The Catalog includes expandable and linked page bookmarks. It also includes hyperlinks on the Table of Contents page to specific pages in the catalog.

From the Bookmarks column/sidebar, you may click on a major heading and go directly to that page. To see the pages under a major heading, double click the heading.

The pages listed in the Table of Contents are hyperlinked, you may click on a specific topic and go directly to that page.
Table of Contents

COLLEGE INFORMATION ............... 1
Statement of Purpose ................ 1
Identity Statement ................. 1
Mission Statement ...................... 1
Educational Goals ..................... 2
Accreditations and Memberships .... 2
Statement of Nondiscrimination .... 3
About Maryville College .......... 3
Academic Calendar ...................... 3
A Church-Related College for the 21st Century .......... 5
Administrative Officers .......... 6

ADMISSIONS AND FINANCIAL AID .... 7
Admission Procedures .......... 7
High School Students .......... 7
Transfer Applicants / Transfer Credit ...... 8
International Students .......... 8
Veterans ..................................... 9
Dual Enrollment / Early Enrollment ... 9
Advanced Placement / International Baccalaureate ... 10
Readmission ......................... 10
Enrollment Deposit .............. 10
Financial Policies ................. 10
Tuition ...................................... 10
Payment Policy ...................... 11
Costs ......................................... 11
Financial Aid .................... 12
TELS Scholarship Information .... 12
Withdrawal Procedure ........ 13
Calculating Withdrawal Refunds .... 13

COLLEGE POLICIES .................. 17
Campus Safety, Security, & Emergencies ... 17
Maryville College Parking and Traffic Regulations ........ 20
Human and Animal Research Approval .... 26
Intellectual Property ............. 27
Student Records ..................... 30

STUDENT RESOURCES ............... 32
Academic Support Center .......... 32
Academic Support Services .... 32
Disability Services ............. 33
Bookstore ..................... 36
Center for Calling and Career .... 37
Center for International Education .... 37
Communications ................. 38
Cooper Athletic Center ........... 38
Counseling (Personal) .......... 39
Fitness Center .................. 39
Food Services ................... 40
Health and Wellness ............ 40
Information Technology ........ 42
Maryville College Network and Computer Use Policy ........ 43
Instructional Technology ........ 45
Lamar Memorial Library .......... 46
Lost and Found .................. 47
Multicultural Center ............... 48

STUDENT LIFE: HOW TO GET INVOLVED .... 48
Student Organizations at Maryville College .... 49
MC Student Organization Guidelines ........ 49
Benefits of Student Organizations .......... 50
Organization Disciplinary Measures .... 51
Student Organization Renewal .... 51
Starting a New Student Organization .... 52
Community Engagement ............ 52
Peace and World Concerns .......... 52
Spiritual Life .......... 53
Sports Programs .......... 54
Student Involvement in Campus .... 54
Student Life Committees .......... 54
Academic Life Committees .......... 57
College-Wide Committees .......... 58

LIVING IN COMMUNITY ............. 59
The Maryville College Covenant .......... 59
Community Standards ............ 60
Alcohol Policy .................. 60
Computer Misuse Policy .......... 62
Dishonesty .......... 62
Disorderly Conduct .......... 63
Drug Abuse Policy ............ 63
Failure to Comply with the Direction of a College Official .......... 64
Falsification of College Records .... 64
Financial Obligations .......... 64
Harassment .......... 65
Hazing .......... 65
Identification Cards .......... 65
Illegal Entry / Unauthorized
Use of Keys ............................................ 65
Physical Abuse / Assault or Endangering
the Health and Safety of Self or
Others .................................................................. 66
Social Fraternities, Sororities,
and Secret Societies ............................................. 66
Theft / Vandalism or Unauthorized
Use of Property ............................................. 66
Tobacco Use ................................................... 66
Weapons .................................................................. 67
Judicial Processes and Student Rights........ 67
Student Judicial Board ........................................ 67
Campus Appeals Board ...................................... 69
Judicial Sanctions ............................................. 70
Sexual Assault Policy ....................................... 71
Student Grievance Procedure ...................... 75
Residence Hall Policies and Procedures ...... 76

LEARNING BY EXPERIENCE ........... 85
Experiential Learning ..................................... 85
Community Engagement ............................. 86
Great Smoky Mountain Institute at Tremont ... 86
Internships ..................................................... 86
Model United Nations .................................... 86
Mountain Challenge ..................................... 86
Nonprofit Leadership .................................... 87
Oak Ridge Associated Universities ............ 87
Program for International and Civic Leadership ... 88
Research and Field Work in the Natural Sciences ... 88
Student Literacy Corps .................................. 88
Study Abroad ............................................. 89
Washington Experiences ............................. 91

ACADEMIC PROCEDURES
AND REGULATIONS .................. 92
Statement of Student Responsibility ............ 92
Academic Advising ...................................... 92
Academic Integrity ..................................... 92
Auditing a Course ...................................... 99
Class Attendance ..................................... 99
Class Schedule ......................................... 99
Conferral of Degrees ................................ 100
Course Load ............................................. 100
Credit by Examination ................................ 100
Dean's List ............................................. 102

Examination Policy .................................... 102
Grade Disagreements .................................. 104
Grade Point Average (GPA) .......................... 103
Grade Notification ...................................... 103
Grading and Academic Standards ................. 103
Graduation Honors .................................... 104
Late Enrollment ......................................... 104
Non-Traditional Modes of Learning ............. 105
Probation and Suspension ........................... 105
Proficiency Exams ..................................... 106
Six-Week Progress Reports ....................... 106
Student Classification ................................. 106
Withdrawal ............................................... 106
Medical Withdrawals ................................. 107
Specialized and Individualized
Programs of Instruction ............................ 107
Senior Study ............................................ 107
Individualized Study Courses .................... 108
Life Enrichment Program ........................... 108
Internships ............................................... 109
Individualized Majors ................................. 111
Student Literacy Corps ............................... 111
Honors Study ............................................. 111

DEGREE REQUIREMENTS ............ 113
Degrees Offered: Bachelor of Arts,
Bachelor of Music, Bachelor of Science ...... 113
Basic Requirements ................................. 113
The Maryville Curriculum .......................... 113
Maryville College Works .......................... 114
Comprehensive Examination .................... 114
Senior Study ............................................ 115
Experiential Education ............................. 115
Placement Assessments ............................ 115
English Proficiency Examination ............... 116
Majors ..................................................... 116
Major Fields ............................................ 117
Bachelor of Arts ...................................... 117
Bachelor of Music .................................... 118
Bachelor of Science .................................. 118
Cooperative Dual Degree Major Programs
The Senior Year in Absentia ...................... 118
B.A. / B.S. Engineering ............................. 118
B.A. / M.S.N. Health Care/Nursing ............ 119
B.A. Biopharmaceutical Sciences .......... 119
Pre-Veterinary Sciences Track ................... 119
B.A. Biological Sciences with a Pre-Veterinary Sciences Track ...... 119
Minors ..................................................... 119
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>260</td>
</tr>
<tr>
<td>Physical Education, Health &amp; Recreation</td>
<td>262</td>
</tr>
<tr>
<td>Physics</td>
<td>265</td>
</tr>
<tr>
<td>Political Science</td>
<td>266</td>
</tr>
<tr>
<td>Psychology</td>
<td>268</td>
</tr>
<tr>
<td>Religion</td>
<td>271</td>
</tr>
<tr>
<td>Social Sciences: Int. Dis. Courses</td>
<td>272</td>
</tr>
<tr>
<td>Sociology</td>
<td>272</td>
</tr>
<tr>
<td>Spanish</td>
<td>274</td>
</tr>
<tr>
<td>Theatre</td>
<td>276</td>
</tr>
<tr>
<td>Directory</td>
<td>277</td>
</tr>
</tbody>
</table>
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 fulfills its purpose by preparing students to become lifelong learners. Students develop critical thinking skills and disciplinary expertise in an academic community devoted to an open-ended search for goodness, truth, and beauty. In and out of the classroom, students are called to apply their values and skills to their personal life, their vocation, and to serve others. By respectfully engaging a diverse and global community, students broaden their perspectives and increase their confidence and curiosity. In pursuing these broader aims, students will:

- Gather and evaluate information using a variety of sources, tools, and methods
- Apply logical, scientific, and quantitative modes of analysis
- Develop interpersonal skills that foster cooperation and leadership
- Communicate effectively through oral, visual, and written media, as well as a second language
- Employ the process of independent research to produce a work of sustained critical analysis and/or creative synthesis
- Demonstrate a global perspective that draws on knowledge of Western and other cultures, including cultures very different from one’s own
- Demonstrate an understanding of intercultural relationships both within and across societies
- Reflect on the relationship between personal spiritual beliefs and action
- Demonstrate an informed ethical judgment which guides one to make choices leading to a responsible life
- Express a sense of vocation which reflects stewardship of resources, time, and talents
- Express a considered view of one’s responsibility to work for the common good
- Articulate an understanding of the relationship between humanity and the environment.

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 Non-Profit Leadership Alliance.
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.

2014-2015 Academic Calendar

FALL SEMESTER 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri, Aug 22</td>
<td>Registration – New first-year students</td>
</tr>
<tr>
<td>Fri, Aug 22</td>
<td>Orientation classes begin for first-year students</td>
</tr>
<tr>
<td>Sat-Sun, Aug 23-24</td>
<td>Classes continue for first-year students</td>
</tr>
<tr>
<td>Sun, Aug 24</td>
<td>Orientation classes begin for all new transfer students</td>
</tr>
<tr>
<td>Mon, Aug 25</td>
<td>Enrollment confirmation - Returning students &amp; new transfer students</td>
</tr>
<tr>
<td>Mon-Tue, Aug 25-26</td>
<td>Classes continue for all new students</td>
</tr>
<tr>
<td>Wed, Aug 27</td>
<td>Fall semester classes begin for returning students</td>
</tr>
<tr>
<td>Thu, Aug 28</td>
<td>Opening Convocation</td>
</tr>
<tr>
<td>Mon, Sept 1</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Tue, Sept 30</td>
<td>Last day to withdraw from a course and receive a &quot;W&quot;</td>
</tr>
<tr>
<td>Fri-Sun, Oct 10-12</td>
<td>Long Weekend</td>
</tr>
<tr>
<td>Tue, Oct 21</td>
<td>Last day to withdraw and receive a &quot;WP or &quot;WF&quot;</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Wed-Sun, Nov 26-30</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Fri, Dec 5</td>
<td>Classes End</td>
</tr>
<tr>
<td>Mon-Thu, Dec 8-11</td>
<td>Examination Period</td>
</tr>
<tr>
<td>Fri, Dec 12 - Sun, Jan 4</td>
<td>Christmas Break</td>
</tr>
</tbody>
</table>

**JANUARY TERM 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon, Jan 5</td>
<td>January Term classes begin</td>
</tr>
<tr>
<td>Mon, Jan 19</td>
<td>Martin Luther King Holiday (Classes meet until 10:30 a.m.)</td>
</tr>
<tr>
<td>Fri, Jan 23</td>
<td>January Term classes end</td>
</tr>
<tr>
<td>Sat, Jan 24</td>
<td>January Term snow make-up day</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan 26</td>
<td>Registration</td>
</tr>
<tr>
<td>Wed, Jan 28</td>
<td>Spring semester classes begin</td>
</tr>
<tr>
<td>Tue, Mar 3</td>
<td>Last day to withdraw from a course and receive a &quot;W&quot;</td>
</tr>
<tr>
<td>Sat-Sun, Mar 14-24</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Tue, Mar 31</td>
<td>Last day to withdraw and receive a &quot;WP&quot; or &quot;WF&quot;</td>
</tr>
<tr>
<td>Fri, Apr 3</td>
<td>Good Friday - College Closed</td>
</tr>
<tr>
<td>Sat, Apr 18</td>
<td>Academic Award Ceremony</td>
</tr>
<tr>
<td>Fri, May 8</td>
<td>Classes end</td>
</tr>
<tr>
<td>Mon-Thu, May 1-14</td>
<td>Examination period</td>
</tr>
<tr>
<td>Sun, May 17</td>
<td>Baccalaureate &amp; Commencement</td>
</tr>
</tbody>
</table>

**SUMMER SESSION 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon, Jun 1</td>
<td>First 3-week, 5-week, &amp; 11-week terms begin</td>
</tr>
<tr>
<td>Mon, Jun 19</td>
<td>First 3-week term ends</td>
</tr>
<tr>
<td>Thu, Jul 2</td>
<td>First 5-week term ends</td>
</tr>
<tr>
<td>Fri, Jul 3</td>
<td>Fourth of July Holiday – College Closed</td>
</tr>
<tr>
<td>Mon, Jul 6</td>
<td>Second 5-week term begins</td>
</tr>
<tr>
<td>Fri, Aug 14</td>
<td>Second 5-week and 11-week terms end</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
Vice President and Dean of the College: Dr. Barbara Wells
Vice President and Dean of Students: Ms. Vandy Kemp
Vice President for Finance and Administration: Mr. Jeff Ingle
Vice President for Enrollment: Dr. Dolph Henry
Vice President for Institutional Advancement: Ms. Suzanne Booker
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.

