, geographic, artistic, and political structures of Latin America, the United States, and Spain through readings, discussions, and presentation. (3 credit hours)

SPN 262. Introduction to Literature in Spanish (3)
Prerequisites: Spanish 202 and 225 or permission of the instructor
Introduces students to literary terminology, genres and problems encountered in reading/translation, while systematically reviewing and refining language skills as encountered in Spanish literature. (3 credit hours)

SPN 301. Spanish Peninsular Literature to 1700 (3)
Prerequisites: Spanish 262
An introduction to masterpieces of early Spanish peninsular literature from the epic poem of the Cid through the literature of the Baroque. Students will examine works and literary trends such as the picaresque novel, mysticism, Golden Age poetry, the work of Cervantes, and the early Spanish theatre. (3 credit hours)

SPN 302. Spanish Peninsular Literature from 1800 to Present (3)
Prerequisites: Spanish 262
This course will be divided into two segments. The first will focus on the 19th century literature, including literary movements such as Romanticism, Realism, Costumbrismo, and Naturalism. The second segment will be an introduction to the literature of the 20th century, beginning with the Generation of 1898 and ending with writers of the contemporary period. (3 credit hours)

SPN 311. Colonial and 19th Century Latin American Literature (3)
Prerequisites: Spanish 262
A survey of the literatures of Latin America from the Pre-Columbian era through early Modernism. Special attention will be given to the crónicas, the foundational texts following Independence, as well as texts of the literary movements of Realism, and Naturalism. (3 credit hours)

SPN 312. Latin American Literature of the 20th Century (3)
Prerequisites: Spanish 262
A survey of texts from early Modernism through the contemporary period. Special attention will be given to the experimental literature of the Vanguard period, the “Boom” period of the 1960s and 70s, including Magical Realism, and trends of contemporary writers. (3 credit hours)

SPN 343. Practicum (2-6)
Prerequisite: Spanish 202
On- or off-campus experience that provides a linguistic and cultural opportunity for students who wish to acquire practical knowledge of Spanish beyond the
intermediate level. (Major requirement, 3 credit hours)

**SPN 349. Selected Topics in Spanish (3)**
*Prerequisite: Spanish 202*
Concentrated study on a selected topic in Hispanic literature, language, or cultural studies. The topics may include the short story, poetry, drama, the novel, Spanish for the professions, linguistics, or cultural studies. (3 credit hours)

**SPN 351-352. Senior Study (6)**
*Prerequisites: FRS 140, HUM 347, English Proficiency Exam, Senior standing*
The Senior Study requirement is fulfilled with this two-course sequence. The courses involve individual study with the guidance of a faculty supervisor. Ordinarily taken in the fall and spring terms of the senior year. (3 credit hours each)

### Theatre

**THT 101. Introduction to Theatre (3)**
An introduction to Theatre tailored to Theatre majors and minors, with particular attention given to creating a common vocabulary, emphasizing the collaborative nature of theatre, and introducing students to the techniques used when reading and analyzing dramatic literature from the theatre practitioner’s perspective. (3 credit hours)

**THT 204. Theatre Production (1)**
Course credit given to any student who is cast or works in a major technical capacity for the semester’s main stage, faculty-directed production. The designated class session is used for production meetings, but the work involved includes accepting assignments necessary to mount the production. Guidelines for accountability are set by the faculty director. May be repeated for credit (1 credit hour)

**THT 209. Play Analysis (3)**
*Prerequisite: Theatre 101*
A course designed to help students understand the basic nature of dramatic literature by examining prominent dramatic theory, beginning with in-depth study of Aristotle's Poetics followed by a survey of dominant trends throughout theatre history, and to examine how playwrights have responded to current thinking in their period. Representative plays will be read and analyzed from the theatre practitioner’s point of view. (3 credit hours)

**THT 211. Stagecraft (3)**
An introduction to the six elements of stagecraft, which include design and execution of set, lighting, costumes and make-up, as well as theatre and stage management. Students will select two of these six areas for special concentration during the term. The course consists of both classroom study and applied stagecraft. The time and type of applied work are arranged with instructor. (3 credit hours)

**THT 221. Acting I: Physical and Vocal Preparation (3)**
An introduction to the fundamentals of stage movement and vocal production for actors, focusing on the body as the primary vehicle for creative expression. Emphasis is on acquiring skills through problem-solving exercises, improvisational games, monologues, and scene work. (3 credit hours)

**THT 222. Acting II: Creating the Character (3)**
*Prerequisite: Theatre 221*
An introduction to acting fundamentals and selected rehearsal and performance skills. Emphasis is on exploring the actor’s
relationship to the dramatic text, to the stage environment, and to the elements of the actor’s instrument (body, voice, imagination). (3 credit hours)

**THT 311. Directing (3)**
*Prerequisites: Theatre 204 (2 semesters minimum), 209 and 221*
A study of the modern theatre director, directing techniques, styles and methodology. Emphasis is on current trends in directing, terminology, and practical experience in script analysis, production design, and actual direction of an extended scene or full one-act play for public performance. (3 credit hours)

**THT 316. Theatre History I (3)**
*Prerequisite: Junior standing or permission of the instructor*
This course traces the evolution of the theatre arts (stagecraft, acting and directing) from their ancient Greek origins through the end of the 17th century. While the primary emphasis is on Western theatre, non-Western theatre traditions will also be considered. (3 credit hours)

**THT 317. Theatre History II (3)**
*Prerequisite: Junior standing or permission of the instructor*
This course traces the evolution of the theatre arts (stagecraft, acting and directing) from the 18th century through the contemporary theatre. While the primary emphasis is on Western theatre, non-Western theatre traditions will also be considered. (3 credit hours)

**THT 337. Internship (7-15)**
*Prerequisites: Completion of a minimum 5 hours in Theatre coursework, or junior standing and permission of the instructor*
Work in professional or semiprofessional Theatre, intensive training and/or workshops, or significant leadership in an on-campus theatrical activity (such as directing the Alpha Psi Omega annual production or working with the staff of the Clayton Center for the Arts and/or one of the artists in residence at the Clayton Center for the Arts for one semester), under the supervision of a faculty member and subject to approval by the Chair of the Fine Arts Division. (7 to 15 credit hours)

**THT 343. Practicum in Theatre (2-6)**
*Prerequisites: Completion of a minimum 5 hours in theatre coursework, or junior standing and permission of the instructor*
Work in professional or semiprofessional Theatre, intensive training and/or workshops, or significant leadership in an on-campus theatrical activity (such as directing the Alpha Psi Omega annual production or working with the staff of the Clayton Center for the Arts and/or one of the artists in residence at the Clayton Center for the Arts for one semester), under the supervision of a faculty member and subject to approval by the Chair of the Fine Arts Division. (2 to 6 credit hours)

**THT 349. Selected Topics in Theatre (3)**
*Prerequisite: Permission of the instructor*
Selected topics of study not included in the theatre curriculum, such as playwriting, broadcasting or children’s theatre, or possibly advanced levels of acting or directing, such as performing Shakespeare or styles of directing. Topics change as demand and interest warrants. (3 credit hours)

**THT 351-352. Senior Project (6)**
*Prerequisites: FRS 140, English Proficiency Exam, junior standing, and at least 12 hours in Theatre courses*
The Senior Study requirement is fulfilled with this two-course sequence. The Senior Project involves individual research with the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year. (3 credit hours each)
DIRECTORY
(The year noted is that of first appointment.)

Principal Administrative Officers

William T. Bogart
President (2010)
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Ph.D., Princeton University

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