Priority Application deadlines and notification dates are listed below:

<table>
<thead>
<tr>
<th>Scholarship candidates</th>
<th>Priority Application deadline</th>
<th>Notification date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>January 2</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 units of English
- Two units of science including one unit of laboratory science such as biology, chemistry, physics, or earth science
- Three units of mathematics including one unit of algebra, one unit of Algebra II, and one unit of higher level math above Algebra II
- Two units of social studies or history
- Two units 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
- While not required, students may submit a letter of recommendation and/or a personal statement
While not required, a writing sample from the SAT or ACT testing agencies is accepted. An alternate writing sample in lieu of the SAT or ACT sample is also 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 to determine the admissibility of students who meet these standards, but may be required for financial aid purposes.
- 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 International Education 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 6.5, or a Michigan Test score of 74 is required for full-time College enrollment; students with slightly lower TOEFL or IELTS scores and a Michigan score above 74 may begin College coursework while enrolling in a non-intensive English course (ENG 101) for international students. When students are first required to enter the ESL 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 and will earn college credit for ESL coursework satisfactorily completed.
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 $50 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 or personal statement that discusses the student’s reasons for choosing to study at Maryville College. The student should also discuss their academic and professional goals and explain how studying at Maryville College will help in attaining those goals.
- Upon acceptance, student must submit a $300 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 Admissions, 865.981.8183 or international@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 submitted on the Joint Services Transcript (JST) 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 a copy of Form 22-1990 (Application for VA Educational Benefits), the Certificate of Eligibility, and DD214.

DUAL ENROLLMENT/EARLY ENROLLMENT

The College welcomes qualified area high school juniors and seniors to take classes on a space available basis. Students are considered for admission as a Dual Enrollment (or Highland Scholar) student if they have junior standing in high school, a minimum 3.0 grade point average or a minimum ACT score of 21 (SAT of 930). For consideration by the College, student must submit a high school transcript or SAT or ACT scores and have the high school principal and school counselor sign the application. Students must reapply for each term they wish to enroll as Dual Enrollment students at Maryville College and continuation is at the discretion of the College. The deadline for submitting Dual Enrollment applications for the fall term is April 1 and for the spring term is October 1. High school students are limited to no more than 8 credit hours each fall and spring term.

Early admission applicants should submit the application documents listed under the “High School” requirements.
High school students seeking to enroll part-time as a Dual Enrollment student should
submit the following:

- Dual enrollment student application for admission complete with authorized signatures from school administration
- 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

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 the Registrar:

- 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 students 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. As part of this responsibility, each student is required to sign a “Maryville College Financial Responsibility Acceptance” contract at the beginning of each school year. This contract delineates the financial obligation that is incurred by attending the College, and ensures that students read, understand, and accept this commitment.

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

COSTS

For 2014-15, the basic annual costs are:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$31,018</td>
</tr>
<tr>
<td>Fees</td>
<td>$736</td>
</tr>
<tr>
<td>Room</td>
<td>$5006</td>
</tr>
<tr>
<td>Board</td>
<td>$5082</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 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.

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 awards or the HOPE/TELS scholarship program should visit the Financial Aid Office, Fayerweather Hall, Room 141.

TELS (TENNESSEE EDUCATIONAL LOTTERY PROGRAM)

Tennessee residents who receive 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 credit hours of 24, 48, 72, 96, and any subsequent multiples of 24 semester credit hours thereafter. In order to maintain eligibility students must adhere to the following criteria:

- Earn a minimum cumulative GPA of 2.75 after 24 and 48 attempted semester credit hours; AND

- Earn a minimum cumulative GPA of 3.00 after total attempted credit hours 72, 96, and any subsequent multiples of 24 thereafter; OR

- Earn between a 2.75 – 2.99 cumulative GPA after attempted credit hours of 72, 96, and any subsequent multiples of 24 thereafter and have a semester GPA of at least a 3.0 in the semester in which the student attempts 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 enrolment).

- Know that if they cease to be academically eligible for the HOPE Scholarship, they may regain the award once. The award may be re-established once the student meets any of the above criteria and continues to meet non-academic requirements.

- Is continuously enrolled at an eligible postsecondary institution in the fall and spring semesters and maintains satisfactory academic progress.
All course grades are included in the calculation of 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 improve their TELS GPA. A Regain Provision exists that allows students to regain their HOPE at subsequent benchmarks. Each of these provisions may be used once. Students should consult the Financial Aid or Registrar's Office staff for more detailed explanation or assistance in interpreting the rules of the programs. Students must submit a FAFSA as soon as possible after January 1 in order to renew their HOPE/TELS scholarship for the next year.

**Tennessee HOPE Scholarship Termination Criteria**

Students may receive the HOPE Scholarship until the first of the following terminating events:

- Student has earned a baccalaureate degree; **or**
- Five (5) years have passed from the date of initial enrollment at any postsecondary institution; **or**
- Student has attempted at any postsecondary institution the lesser of the number of semester hours required to earn the baccalaureate degree or a total of 136 semester hours. Maryville College requires 128 credit hours for a baccalaureate degree; therefore the HOPE Scholarship ends after 128 attempted hours at MC.

Students with a documented medical condition that is certified by a licensed physician that restricts their ability to maintain a full-time schedule may appeal to the Tennessee Student Assistance Corporation (TSAC) for an extension to the five (5) year limit. However, they must continue to meet all applicable academic and nonacademic requirements for the HOPE Scholarship. Such students have ten years from initial enrollment in which they can maintain eligibility.

**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 Student Development Office, Bartlett 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. Students are 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.
CALCULATING WITHDRAWAL REFUNDS

When students register for courses, the College assumes full-year enrollment, provides facilities, and executes contracts to provide educational services for the entire year. Federally mandated refund calculations apply when students withdraw. When recipients of student financial aid withdraw, refunds must be returned to various financial aid programs as well as the individual student. The actual cash refund students receive is pro-rated by the amount actually paid or owed. Students who receive financial aid, and are subject to a refund, might not be eligible for a cash refund. At times, refunds may be reapplied to a loan, thus reducing student indebtedness. Upon withdrawal, any cash refunds due will be processed as quickly as possible, but requires a minimum of 14 days. Refunds are only calculated and based on charges for tuition, fees, room, and board.

No refunds will be made to students unless they withdraw from all courses in which they are registered. For refund purposes, the date of withdrawal is the date that the withdrawal process is initiated or College personnel are provided with notification of intent to withdraw. The withdrawal date for students who quit without formally withdrawing is will be based on the last date an academic function was attended. The act of attending any class for a given semester prior to withdrawing is considered to constitute a requirement for withdrawal calculations. Students who withdraw from all classes or who stop attending classes, but who receives permission to live in the residence hall, will be charged room and board for the time they remain in the residence hall and on a meal plan.

Charges and financial aid for students who change from full-time to part-time status during the drop/add period at the beginning of the semester will be revised on that basis. Students may use the first week of the semester to finalize registered courses without incurring additional fees. No refund is given for students who change from full-time to part-time status after the first ten days of the semester.

Students defined as part-time who withdraw after the drop/add period will receive refunds under the same policy as full-time students. Classes dropped after this time will be considered as withdrawn and may impact a student’s satisfactory progress evaluation or academic standing (see Satisfactory Academic Progress Policy on the Financial Aid webpage).

Federal guidelines assume that students earn financial aid based on the period of time enrolled. Unearned Title IV funds, other than federal work study, must be returned to the federal government. During the first 60 percent of the enrollment period, students earn Title IV funds in direct proportion to the length of time enrolled. Students who remain enrolled beyond the 60 percent point earn all of their aid for the period. Students who give notice to withdraw from the College before the end of the term will have charges and refunds calculated on the basis of the percentages as outlined in the following paragraphs.

The amount of Title IV and other aid that must be returned to a program source will be calculated and charges will be adjusted by the aid earned in order to determine the total amount for which a student is responsible for payment to the College.

The amount of financial aid funds to be returned are determined by two different formulas, one for the return of Title IV funds and one for the return of institutional, state and outside funds.
Return of Title IV Funds Calculation
The percentage of aid earned by Title IV recipients is determined by calculating the percentage of the term completed. Scheduled breaks of at least five days in length are excluded in the calculation. Beyond 60%, there is no recalculation of charges or refunds students are charged for the entire semester. (Days completed in period) / (Total days in period) = % of period completed.

The amount of earned Title IV aid is determined by applying the earned percentage to the total Title IV aid that was or could have been disbursed to a student. (% of period completed) \times (Title IV aid that was or could have been disbursed) = Earned Aid.
The amount of Title IV aid to be returned is determined by subtracting the earned aid from awarded Title IV aid (disbursed or could have been disbursed, excluding Federal Work Study).

The responsibility to repay unearned aid is shared by the College and its students in proportion to the aid each is assumed to possess. The institution’s share is the lesser of the total amount of unearned aid or the institutional charges multiplied by the percentage of aid that was earned. The student share is the difference between the total unearned amount and the institution’s share. All unearned Title IV funds for which the institution is responsible will be returned to the Department of Education within 45 days from the date the College determines a student to have withdrawn.

The College’s share of funds related to unearned aid is allocated among the Title IV programs, in an order specified by statute, before the students share is calculated. After the student share is fully allocated among the Title IV programs, students only owe grant overpayments if the overpayment exceeds 50% of the Title IV grant aid received. Students are not required to return grant overpayments of $50 or less. Refunds and repayments will be distributed to the appropriate Title IV, HEA programs in the following order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Federal Plus Loan
- Federal Pell Grant
- Federal SEOG Grant
- Other Title IV grant or loan assistance if applicable

Earned Title IV funds are administered according to the calculation below that determines the amount to be returned and application of the total charges.

Institutional, State and Outside Funds Refund Calculation
Use Table IIA below to determine the percentage of the term completed.

The 60% point of the enrollment period is determined by dividing the date of withdrawal by the total number of days in the enrollment period.

The total charges for the payment period are determined by multiplying the percentage from the table above by the total amount of institutional charges (i.e. tuition, fees, and room and board). For students receiving Title IV aid, the amount used for this calculation will be the Pro Rata Charge from the calculation above minus the Title IV aid earned.
Table IIA: Institutional Funds Calculation Table

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund Percentage</th>
<th>Earned Percentage of Aid &amp; Earned Charges Applied to Tuition, Fees, Room &amp; Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 10 calendar days of first day of classes</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Days 11-20</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Days 21-30</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Days 31-40</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Days 241-50</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Days 51 - the 60% point of the period of enrollment</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>After 60% point of the period of enrollment</td>
<td>No Refund</td>
<td>Student is charged for entire semester</td>
</tr>
</tbody>
</table>

The amount of earned non-federal aid is determined by applying the earned percentage from the table above to the total amount of institutional, non-institutional, and state grant funds that were or could have been disbursed to a student. (% from table) \* (Non-Federal Aid that was/could have been disbursed) = Earned Non-Financial Aid.

The amount of unearned aid is determined by subtracting the earned aid from aid either has been or could have been disbursed. The unearned aid is allocated back to other programs using the same percentage across the board for all types of aid as determined by the table above:

- Institutional Grants and Scholarships
- Institutional Loans
- Outside or Private Loans
- Outside or Private Grants or Scholarships
- State Grants

The amount a student must pay for the percentage of the payment period completed is determined by subtracting the Earned Title IV Aid and Other Earned Aid from the Pro Rata Charge for the period completed. If the amount owed is greater than the amount actually paid, the student is responsible for paying the difference. If the amount owed by the student is less than the amount actually paid, the student is due a refund.

After the refund calculations have been completed, any remaining outstanding charges will be added to the final bill.

A copy of the FINAL Return to Title IV Refund Calculation form may be obtained from the Financial Aid Office for review.
COLLEGE POLICIES

CAMPUS SAFETY, SECURITY, AND EMERGENCIES

School Closing Procedures
Announcements of College closings due to adverse weather conditions are posted on the College’s website and distributed through the College’s Emergency Communications System (IRIS) and official social media feeds. Additionally, area radio and TV stations will be notified by 7 a.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:** WJXB (FM 97.5), WGAP (AM 1400), WQJK (FM 95.7), WIMZ (FM 103.5), WIVK (FM 107.7), WMYU (FM 93.1), WWST (FM 102.1), WNFZ (FM 94.3), FM 106.7, WQJK (FM 95.7), WNML (AM 990), SNML (FM 99.1), WOKI (FM 98.7)

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. MWF refers to Monday, Wednesday, and Friday and TR refers to Tuesday and Thursday.

**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

In the event of a storm warning, proceed immediately to the lowest level of the closest building. See recommendations listed by building below.

- **Alexander House**
  - Basement

- **Alumni Gym > Go to Bartlett Hall**
  - See Bartlett Hall locations listed below

- **Anderson Hall**
  - Currently closed for renovation

- **Bartlett Hall**
  - 1st floor inside student mailbox room
  - 1st floor interior hall by elevator (shut double doors)
  - 1st floor Bookstore storage room
  - 1st floor Isaac's storage room
  - 1st floor back stairwell

- **Beeson Village**
  - Memorial laundry room away from glass window in door
  - 1st floor bathrooms in Memorial, Chilhowee, and Beeson

- **Carnegie Hall**
  - Basement hallways up to interior hall doors away from glass exterior doorway
  - Classroom 2 (Basement)

- **Center for Campus Ministry (CCM)**
  - Basement (Need key to access)

- **Chilhowee Club**
  - In front of men’s and women’s bathrooms

- **Clayton Center for the Arts**
  - Basement
  - 1st floor hallway student section
  - Hallways on either side of the Main Hall
  - Hallway behind the stage

- **Clayton Center Recital Hall**
  - Basement away from doors and windows
  - 1st floor hallway next to Recital Hall away from doors/windows

- **Cooper Athletic Center**
  - Basement (Need key to access)
  - Men’s locker room
  - Men’s and Women’s Pool locker rooms
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.

Disregarding the following regulations is 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 require that fire doors remain closed at all times.
- Candles may not 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. Below are some available resources:

[www.nssinc.com](http://www.nssinc.com)  
[www.csiprotection.com](http://www.csiprotection.com)  
[www.haylor.com/student](http://www.haylor.com/student)

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**
Persons who use or park vehicles on campus are subject to the following regulations:

- 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 a.m. and 4:00 p.m., 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.
• In the event of a new vehicle, students 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 Parking: Full Year/$50 – After Jan 1/$25

Parking Permits and Parking Zones
The campus parking system is divided into zones. Refer to the map posted on the College website, http://www.maryvillecollege.edu/lib/file/manager/About/CampusParking.pdf. 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 (hang tag). 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 (hang tag) 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
A fine of $30 (plus a tow fee if vehicle is removed by towing) is charged for any of the following violations:

- 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 a.m. - 4 p.m. Monday through Friday. Fines must be paid with cash, check, or debit/credit card. 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 $100 - $125 (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 $35 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 p.m. - 7:30 a.m. 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 p.m. and 7:30 a.m. 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 a.m. 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 in either of the following circumstances:

- 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 $35 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 Director (RD). Bicycles left over the summer without the written permission of the RD 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 at all times 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 MC Woods Committee – MC Woods Action and Advisory Group 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 Corporate Sales & Events – 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.*

**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, interviews, and oral histories) 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. 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.

**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*
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 to a third party only with the written permission of the student, except to school officials, including teachers, with a legitimate educational interest or to parents who claim the student as a dependent for tax purposes. Records of students classified as dependents of their parents by the IRS code may be revealed to parents of such dependents at the discretion of the College. Students’ records are open to other officials within the College or local education agencies that have been determined to have legitimate educational interest, and others specified in the act. 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. Currently enrolled students may withhold disclosure of directory information by submitting written notification (usually prior to the beginning of the fall semester) to the Registrar’s Office. Directory information will then be withheld until the student releases the hold on disclosure. Students should understand that by restricting the release of directory information, some information considered important may not reach them. Call 865.981.8028 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 Assistant Dean of Students. 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>
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</thead>
<tbody>
<tr>
<td>Academic Records</td>
<td>Registrar</td>
<td>Fayerweather Hall</td>
</tr>
<tr>
<td>Admission Files</td>
<td>Director of Admissions</td>
<td>Fayerweather Hall</td>
</tr>
<tr>
<td>Career Contact Notes</td>
<td>Director of Center for 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 Academic Support Center</td>
<td>Bartlett Hall</td>
</tr>
<tr>
<td>Disciplinary Files</td>
<td>Assistant Dean of Students</td>
<td>Bartlett Hall</td>
</tr>
<tr>
<td>Financial Aid Records</td>
<td>Director of Financial Aid</td>
<td>Fayerweather Hall</td>
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<tr>
<td>Housing Records</td>
<td>Director of Campus Life</td>
<td>Bartlett Hall</td>
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<tr>
<td>Medical Records</td>
<td>Health Clinic Staff</td>
<td>Fayerweather Hall</td>
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<tr>
<td>Library Records</td>
<td>Library Director</td>
<td>Library, Thaw Hall</td>
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<tr>
<td>Student Accounts</td>
<td>Controller</td>
<td>Fayerweather Hall</td>
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</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.
STUDENT RESOURCES

ACADEMIC SUPPORT CENTER

Maryville College offers both an effective and wide array of academic support for its students. The mission of the Maryville College Academic Support Center is to provide academic enhancement and support to students while encouraging independent learning. All students are encouraged to avail themselves of the services offered. The office is located in Bartlett Hall, room 204 and is open 8:00-5:00 Monday through Friday. Students may drop in the office, contact staff by email, or dial the main office number 865-981-8124.

ACADEMIC SUPPORT SERVICES

Individualized Learning Strategies
Academic Support Center staff offer consultations to individuals throughout the semester, focusing on individual learning styles, textbook reading, note-taking, test preparation, and test taking. Other topics include academic goal setting, organization, and time management. Students may meet with either the Academic Support Coordinator, Learning Support Specialist, or the Academic Support Center Director in the main office in Bartlett Hall 204 for consultations on individual learning strategies.

Group Study Sessions
Group Study is the largest component of the College’s academic support system and focuses on collaborative learning through weekly peer-led sessions. Sharing opinions, class notes, reflections, ideas and theories in preparation for exams, assignments, and class projects are just a few of the beneficial reasons to utilize group study sessions on campus. Group Study sessions are led by Academic Mentors who are either Dean or Presidential Scholars enrolled in the particular course and whose placements in Group Study are centered on specific skill sets, academic interests and ability, and chosen majors. Each semester, the Academic Support Center schedules group study sessions for many of MC’s classes. The times and locations can be found on the Academic Support Schedule which is available in the Academic Support Center, on-line on the Academic Support Center webpage, and is posted in Thaw Hall and Cooper Athletic Center. Most study sessions are held in the Lamar Memorial Library and in the Cooper Success Center.

Supplemental Instruction
Supplemental Instruction (SI) sessions are weekly informal review sessions in which Supplemental Instruction Leaders guide student review and learning through regular practice of course material. The sessions are facilitated by SI leaders, students who have previously done well in the course, have specific SI training in group facilitation and learning strategies, and who come back into the class weekly attending all class lectures, taking notes, and acting as model students. SI Leaders work closely with the faculty teaching the particular course to create sessions that integrate how-to-learn with what-to-learn. During each weekly review session, SI Leaders guide students through class material in a collaborative environment where students work together to discuss important concepts, develop strategies for studying the subject, practice content and material, and test each other. The Learning Center currently offers SI sessions in BIO 113, BIO 115, CHM 111, CHM 121, CHM 122, CHM 223, CHM 224, and PHY 102. A schedule of weekly sessions and locations are available 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 center, as a direct extension of the Maryville College Academic Support Center, is well-equipped to provide assistance in crucial study, test-taking, and writing skills for all students. All student-athletes are encouraged to attend weekly CSC study sessions. Student-athletes can locate the schedule either online or within the Cooper Athletic Center.

DISABILITY SERVICES
The Academic Support Center’s Disability Services offers a wide variety of services to students with disabilities or chronic medical conditions.

The office is located in the Academic Support Center in Bartlett Hall room 204. Regular office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday. The staff is available to answer questions during these hours and may be reached by calling (865) 981-8124. Students may also email the office at academicsupportcenter@maryvillecollege.edu.

MISSION STATEMENT
Disability Services seeks to collaborate with and empower students who have disabilities in order to coordinate support services, classroom and residential accommodations that enable equal access to the academic and residential campus life. Disability Services is committed to working with students, staff, and faculty in developing and implementing the most appropriate strategies for a successful learning experience while maintaining the academic standards and integrity of the mission of the College.

Disability Services Procedures
The steps to obtain services through Disability Services are described below:

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

2. Registration for Services
   Students are responsible for disclosing a disability and requesting accommodations. Students must complete the registration for services and provide current documentation which documents the disability and supports the request for accommodations. Contact Disability Services to request the Registration of Services form.

   Students should meet with a Disability Services advisor in the Academic Support 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 until 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
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, Disability Services 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, Disability Services may not pay any fees for documentation purposes.

4. Intake Meeting and Accommodation Determination
After completing the Registration for Services and acquiring the necessary documentation, students should contact the Disability Services 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.

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. Disability Services assists faculty by providing information, validating, and providing necessary accommodations. Students who feel that they are experiencing problems in the College setting should contact the office as soon as possible to resolve any difficulties they may be experiencing regarding accommodations or access on campus.
Important Notes:

Based on Maryville College’s educational philosophy, the value of faculty-student interaction and small class size, requests for an accommodation for any class attendance policy will be considered on an individual basis, but may not always be granted. Students who believe that their medical or psychological condition may necessitate excused absences from class should discuss this with a Disability Services staff member.

It is the student's responsibility to arrange for certain services that are outside the scope of Disability Services and Maryville College. These services include, but may not be limited to, attendant care, mobility training, items/services of a personal nature, and sources of financial aid. Disability Services staff are available to consult with students regarding special needs and possible local resources.

Based on requirements for graduation and completion of specific majors, Maryville College does not waive or substitute a course or major requirement that is considered fundamental to the academic program. Students with a disability who wish to request a substitution or a waiver for a course or major requirement should submit the request in writing along with supporting disability and medical documentation to Disability Services staff who will forward the request to the Academic Life Council for action. The Academic Life Council’s decision regarding requests will be include the rationale for the decision, and in cases where a substitution or waiver is approved, will specify a substitution or waiver. Students who are denied a substitution/waiver may follow the Grievance Procedures outlined in the Disability Services Procedures.

5. Accommodation Letter
   When the appropriate accommodations have been established, students will receive an accommodation letter. This letter indicates what accommodations would benefit each student for the specific course. It is the students’ responsibility to deliver the letter to their instructors. The accommodation letter is provided reduce any discomfort that students may feel about discussing accommodations with a professor. Faculty must receive the accommodation letter prior to providing any course accommodations for students.

Before issuing an accommodation letter, Disability Services must have a complete file. The file must include the Registration for Services, appropriate documentation, and a signed Release of Information Waiver. Disability Services staff may not discuss academic accommodation concerns with faculty members until all documents are received and there is student approval.

6. First Week of Class Responsibilities
   Students need to meet with each of their scheduled class professors during the first week of the term and present them with the Accommodation Letter. Faculty members and students should review and discuss the accommodations requested. Students and faculty should contact the Disability Services staff regarding questions about ways to implement the requested accommodations.

7. Continuing Enrollment
   Each term, continuing students should register for an upcoming term 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 that term. If any changes need to be made to accommodations during the term, students should notify the
Disability Services staff as soon as possible to review documentation of their specific disability and arrange any needed changes to 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 Academic Success Center Director. The 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 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 10 days of submitting it.

Contacting Disability Services

To register for disability services, students should visit the Academic Support Center in Bartlett Hall, Room 204, Monday through Friday from 8 a.m. – 5 p.m. or contact the Center at 865-981-8123 or 865-981-8124.

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, provides information and services to MC Students and alumni to promote exploration of self, knowledge of options relate to majors and careers, and the skills to find and obtain meaningful employment. At Maryville College, developing a career (Making a living) and finding your calling (Making a difference) are inseparable. CCC staff members can provide or arrange for the following services to aid in various parts of these exploration, decision-making and skill-building processes:

- 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 information about 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”, Monday – Friday, 8 a.m. – 5 p.m.
- Drop-in to the office without an appointment to focus on specific questions, such as honing your resume or cover letter (drop-in hours are Wednesdays from 9:00 to 11:00 a.m. and Thursdays from 2:00-4:00 p.m.)
- Call 865.981.8220
- E-mail >ccc@maryvillecollege.edu<.
- Access general CCC information and the career-related resources on CCC Works via the Maryville College website by clicking on the Current Students tab, then choosing Center for Calling & Career from the drop-down menu

**CENTER FOR INTERNATIONAL EDUCATION**

The Center for International Education (CIE) is proud to welcome international students from around the world and assists Maryville College students to integrate a period of study abroad into their academic program. Further detail about these programs can be found in the study abroad section of this catalog.

The Center provides a variety of resources and services to help international students make the most of their college experience. The CIE offers international student orientation programs, international and exchange student advising, an intensive English program, a variety of social,
cultural and educational programs throughout the year, and referrals to other campus services to assist with issues related to health, housing, language, immigration and student development.

Students who have additional questions about Maryville College education abroad programs or international student services, please either visit International House, e-mail kirsten.sheppard@maryvillecollege.edu or call 865.273.8991.

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, 8 a.m. to 4 p.m.

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 865.981.8213.

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.

COOPER ATHLETIC CENTER

Cooper Athletic Center offers use of gymnasium, indoor pool and weight room for 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 – 10:00 a.m. to 6:00 p.m.
- 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.

COUNSELING (PERSONAL)

The Counseling Center, located in Bartlett Hall, Rm. 337, is committed to promoting the health and wellbeing 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.

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.

**FOOD SERVICES**

The Food Service program staff believes that good food is essential to a healthy life. They are committed to help students power their life on campus with good food and a dining program that makes it easy for students to eat right.

For detailed information about menus, meal plans, hours, and catering, please visit our Metz Culinary Management website ([www.metzmaryville.com](http://www.metzmaryville.com))

**Dining Locations**

*Margaret Ware Dining Room* - Located on the first floor of Pearsons Hall, hot and nutritious meals are served each day.

*Highland Grounds* - The Highland Grounds Coffee Shop is located in the Bartlett Hall Student Center.

*Isaac's Café* - 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.

**HEALTH AND WELLNESS**

**Clinic Care**

Student Health Services is an on-campus health facility that helps to achieve students’ optimum health through wellness promotion, illness and injury management, and healthy lifestyle choices. There is no charge for clinic services.

The Clinic is located in Fayerweather Hall, Rm. 226B, and is staffed by a registered nurse four hours each day, Monday through Thursday:

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

The services available in the clinic include:

- Treatment by the nurse for minor illnesses and injuries
- 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.
The student health fee is included in the activity fee. This fee covers the services provided through the clinic. It does not cover prescriptions or any diagnostic tests such as laboratory tests, x-rays, cultures, etc.

If the Clinic is closed and a student needs to see a medical professional, other health care providers near campus include:

- 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 Wal-Mart  865-982-1135  1030 Hunters Crossing Dr., Alcoa
- Walgreens Take Care Clinic  865-982-1135  Hall Rd. Alcoa

These facilities charge for their services, but many health insurance plans apply.

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

**Emergency Medical Care**
In the event of a student illness or injury that requires emergency care, students have the option of accessing immediate care at Blount Memorial Hospital, located directly across Highway 321 from the main entrance to the College. Emergency room visits are not covered by the Maryville College health fee and must be paid by the student or filed with personal insurance. 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 Assistant Dean of Students regarding College procedures and proper health care. Confidentiality will be strictly observed. For further information, call 865.981.8215.

**Wellness Programming**
Each member of the Maryville College community is encouraged to intentionally engage in a lifelong process that promotes optimum health. The College provides the following services and activities to promote wellness and fitness:

Free weekly fitness classes are offered in the following:

- Zumba
- Yoga
- Turbo Kickboxing
- Water Aerobics

Other fitness related opportunities include:

- Variable and announced free fitness classes
• Individual Tri-Fit assessments by appointment. Contact the Athletic Department Training staff in Cooper Athletic Center
• Bartlett Center Fitness Room is available for individual workouts and is open from 6:00 a.m. to 11:00 p.m. seven days per week.
• The College Pool is available for lap swim. Call 981-981-8280 for hours.
• A network of maintained trails is available in the College Woods for walking, running, or biking.

For more information, call Student Development at 865-981-8213.

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 on campus. A student’s network connection provides access to the Internet and printing. Wireless network connections are available campus-wide. Students should contact the Information Technology (IT) department to ensure their devices meet current minimum specifications for connecting to the campus network.

Open use computers are available in several areas including Bartlett and Thaw Halls. Specialty use computers and related software are available in discipline-specific computer labs.

Recommended minimum specifications for residence hall Connection:

• Intel Core i3 or equivalent processor
• 2GB RAM or higher
• Windows 7 or 8, Mac OS X operating systems
• Ethernet network card and/or 802.11n or 802.11ac wireless adapter
• Cat-5 Ethernet patch cable (Available at the College Bookstore)
  Updated anti-virus software
• Updated anti-spyware software
• Microsoft Office 2010 or later (Available through the College)

Getting Connected
Residential students have data ports available in their residence halls in order to connect personally owned devices to the Maryville College network. Instructions for connecting are available at the Information Technology Department.

Responsible Student Computing
Students can find a guide to responsible computer use on the MC network at http://support.maryvillecollege.edu. In particular, students should read closely the sections on Copyright Protection and the Higher Education Opportunity Act.

Wireless Computing on Campus
Students with wireless enabled devices can connect to the wireless network in any building on campus. Much of the green space of the campus near buildings is covered. Due to the nature of building construction, airborne interference, etc. wireless service is not guaranteed.
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 devices 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. Productivity 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 associated with their accounts.

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 credentials.

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 issues to Information Technology staff. Educational and administrative use of Maryville College computing resources has the highest priority.

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 credentials assigned to each user. These IDs and credentials 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 credentials 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 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 monitor internet usage. 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 disciplinarian 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 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**

The following activities are prohibited:

- Sharing account credentials
- Attempting to use an account belonging to someone else
- Attempting to circumvent network or account security
- Using the network for independent commercial activity except for College related business
- Using email and other network resources to harass, offend, or threaten
• Downloading or making unauthorized copies of software or content
• Making unauthorized attempts to access files belonging to Maryville College or another user
• Attempting to make unauthorized modification of files belonging to Maryville College or another user
• Developing programs to access or modify files belonging to Maryville College or another user
• Intentionally introducing computer viruses, worms, Trojan horses, other destructive computer files, or other detrimental unauthorized software
• Using a personally owned device connected to the College network to host network services.
• Using the College network to solicit for charitable or commercial ventures, or in any way that violates the College’s no solicitation policy
• Using the network to proselytize for religious, political or other causes
• Using the network to harass others. The College policies prohibiting sexual or other harassment are applicable to use 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.

INSTRUCTIONAL TECHNOLOGY

Technology enhances the teaching and learning experience at Maryville College, and prepares students for future technology-based learning and development opportunities. The Instructional Technology Department at Maryville College supports teaching and learning at the College and enhances students’ ability to become agile learners, whether online, in the classroom, or progressing in a career setting. Nearly all courses are taught in multimedia classrooms that accommodate faculty and student portable and mobile devices for interactive teaching and learning. There are 44 multimedia classrooms on campus, three discipline-specific computer labs, two open-use computer labs, and a set of laptops for planned classroom learning experiences. At the center of the Maryville College technology learning experience is The Tartan, the online learning system, that facilitates student learning beyond the classroom and extends to any time or place with internet access. The Tartan provides for online submission of student work and assignments as well as secure, online grade availability.
LAMAR MEMORIAL LIBRARY

The Lamar Memorial Library exists to stimulate teaching and learning, to support student and faculty research and scholarship, and to help each student succeed at Maryville College. The library does this by providing research assistance, high quality research tools and information sources, and an inviting space in which to study, collaborate on assignments, and complete research.

Research Assistance
Librarians help students and faculty find, evaluate, use, and cite information sources for their assignments and research projects.

- Librarians are available in person, by phone at 865-981-8256, and via email or online chat and message services at <<http://maryvillecollege.libanswers.com/>> to answer questions and assist with research.
- Librarians help students and faculty create a research strategy, use research tools, and find information sources.
- Librarians help students develop information skills through individual consultation and class instruction with special emphasis during the first year and senior study.

Information Resources
The library provides high quality research tools and information resources that support teaching and learning both in the classroom and beyond it.

- MC Quest located at http://library.maryvillecollege.edu serves as a single point search interface and discovery tool connecting researchers to authoritative, accurate information that is appropriate for college and professional research.
- The library also offers individual information resources that support each program of study at Maryville College.
- In collaboration with faculty, librarians build a collection of books and media that compliments electronic information resources and enhances classroom instruction and research.
- The library obtains materials it does not own via interlibrary loan at no cost to the requestor.

Space for Academic Support, Study and Collaboration
The library is a comfortable, inviting, student-oriented space that encourages the building of a community of learning.

- The library is open 92 hours a week, with special hours during finals, breaks, and January term. Regular library hours for fall and spring semesters are:
  
  Monday - Thursday 7:30 am - 12:00 Midnight  
  Friday 7:30 am - 5:00 pm  
  Saturday 10:00 am - 4:00 pm  
  Sunday 1:00 pm - 12:00 Midnight  

  - The library hosts public computer labs, color and monochrome printing, scanning, and fax services for the entire campus.
• The library offers a variety of work spaces, including a classroom, a conference room, group study rooms, cozy study nooks, individual study carrels, and a lower level quiet study area.
• The library collaborates with other learning support services to enhance student success – the Academic Success Center, Writing Center, and Math Tank all hold study sessions and consultations in the library.

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.
• 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 may 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. Please contact Circulation Coordinator Marina Jaffe – marina.jaffe@maryvillecollege.edu, 865-981-8038 – with questions about bills for library materials. 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 Circulation Coordinator Marina Jaffe via email at marina.jaffe@maryvillecollege.edu or by telephone at 865-981-8038 for details about replacing them.

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
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 expectations.

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 Campus Life
4. Sufficient funds exist

**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:

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

**Chartered Organizations**

- American Chemical Society
- Assoc. for Computing Machinery
- Black Student Association (BSA)
- Campus Commuters and Friends
- Cheerleading
- Chilhowean
- Circle K
- College Democrats
- Creative Writing Club
- D’Arte
- Environment Action Team (EAT)
- Fellowship of Christian Athletes (FCA)
- Gay-Straight Alliance (GS&A)
- Global Citizenship Organization
- Habitat for Humanity
- Highland Echo
- Impressions Literary Magazine
- Intervarsity Christian Fellowship
- Intramurals
- Jiu-Jitsu Club
- Latino Student Alliance
- The Loud Scotsmen
- MC Catholic Student Association
- MC Dance Ensemble
- MC Equestrian Team
- MC Fishing Club
- MC Historical Society
- MC Literacy Corps
- MC PreLaw Society
- MC Scots Pep Band
- MC Step Team
- MC Volleyball Club
- Nonprofit Leadership Alliance
- Nontraditional Student Organization
- Peace and World Concerns
- Peer Mentors
- Philosophy Club
Progressive Christian Community
Residence Hall Association
Scotties Dance Team
Sisters in Spirit
Student Government Association
Young Life

Student Programming Board (SPB)
Ultimate Frisbee Team
Up 'til Dawn
Veterans Student Association
Voices of Praise (VOP)

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 Campus Life, 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 with the Director of Campus Life in Bartlett Hall, Rm. 306. 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 Campus Life to discuss ideas and receive information (Bartlett Hall, Rm. 306).
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.

COMMUNITY ENGAGEMENT

The Community Engagement office in the Center for Campus Ministry (CCM) helps students and campus organizations 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, various after-school tutoring programs, and the Adult Basic Education Center
- Habitat for Humanity - a national organization providing low cost housing for those in need
- The Boys and Girls Club and Martin Luther King Centers - provide after-school tutoring and recreational opportunities for children in need

The Community Engagement office also coordinates service-based scholarship programs such as the Bonner Scholars and the Bradford Scholars. 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. The 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.
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, dialogue, 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 p.m. 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.

Student Religious Groups
The College seeks to support students at they gather with others either to grow in their own expression of faith or to explore a new path. Fellowship groups meeting at various times during the week include:

- Buddhist Meditation Group
- Fellowship of Christian Athletes
- Intervarsity Christian Fellowship
- Progressive Christian Community
- Sisters in Spirit

The Progressive Christian Community is a gathering of students 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 to attend meetings.

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.

Scholarship Programs
The Center for Campus Ministry coordinates faith or church-related scholarship programs, including Isaac Anderson Scholars, Chapel Scholars, and Church and College Scholars.
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)  Softball (women)
Basketball (men, women)  Tennis (men, women)
Cheerleading (women)  Volleyball (women)
Football (men)  Cross Country (men, women)
Soccer (men, women)  Golf (men, women)

Club Sports

Dance  Snowboarding/Skiing
Equestrian  Triathlon
Jiu Jitsu  Ultimate Frisbee
Golf (Women)

Intramural Sports

Basketball (5-on-5)  Indoor Volleyball
Basketball (3-on-3)  Pickle Ball
Corn Hole  Sand Volleyball
Dodge Ball  Softball
Flag Football  Wiffle Ball

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 Ben Wicker, Assistant Director of Residence Life at 865-981-8193.

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, and international 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 Campus Life at 865.981.8194, Bartlett Hall, Rm. 306.

**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 Association and Student Development 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
3. Director of Campus Life
4. SGA Vice President
5. Student (at-large)
6. Student (at-large)
7. Faculty (SGA Representative)
8. Faculty (Judicial Board Representative)

Student Judicial Board
The Student Judicial Board hears cases referred to it by the Assistant Dean of Students. 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 Assistant Dean of Students, serve as Advisors to the Judicial Board. For additional information on the Student Judicial Board, see Community Standards, “Student Judicial Board.”

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.”

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 Student Activities Coordinator and the Director of 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 Student Activities Coordinator 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 Co-Chairs and advisor. The organization’s expenditures are overseen by Student Government and the Assistant Dean of Students.

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 is responsible for promoting the Mission Statement for Intramurals. It is composed of two Intramurals Coordinators who report directly to the Intramurals Director. Each residence hall has a representative who works closely with the Intramurals Coordinators. The Intramurals Director works 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 Assistant Dean of Students.

**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 are appointed.

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.
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, and 100 Days Reception), 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 below. 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 Assistant Dean of Students at 865.981.8215.

For further information refer to the Student Handbook posted on the College website

Guardian Notification
The Maryville College Alcohol policy calls for guardian 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 guardian 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 Assistant Dean of Students at 865.981.8215.

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.

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:

Maryville College Catalog 2014-2015
- 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.

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.

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 Assistant Dean of Students.
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 guardian notification.
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.

**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.

**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 or the Assistant Dean of Students. Student confidentiality will be strictly observed.

**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.

**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.

**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.

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 Assistant Dean of Students, 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.

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 $15. Student IDs must be carried by students at all times. Failure to do so may lead to disciplinary action.
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.

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.

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.

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.

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, tasers, stun guns, etc.) on College property is expressly prohibited.

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 Assistant Dean of Students 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 Vice President and Dean of Students, Assistant Dean of Students and the Chief Justice of the Student Government. 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 Assistant Dean of Students. 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 Assistant Dean will then come to an agreement on appropriate sanctions.

**Judicial Process**
1. An incident report is filed with the Assistant Dean of Students by a Residence Assistant, Security, other College official, or campus community member.
2. The Assistant Dean of Students reviews the incident, determines violations, and meets with the accused student.
3. The student has an opportunity to accept responsibility, agree to sanctions set forth by the Assistant Dean of Students, and signs 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 Assistant Dean of Students, the student’s case will be decided by the Assistant Dean.
4. 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.
5. The chairman of the Appeals Board is notified and a meeting is scheduled. The accused student is notified of the Appeals Board decision.
6. 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 Assistant Dean of Students. 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 Assistant Dean of Students, 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 Assistant Dean of Students 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 Assistant Dean of Students 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:

1. Restitution - Repayment to cover the cost of damaged or misappropriated property
2. Service Hours - Assignment of campus service projects or other appropriate tasks
3. Education Hours - Appropriate participation in counseling sessions, alcohol/drug education classes, or other similar programs
4. Campus Restriction - Limitation of activities or privileges on campus for a designated period of time
5. Confiscation - Removal of offensive or prohibited property
6. Fines - Specified financial penalty for violation of regulations
7. Censure - Written reprimand recorded in the student’s judicial file
8. Guardian Notification - Written or telephone communication with student’s parent
9. Eviction - Relocation to another residence or removal from on-campus residence without refund of room and board
10. 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
11. 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.

12. 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 an explicit verbal yes to engage in sexual activity. 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 objects 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. Right to request a change of academic or housing situations and to be notified of what options are available
4. Assurance that 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. Right to be informed of the outcome of any disciplinary proceeding
6. 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
7. Availability of Sexual Grievance Advisors 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. Right to request a change of academic or housing situations and to be notified of what options are available
4. Assurance that 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. Expectation of a presumption of innocence throughout the disciplinary process until found responsible and will be treated with respect throughout the process
6. Right to be informed of the outcome of any disciplinary proceeding
7. Availability of Sexual Grievance Advisors for the accused student and who should be consulted - their role is to educate accused students about the disciplinary process and provide support
8. 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:

- Dr. Jennifer Brigati 865-981-8168
- Ms. Sharon Wood 865-981-8389
- Dr. Phillip Sherman 865-981-8806
- Mr. 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 Assistant Dean of Students, 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 – File a formal complaint**

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 Assistant Dean of Students.

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 this catalog 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 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 Academic Dean or Associate Academic 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 Assistant 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 10 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 Associate Academic Dean for five years.

Further protocol guidance regarding the complaint process may be found at http://www.ticua.org/about/complaint

RESIDENCE HALL POLICIES AND PROCEDURES

Residence Requirement
Students taking 12 or more credit hours are required to live in College residence halls unless they live with their spouse, parents or guardian in the community, or have children. Standard exceptions to the residence policy include students 23 years or older and 5th year seniors. Students who are not enrolled full-time may not occupy residence halls without the express written permission of the Vice President and Dean of Students. Residents must be enrolled in January Term classes in order to occupy their residence hall space during the January term. When projections indicate that the College will have more resident students than space available in campus housing (including off-campus owned/leased property), a designated number of students will be allowed to move off campus for that year. Announcements for fall off-campus opportunities will be made in the spring, prior to the room selection process. Students with Senior or Junior standing wishing to move off campus must apply for this privilege and be approved by a selection committee.

Residence Life Organization

Director of Campus Life - The Director of Campus Life is a full-time professional staff member and official of the College who is responsible for the oversight of the Residence Life Department.

Assistant Director of Residence Life - The Assistant Director is a full-time professional staff member and official of the College who is responsible for the training and supervision of the Residence Life staff.
Housing Coordinator - The Housing Coordinator is a full time Residence Life staff member who is responsible for managing all student housing assignments throughout the year. This individual also is an Resident Director (RD) for one of the residence halls.

Resident Director (RD) - The RD is a part-time professional staff member who assists the Residence Life Office in the management of a hall as well as assists student staff and residents.

Beeson Village Apartment Managers (BVAMs) - BVAMs are student staff members responsible for the Beeson Apartments.

Court Street Manager (CSM) – The CSM is the staff member responsible for Court Street Apartments.

Resident Assistants (RAs) - RAs are student staff members who are assigned to each floor or quad. They plan activities, help with problems and interpretation of College policy and assist the professional staff.

Hall Crews – The Crew for each hall is responsible for programming activities for their respective hall. Additionally, each hall works in conjunction with the Residence Hall Association (RHA) to produce a traditional campus wide event. Residents elect a president, a vice president, and a secretary/treasurer, however all residents have a voice on the Crew. The Crew determines how hall association dues are spent for its respective hall.

Residence Hall Association (RHA) – RHA exists to address residential student concerns and provide programs for residential students. Each Hall Crew president serves on the RHA Executive Council along with the RHA President and National Communications Coordinator (NCC). RHA determines how unallocated hall association dues will be spent programmatically each year.

National Residence Hall Honorary (NRHH)- NRHH is the national honor society for on-campus residents. A class is nominated and chosen every year to recognize outstanding campus community members. The purpose of this group is to recognize excellence and provide programming and service to the campus community.

PROCEDURES

Appliances
Refrigerators may not be a family-sized refrigerator and microwaves may not be over 1,000 watts. Open heating elements such as hot plates are not allowed. Toasters and George Foreman grills are allowed.

Balconies
No items may be thrown/dropped from balconies. The only furniture allowed on the balconies is the installed benches. Violators will be subject to disciplinary action. If problems occur with litter from cigarette butts or ashes, smoking will be banned on those balconies in violation. The only buildings that have operational balconies are Copeland, Davis and Gamble. All other buildings that have decorative balconies may not be used by students for any reason.

Bicycles
Bicycles must be stored in areas set aside for this purpose at each residence hall. Carnegie and Beeson are the only buildings that have indoor security racks. Bicycles may not be stored in rooms, stairwells, or other public areas. Bicycles may not be chained to handrails, columns or
other non-bike specific structures. The College is not responsible for missing or broken bikes. All bicycles must be removed at the end of the school year. Persons who wish to leave bicycles parked at residence halls over the summer must obtain prior written permission from the Area Director (AD). Bicycles left over the summer without the written permission of the AD will be disposed of at the discretion of the College.

**Candles**

Candles with unburned wicks and candle warmers are allowed in the halls. Burning candles or candles with burned wicks are not allowed and will be confiscated and a $25 fine will be assessed.

**Check-In**

At the beginning of each term, residence halls open for returning students at 1:00 p.m. on the day before registration. Students should bring $10 for hall dues to make check-in most efficient. Students requesting earlier arrival may do so only for the purpose of official College business or activity. All early arrivals must be approved by the Director of Campus Life and will be subject to a $15 guest fee per night. Any student who checks-in early without permission will be assessed a $25 improper check-in fee and may be asked to leave campus immediately until the approved check-in date. All residence hall rooms have been inspected by the hall staff prior to students’ arrival and have noted any damage or defects. When students check in, they are asked to survey the room and make a list of damages or defects. It is important that students complete a thorough check as they will be held responsible for any damage not listed on the sheet.

**Check-Out**

Students moving out of a residence hall must officially check-out by personally undergoing a check-out procedure with a member of the hall staff. At that time residents will complete the check-out inspection that compares the condition of the room at that time with the documented condition at the beginning of the occupancy. Express check-out is also an option for students – please see your RA about this option. All personal possessions must be removed from the room before check-out. Improper check-out will result in a $25 fine. Activities to complete prior to moving out:

1. Remove tape, nails, etc., from walls, doors, ceilings, windows, desks, shelves, dressers, etc.
2. Empty and clean closets, cabinet and drawers.
3. Empty trash cans. Large items must be taken by residents to an off-campus site for disposal.
4. Clean the floor.
5. Debunk or “unloft” beds
6. Note that items may be left in storage by returning students at the owner’s risk. Such items should be packed and sealed in cardboard boxes of good condition or in foot lockers or similar containers with the owner’s identity clearly marked on the outside with a storage tag provided by hall staff. Couches, futons, carpet and large furniture may not be stored. Items such as carpet and couches need to be taken to the city dump and may not be placed in College dumpsters. Large items that are left in College dumpsters will result in a $100 fine.
7. Note that personal property left in the room or residence hall after the closing of school in the spring or following withdrawal or graduation becomes property of Maryville College and will be disposed of at the discretion of the College.
Residence halls close for underclassmen at 9 p.m. on the last day of finals—a Thursday. Exceptions to this policy will be made on an individual basis by the Residence Life Office and will be subject to a $15 guest fee per night. All requests for exceptions must be made by 5 p.m. on the Wednesday before closing. Students who violate College or residence hall policies once their academic requirements are complete will be asked to leave the halls immediately. This policy includes graduating seniors and students who may have received permission to stay after the normal closing date.

Graduating seniors are allowed to stay in the residence halls until 11 a.m. on the Monday following graduation. Seniors remaining after 11 a.m. will be charged an automatic $25 improper check-out fee and an automatic express check-out will be assumed by the student at that point. For every hour after 11 a.m. that students have not checked-out, an additional $25 is charged for guest fees. All campus policies are still in effect throughout the weekend and any person deemed to be causing a problem will be asked to leave immediately.

Cohabitation
Cohabitation in the residence halls is not allowed. Students or non-student guests may not stay in a room they have not been assigned for more than 2 days in a 7-day period.

Community Bath Facilities
Any person who uses a community bath designated for the opposite sex will be subject to disciplinary action. Residents who allow guests to violate this policy will be subject to disciplinary action.

Computer Network Access
All residence hall rooms contain two modes of connectivity for campus computer networking access: wired and wireless. Double rooms have two jacks and single rooms have one jack. All computer use from the residence halls is governed by the same rules as those governing computer labs. Violation of these policies will result in disciplinary action. For information on connecting to the College network, please call Data Systems at 865.981.8145.

Damage Assessment
At the end of each term and, if necessary, periodically during the year, damages to student rooms and common areas of residence halls are assessed. Damages within a room are charged to the room occupants. Damages in hallways, lounges, restrooms and other common areas are charged to the person(s) responsible (if identified). Otherwise, all floor or hall residents are collectively charged. Any damage or loss of residence hall recreation equipment is charged to the person(s) responsible (if identified). Otherwise, all residents are collectively charged. The College is not liable for theft or damage to the personal belongings of resident students.

Fire Evacuation Plan
Smoke detectors activate the alarm system automatically in case of a fire in the building. Manually operated fire alarms are also located in all residence halls. Security schedules fire drills throughout the year. When the fire alarm sounds, students should:

1. Check closed doors for heat before opening
2. Close the room door behind them as they escape to delay the spread of the fire.
3. Exit by the nearest exit.
4. Once safely out—Stay out! Do not re-enter.
If a door is hot, do not open. Escape through a window. If escape is not possible, students should hang a white or light-colored sheet outside the window, alerting fire fighters to their presence. If a door is cool, open slowly and ensure that fire and/or smoke are not blocking the escape route. If the escape route is blocked, shut the door immediately and use an alternate escape route, such as a window. If clear, leave immediately through the door and then close it. Be prepared to crawl. Smoke and heat rise. The air is clearer and cooler near the floor.

Tampering with the fire safety equipment is an illegal offense and may subject individuals to prosecution under the law, as well as any repair charges. The minimum charge for tampering with any fire safety equipment is $1,000. Failure to evacuate a facility during an alarm will subject students to disciplinary action. Smoke detectors in the rooms may not be tampered with in any form.

**Furniture**

Removal of furniture from lounges, classrooms, study areas or other places on campus for personal use is considered theft. A $50 charge per day will be assessed for each piece of furniture, and individuals may also be subject to disciplinary action. Damage to College furniture will require restitution for the cost of the property. Room furniture may not be stored or removed from the room.

**Grills**

Charcoal grills are only allowed on campus with the permission of the Resident Director of the specific residence hall. They must be kept 10 feet away from all buildings. No flammable liquids (propane, etc.) are allowed on campus.

**Guests/Visitation**

Guests may visit at the request of the room occupant and must be escorted at all times in any public areas of the buildings. Overnight guests are welcome in the halls for two nights at no charge. Overnight visitors of the same sex are welcome for two nights in first-year halls, provided both roommates agree. Two or more guests, or guests staying more than two nights, must occupy guest rooms. Guest cannot stay more than 2 nights in a 7-day period. All visitors are expected to observe College policies. Violators will be asked to leave the campus and may be subject to prosecution under the law. The College reserves the right to restrict the activity of any guest. Residents are held responsible for the behavior of their guests and all activities originating from their assigned room. Cohabitation is not allowed.

Students and guests of the opposite sex may visit during the following hours:

**Copeland, Davis and Gamble**

- Until October 1st:
  - Sunday - Thursday 10:00 a.m. - 11:00 p.m.
  - Friday - Saturday 10:00 am - 1:00 am.
- After October 1st-until the end of the school year:
  - 10:00 a.m. – 1:00 a.m. every night

Individual floors in the first-year halls may opt to restrict visitation hours through consensus of the residents on that floor.

**Beeson, Carnegie, Court Street Apartments, Gibson, Lloyd, and Pearsons Hall**

24-Hour Visitation
Hall Meetings
It is necessary at times to get input from all residents in the hall on ideas/problems as well as to communicate important campus information. Residents are required to attend all scheduled hall meetings and are responsible for any information presented at meetings. Failure to attend without notifying your RA or RD could result in a $10 fine.

Hall Security (Door Propping)
Everyone shares responsibility for the security of the residence hall. Outside doors are locked 24-hours, 7-days a week. Propping or “coining” outside doors open is prohibited and a $100 charge and/or disciplinary action will be assessed to the individual responsible (if identified) or to the entire hall. Students should not open the door for anyone who is not a resident of the building. Guests should call their host to gain entry into a hall and be escorted at all times.

Hall Sports
Throwing, bouncing, and/or kicking of footballs, soccer balls, etc., is not allowed in the residence halls. Additionally, water guns, water balloons, air soft/paintball guns, and other such devices are not allowed in the residence halls. Students in violation are subject to confiscation of sporting equipment and/or disciplinary action. Water guns, water balloons and other such devices are not allowed in the common areas.

Holiday Breaks
Students must check-out during posted holiday or vacation periods. Students may request to stay during the break periods provided there is staff coverage during that time. Students will be subject to a guest fee and must sign up with the RD at least 24-hours before the halls officially close for that break period. Those who fail to check out properly will be charged a minimum $25 fine and/or subject to disciplinary action.

Keys and Student ID Cards
Room keys are issued on arrival. Locks and keys will be changed when considered necessary by the Residence Life staff, security personnel, and the Office of Student Development. Regulations concerning the use of keys include:

- Loss of a room key requires a charge of $50.
- Duplication of any key will result in a fine of $25 and disciplinary action.
- Irresponsible use of keys or ID cards, such as lending the key or card to another person, will result in disciplinary action.
- The RA should be notified immediately when a key is lost.

Students are issued a Student ID card upon arrival in their first year – they are expected to hold onto this card for the four years that they are at Maryville College. The student ID card serves as access to the residence hall building. Replacement cost for a lost ID is $15. Damaged cards may be replaced for free when the damaged card is presented to the Residence Life Office.

Laundry Facilities
The cost of laundry service is included in the room fees. Laundry machines are located in all residence buildings and are operated free of charge. Problems with the machines should be directed to the Residence Life Office, 865-981-8192, Bartlett Hall 306.
Ledges and Roofs
No persons or property are allowed on ledges, fire escapes, roofs, overhangs or window frames of College buildings. Violators will be charged $50 and subject to disciplinary action.

Maintenance/Housekeeping Requests
Residents should contact a member of the Residence Hall staff to request maintenance or housekeeping repairs. Minor repairs/requests are usually handled within 24-hours. If the problem has not been corrected after 48-hours, students should notify a staff member.

Pets
Animals that bear fur, hair, or feathers, pose fear or danger, make noise, or are too large to be kept inside a 30-gallon tank are not permitted in residence halls – including animals who may be visiting temporarily. Fish in a 30-gallon tank or smaller are allowed without permission. Other pets must be approved by obtaining written permission of roommate(s), residents of adjoining rooms, and the approval the Animal Use Committee which will ascertain the owner’s knowledge and ability to properly care for the animal. This request must be submitted to the Residence Life Office for approval. Any animal found roaming loose in the hall or not properly cared for will be banned. Violation will result in a $25 fine the first time the animal is observed. At this time, 48-hours is allowed for removal of the pet. If after 48-hours, the pet remains or reappears in any student room, the original owner will be fined an additional $25 and the animal will be taken to a pet adoption center.

Quiet Hours
Quiet hours are Sunday - Thursday, 11 p.m. - 10:00 a.m., and Friday - Saturday, 1 a.m. - 10:00 a.m. However, during the first floor meeting, each floor may further restrict quiet hours. During finals, a 24-hour quiet rule is in effect. Violators of this policy are subject to disciplinary action. Twenty-four courtesy hours are always in effect, and residents are encouraged to respect the rights of others. Unnecessary screaming/yelling in rooms, stairwells or other areas of the hall is discouraged. Locate stereos, radio or speakers away from room windows and keep the volume at a reasonable level. Students should attempt a compromise with others in the hall if behavior interferes with courtesy hours. If an impasse occurs, students should contact a staff member.

Recycling
Maryville College has an on-going relationship with RockTenn for campus-wide, single-stream recycling. Recycling bins can be found inside each residence hall. The College encourages students to separate their recyclables and participate in this program. The main facility for this can be found behind Pearsons Hall at the large blue container.

Room Care
Student rooms may be personalized; however, students may not paint rooms, construct lofts, bunk beds, shelves, or dividers. Rooms must not be modified in a manner that is destructive of property, hazardous to the physical well-being of resident students or guests, or in violation of good taste as determined by the Resident Director. Students may not use putty or glue to secure items to the doors, walls or woodwork. Items may be nailed to walls that are not cinderblock provided they are no bigger than a finishing nail. Double-sided tape may be used provided that it’s a 3M product made for easy removal. Nothing should be taped or affixed to the ceiling. Doors that are wooden may only have items on half of the door. Objects should not hinder access to or from the room, nor movement within the room.

Standards of cleanliness are necessary for personal health, pest control, safety and prevention of property damage. Discarded food, unemptied wastebaskets, dirty floors, dirty bathrooms and
dirty clothes cause odors and attract insects. All residents are expected to keep rooms in a clean and undamaged condition. Only Underwriter’s Laboratory (U.L.) approved cords may be used. The use of extension cords and multiple plugs is hazardous. If an extension cord is needed, only one item may be plugged in. Overloading electrical circuits is a dangerous fire hazard. Students must limit the number and type of electrical appliances in their room and attach only one electrical cord to a single outlet to avoid overloading circuits. Multiple outlet plugs, when used, must have circuit breakers. Electrical cords or extension cords may go under doors as long the cord is not pinched by the door when closed.

No additional wiring should be added to the room. These are requirements of the College insurance carrier and local fire codes. Halogen lamps are not permitted in the residence halls. College staff conducts a health and safety inspection each month in each residence hall. Residents in violation of these standards will be subject to disciplinary action.

**Room Changes**
The Department of Residence Life assigns rooms and roommates to new students. During the spring, room selection for the following fall is conducted with priority based on class standing. Room changes can occur only after consultation with the RA, RD, Housing Coordinator, and counselor. However, if any of these individuals perceive a legitimate reason for changing rooms, they may speed up the process and room changes will be processed immediately. Unauthorized room changes carry a $25 fee. Room changes must be made within 48-hours of approval. Students who move more than once during a semester, unless for consolidation, will be charged $25.

**Room Consolidation**
If during the first six weeks of any semester, a student assigned to a double room is without a roommate, they will be provided the following options by the Housing Coordinator:

- The student may pay for a private room based on availability.
- The student may find a roommate within the allocated time period.
- The College may assign a roommate at the student’s request.

Students should begin looking immediately for a possible roommate. Residence Life will supply each student with a list of potential roommate candidates.

Students will not be required to move to another Residence Hall for the purpose of consolidation. However, a student is not precluded from changing Residence Halls in order to find a roommate. Students who ignore the process or decline to seek a roommate will be notified at the conclusion of the consolidation period that they will be charged for a private room, if available, or Residence Life staff will provide them with a roommate from the list.

**Room Entry**
College officials may enter a student’s room in the following circumstances:

- There is clear or apparent emergency such as fire, serious illness, injury, or where danger threatens persons or property.
- There is reasonable cause to believe that a violation of residence hall or College regulations is occurring, or
- There is a need to ascertain damage, maintenance needs or conditions potentially harmful to the safety and health of its occupants. For further information, see “Damage Assessment” in this chapter.
Room/Hall Inspection
Rooms and halls will be inspected for health, safety and maintenance conditions during each month by the Residence Life Staff. The College is not obligated to notify residents of such inspections; however, out of courtesy, every effort will be made to notify students in advance. Upon observance, any lobby or common area found to be unsanitary, excessively damaged, or unkempt will result in a $50 group fine and/or remedial action. Rooms found to be unsanitary and/or unkempt will result in a warning. The student will have 24-hours to clean the room. If upon further inspection it is still not clean, the student will be subject to disciplinary procedures that may include being moved to a new housing assignment and/or the cost to have the room cleaned.

Sales & Solicitation
Solicitation of funds, memberships, subscriptions and the sale of goods or services for the benefit of outside groups or for individual profit is not allowed in the residence halls or elsewhere on campus unless specifically approved by the Vice President and Dean of Students.

Satellite Dishes
Satellite dishes are not permitted on campus.

Storage
Davis, Gamble, and Copeland Halls are the only buildings that have storage available. Every effort is made to secure the storage areas; however, items are stored at the student’s own risk. The College is not liable for theft or damage to stored items or personal property in resident rooms. Residence Hall room furniture may not be put in storage. Couches, futons, carpet and other large furniture may not be stored. Items left in storage must have an approved storage tag provided by hall staff attached to the item.

Telecommunications
As of the summer of 2013 the College will begin phasing-out land-line based telephones in the residence halls. Students who still want/need to make phone calls are encouraged to look into the variety of options for internet-based communication (i.e. Skype, Face Time, etc.).

Trash
Trash may not be left on porches, in hallways, stairways or in common areas in Residence Halls, Court Street or Beeson Village.

Vending Machines
Vending machines are located near the lounge or kitchen area in each residence hall. Requests for refunds should be directed to the Residence Life Office, 865-981-8192, Bartlett 306. Tampering with vending machines will lead to disciplinary action.

Wellness Building
Gibson Hall has been designated as a wellness building. Alcohol (including empty containers), tobacco and illegal drugs are not allowed anywhere on the premises. Violations may result in the student being reassigned to another residence hall.
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 are described under General Education in this catalog. All students take a first year January course related to communication strategies 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 often takes place outside the conventional setting of a classroom, library, or laboratory and typically does not take place at a study desk. While mastery of information, understanding of expert opinion and cognitive learning are not ignored, effective change and growth is stressed. By exposing students 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 learners 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 learners’ sensitivity to social and physical surroundings and encourages them 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 students.
II. It is a kind of experience that students have not had before.
III. It requires students 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.
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.

GREAT SMOKY MOUNTAIN 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 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.

INTERNSHIPS

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

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.

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.

Students who participate in five different Mountain Challenge events may register to receive one (1) hour of PHR activity credit. Up to three (3) hours of PHR credit can be earned through Mountain Challenge and can fulfill the College experiential education requirement.

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
- Ropes Courses

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.

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 114 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.

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.

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, biochemistry, computer science, mathematics, and physics. Maryville’s own Undergraduate Science Education and Research Institute provides internship experiences for students in lab and field studies throughout the year.

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.

STUDENT LITERACY CORPS

Through the Maryville College Student Literacy Corps (MCSLC), students contribute to educational efforts in the greater community. Students may participate in the Student Literacy Corps in two ways – through a student organization and/or through a service learning class.
Literacy Corps class 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.

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.

Study abroad programs are offered through the Center for International Education. Detailed information on study abroad is found at http://www.maryvillecollege.edu/studyabroad or by meeting with the Director of International Education at the Center for International Education in International House.

Travel Study Programs
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 our January three-week class terms for study travel to locales in Europe, Asia, the Middle East, Africa, Central and South America. Students may apply for financial assistance.

Semester and Academic Year Study Abroad Programs
For more extended periods, Maryville College has partnered with other foreign institutions. Through such associations Maryville students can experience life and study on a university or college campus in many areas of the globe.

Maryville College maintains bilateral exchange partnerships and International Student Exchange Program (ISEP) exchange programs in 51 countries to over 160 overseas institutions. 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.

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. The majority of programs offer instruction in English; however, many programs also offer language study or full-immersion study in another language.
Summer Abroad
Summer Abroad programs (3-6 credits on average) give students the opportunity to study in a foreign country for a short period, often focusing on intensive language study or one field of study or one aspect of a country or culture. This is also a good option for students who are not able to study abroad during the regular academic year.

Internships Abroad
Maryville College works with several international organizations to place students in internship abroad programs. These programs are generally between 6-10 weeks in length and are offered in locations around the world during the summer. Internships abroad are generally unpaid, and are offered for academic credit. Students pay a program fee that covers placement, tuition and housing costs.

Planning, Eligibility & Application Process
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.

Students also may choose to study at foreign institutions with which Maryville College does not have a relationship; however, different policies and practices may apply. 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. More information on programs can be found on the Maryville College study abroad website http://www.maryvillecollege.edu/studyabroad and through the Center for International Education at International House.

Study Abroad Scholarships & Aid
Students on any Maryville College affiliated study abroad program are eligible to use FAFSA aid for periods abroad. Students are also eligible to use their merit aid for semester of year-long exchange programs, but not for ISEP-Direct or non-affiliated programs. In addition to a student’s regular financial aid package, Maryville students studying abroad on an affiliated program may apply for additional scholarship support through the Ragsdale International Scholarship or the Tuck International Study Award. Deadlines for each award occur each semester or each academic year for Maryville College sponsored trips scheduled for the following year.

Study Abroad Transfer Credit and Grades
The Center for International Education facilitates the pre-approval process for all study abroad programs and coursework. Credits earned through Bilateral exchange or International Student Exchange Program (ISEP) Exchange of ISEP-Direct semester and summer programs will appear on the Maryville College transcript as transfer credit, and grades earned will be calculated into the Maryville College GPA according to internationally recognized guidelines. Transfer credits earned through non-affiliated study abroad programs will appear on the Maryville College transcript, but grades will not calculate into the Maryville College GPA.
Maryville College is accredited by the Southern Association of Colleges and Schools’ Commission on Colleges to award Bachelor of Arts and Bachelor of Science degrees. The College’s partner institutions are not accredited by the Commission on Colleges, and the accreditation of Maryville College does not extend to nor include the partner institutions or their students. Although Maryville College accepts certain coursework from the partner institutions as transfer credit towards its degrees, or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer; even if it appears on a transcript from the partner institutions. This decision is made by the institution subsequently considering acceptance of such credits.

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.
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 Seminars (FYS 100 and FYS 110) serves as the first year advisor for most of the student’s first year. When a major is declared, usually in March of the first year, advising shifts to a disciplinary faculty advisor who often remains 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.

ACADEMIC INTEGRITY

Academic Integrity Policy

Truth and justice should be hallmarks of the academic community. Academic study involves a search for truth through critical evaluation of previous academic work. Effective teaching requires that the teacher be able to see the materials with which a student starts and, on the basis of the student’s results, judge the quality of the student’s effort and thought. Academic honesty is thus essential to effective learning. Any compromise of these moral cornerstones prevents an academic community and all of its members from being true seekers of wisdom. It is therefore very important for all members of the community to clearly understand the standards that define this collective search for wisdom. As the Maryville College Covenant declares, it is important for all students "to act with integrity in all interactions . . . to encourage and support . . . fellow students as they aspire to be honest in their academic endeavors."

Violations of Academic Integrity

Breaches of academic integrity include, but are not limited to, the following:

1. Cheating—this includes copying, or claiming as one’s own, the work of another student with or without his or her knowledge, and with or without subsequent revision; and the
use of any unauthorized notes, crib sheets, or other written or electronic aids in exams or quizzes. Cheating includes ghost writing, submitting under the name of one author written work that was done by another author.

2. **Plagiarism**—inadequately acknowledging intellectual debts, either intentionally or unintentionally, in written work. This includes failure to document facts, ideas, wording, or organization taken from a source. It includes what some people call “mosaic plagiarism” which involves paraphrasing too closely to the original wording, that is, providing documentation of the source but either not using quotation marks to indicate borrowing of the author’s wording, or altering the source’s wording but not its sentence structure. It also includes failure to acknowledge informal debts for helpful suggestions—acknowledgement such as professional scholars often make in a footnote or a prefatory statement (e.g. “I am gratefully indebted to Rita Johnson for suggesting this overall direction of inquiry”). The basic principle governing documentation is that anything—facts, ideas, wording, or organization—that is not common knowledge and is not original to the author should be documented. In doubtful cases, providing too much documentation is better than providing too little.

3. **Unauthorized collaboration**—any academic work on a specific assignment by more than one student without the prior approval of the instructor. Acceptable collaboration varies widely from professor to professor and from one assignment to another. Students must take responsibility to determine whether or not a collaborative effort is appropriate.

4. **Fabrication**—knowingly presenting false information in oral, written or artistic work, such as faked data in lab reports, falsified bibliographic citations, etc. It includes misrepresentation of academic records or credentials.

5. **Unauthorized multiple submission**—this includes simultaneous submission of the same piece of work in two courses without the prior approval of both instructors, as well as turning in any assignment for which one has already received credit, without the prior approval of the later instructor. The instructor receiving the later submission should have the opportunity to confer with the earlier instructor about the assignment and to determine whether the multiple submissions are appropriate.

6. **Abuse of academic materials**—destroying, losing, defacing or damaging intellectual resources that belong to someone else. Examples include defacing library materials; introducing viruses to college computers or erasing operational files from them; and abusing instructional tools, equipment, or materials.

7. **Electronic dishonesty**—this goes beyond plagiarism or fabrication from electronic sources. It includes inappropriate access to network files, accounts, or resources; knowingly spreading viruses; disabling computer hardware or software; software piracy; etc.

8. **Unauthorized alteration or forgery of documents and records**—this includes such things as forging an advisor’s signature or altering the information to which the signature is appended, altering an exam response and then requesting a review of the grade, or altering academic records.
9. **Facilitation of academic dishonesty**—knowingly helping someone else commit an act of academic dishonesty. This includes knowing of an instance of academic dishonesty and not disclosing it.

10. **Failure to secure IRB and/or IACUC approval for human and animal research**—research projects involving human participants and animal subjects are required by federal law to undergo review and approval by the Institutional Research Board (for human participants, including questionnaire surveys) and the Institutional Animal Care and Use Committee (for animal subjects).

It is the responsibility of all members of the Maryville College community—students, faculty, staff, and administration—to familiarize themselves with the violations defined above. Students should understand that they have a special responsibility to the community to uphold the standard of conduct for themselves and for their classmates. This includes a responsibility to help ensure that breaches of academic integrity do not remain undiscovered. Faculty must accept the unique responsibility that they have for clearly defining, in course syllabi and assignments, the parameters of legitimate collaboration and any other areas in which the boundaries of academic integrity may be unclear. The administration has a responsibility to assist in the fair and timely implementation of standards and sanctions.

**Procedure**

If a teacher has information leading to a reasonable opinion that there has been an incident of academic dishonesty, the following procedures shall be followed:

1. The teacher should confer with his or her academic division chair (or some other trusted colleague if the teacher is also the division chair);

2. If both agree that the evidence establishes with certainty that academic integrity standards have been violated and if they agree on the extent of the offense, the teacher may proceed to assign without further process a grade penalty on the assignment, a penalty proportioned to the severity of the offense and not exceeding a grade of zero on the assignment. The teacher will place on file in the Registrar’s Office a letter of censure recording the offense along with relevant documentation. Such a letter will not become part of the student’s permanent academic record, but will be available during the student’s time at the college to any faculty member who may later inquire whether the student has previously been found guilty of academic dishonesty. Before assigning a penalty, the teacher should check to see whether any prior letter of censure exists. If there is one letter of censure already on file, action is at the discretion of the faculty member who may either assign penalty or refer the case to the Academic Integrity Board (AIB). If two letters are already on file, the teacher must refer the case to the AIB. At such time, the Registrar will initiate the preliminary procedures specified below. The teacher must discuss with the student the offense and the penalty, informing the student of his or her right to appeal the decision and the penalty to the AIB. If the student does appeal to the AIB, the student should notify the Registrar's Office of the appeal, and the Registrar's Office should withhold the letter of censure from the file pending the outcome of the appeal;

3. If the teacher and the academic division chair (or other trusted colleague) finds that either the severity of the offense calls for a penalty greater than a zero on the assignment, or the evidence fails to establish with certainty the suspected student's guilt or the extent
of the offense, then the teacher must confer with the student, who will be confronted with the charge. If the student admits guilt, the teacher will place a letter of censure with relevant documentation on file in the Registrar’s Office and may assign without further process one or more penalties from among the following:

1) a grade penalty on the assignment
2) zero on the assignment
3) a failing grade in the course.

The teacher should inform the student of his or her right to appeal the sanction to the Academic Integrity Board. If the student does not admit guilt, the teacher may drop the matter or may refer the case to the AIB. Any case in which the teacher seeks a penalty beyond a letter of censure and a failing grade in the course (e.g. community service, suspension, or expulsion) should be referred to the AIB;

4. In a case of plagiarism or faulty documentation involving a student who has not yet taken Advanced Composition (CMP: 130) with its discussions of plagiarism and documentation, the teacher may, upon adequate establishment of the student's guilt as outlined above, opt to provide the student an opportunity to correct or to redo the assignment either with or without penalty for the sake of the student's learning the requirements of correct documentation. This leniency of procedure applies only to students who have not been informed of the requirements of academic integrity as taught in CMP: 130.

5. If the academic division chair (or colleague) does not believe that the evidence warrants pursuit of the case, the teacher is still free to discuss the matter with the student and to refer the case to the Academic Integrity Board, but the teacher must not peremptorily assign a penalty;

6. Any member of the College community wishing to refer a case to the Academic Integrity Board must notify the Registrar, who will notify the other parties involved, request from them for safekeeping any physical evidence connected with the case, and notify the AIB chair.

Academic Integrity Board

Purpose and Jurisdiction

The Academic Integrity Board (AIB) investigates and adjudicates cases of alleged academic dishonesty involving college courses or library use.

Membership

The Board will be composed of three faculty members and two students, and is to be constituted early in the fall term each year. The Vice President and Dean of the College will call an organizational meeting.

The faculty members will be those who have completed a term on the Academic Life Council (ALC) in the previous two years. If there are four such persons, three will be selected by lot and the fourth will serve as an alternate who will replace a faculty member who is unable to serve on a particular case. If an additional alternate is needed, priority will be given to the
current ALC member representing the same constituency as the person to be replaced. If that person cannot serve, or is otherwise disqualified, another faculty member of ALC will be selected by lot.

The student members will be the two students with the longest service on ALC. The third student will serve as alternate.

The Board’s tenure shall be from the beginning of the academic year up to the beginning of the next academic year. Cases held over from the previous academic year become the responsibility of the newly constituted Board.

For hearings, a quorum will consist of three faculty and two student members.

**Officers**

Chair: When the Board is convened in the fall, one of the faculty members will be chosen as chair.

Investigator/presenter: The Board will appoint one of its members as an investigator/presenter (non-voting) for each case. An appropriate alternate member of the AIB, either student or faculty, will substitute for the presenter in hearing the case.

Secretary: The Board will appoint a secretary who will prepare a written record of the proceedings in each case, and prepare written notices of charges, hearings, verdicts, sanctions, appeals, etc. The secretary may not simultaneously serve as investigator/presenter in any case.

**Preliminary Procedures**

If alleged academic dishonesty is referred by a teacher to the Academic Integrity Board, the teacher shall notify the Registrar, who will notify the accused student, request from both parties for safekeeping any physical evidence connected with the case, and notify the AIB chair.

If academic dishonesty is detected by someone other than the teacher, the following procedures will be followed:

1. The person will notify the Registrar and pass on all physical evidence for safekeeping.
2. The Registrar will notify the chair and the teacher involved.
3. The chair will meet with the person reporting the alleged academic dishonesty to obtain information about the charge.

On receiving notification of the case from the Registrar and following conference with the teacher or person reporting the case, the chair will take the following actions:

1. Appoint one member of the AIB to serve as investigator/presenter (non-voting) for the case;
2. Schedule a hearing and inform the accused and the accuser of the charge and the time and place of the hearing;
3. The hearing will be scheduled as soon as possible after the offense is detected, unless mitigating circumstances (e.g., study abroad) require a delay. In no case should an initial hearing take place more than one year after the offense is detected;
4. The appropriate parties will be notified at least 24 hours prior to the hearing.

**Conduct of the Board**

Every member of the Board has the right and responsibility to speak and vote freely. It is the responsibility of each voting member to vote “aye” or “nay” on a motion of verdict or sanction. It is the responsibility of all parties involved in the proceedings to maintain confidentiality of the proceedings. A member of the Board shall disqualify himself or herself in a particular case if he or she is unable to maintain impartiality. Any member who so disqualifies himself or herself shall not be present in any capacity other than that of witness, accuser, accused, or advisor to the accused.

No member will disclose to anyone other than members of the Board the degree of harmony or unanimity of the Board or the opinions or votes of any members of the Board.

The record of Board meetings will be available only to:

1. The accused and his or her advisor
2. Members of the Academic Integrity Board
3. Vice President and Dean of the College
4. President of the College
5. Vice President and Dean of Students

The secretary will report in writing the results of a hearing to the campus newspaper editor, including only:

1. Charge (excluding the name of the accused)
2. Nature of the evidence
3. Sentence
4. Rationale for the sentence

**Rights of the Accused Student**

1. Notice of charges will be received by the accused as soon as possible after the offense is detected;
2. The student may be assisted by any advisor of his or her choice from the College community. At the hearing said advisor acts only as a consultant and may not address the hearing;
3. The student may decline to testify and may have witnesses in his or her behalf at the hearing;
4. The student may challenge for bias any member of the AIB. The AIB (excluding the challenged member) will rule on any challenge;
5. The student may request an open hearing from the AIB chair no less than 24 hours in advance;
6. During the appeal period, the student may read the record of the hearing.
Hearing Procedures

Only AIB members, the accuser, the accused, and the advisor to the accused will be present at the hearings, unless an open hearing has been scheduled.

Any student referred to the Board must appear at the time set for the hearing. If a student fails to appear without justifiable reason, the case will be heard in absentia.

The AIB chair may recess the hearing at any time for any reasonable purpose.

The Order of Hearing will be as follows:

1. The chair will introduce the accused student and the AIB members;
2. AIB members may be challenged by the student for bias. Any challenge is deliberated by the AIB in private, and either sustained or denied. If the challenge is sustained, the hearing will be reconvened when an alternate AIB member is available;
3. The presenter states the charge;
4. The accused enters a plea;
5. Evidence in support of the charge is presented in the presence of the accused;
6. Witnesses in support of the charge testify in the presence of the accused and answer questions by the accused;
7. The accused presents a statement in the presence of the accuser;
8. Evidence in support of the accused is presented in the presence of the accuser;
9. Witnesses in support of the accused testify in the presence of the accuser and answer questions by the accuser;
10. The accused, the accuser, or Board members may seek clarification of evidence or reexamine any witness;
11. Board members will deliberate. The Board shall utilize the concept of precedent; however, the specific circumstances of the case shall also bear on the outcome. The Board determines a verdict (guilty, not guilty, or insufficient evidence) and any sanction(s) to be imposed;
12. The chair informs the accused of the verdict and sanctions. If the student is deemed guilty, the chair advises the accused of the right to appeal. Written notice of verdicts and sanctions are prepared by the Secretary;
13. Sanctions are reported to the Vice President and Dean of the College.

Sanctions

A student found guilty of academic dishonesty shall receive a sanction or sanctions deemed appropriate to the offense. Sanctions may include, but are not limited to, a formal letter of censure, a requirement to perform community service on or off the campus, a grade of “F” on the assignment in question, dismissal from the course with a grade of “F,” suspension, or expulsion from the College. The AIB will be guided by precedent in determining sanctions.

When a verdict of guilty is reached, a record of the offense, the sanctions, and the proceedings shall be kept permanently in the Registrar’s office in a file that must remain separate from the Permanent Academic Record.
Appeals

The Vice President and Dean of the College shall have the responsibility to hear appeals of decisions of the Academic Integrity Board.

Appeals must be made in writing to the Office of the Vice President and Dean of the College not more than 10 days after the conclusion of the hearing. Bases for appeal include the following:

1. Faulty procedure
2. Lack of sufficient evidence
3. Excessive sanctions
4. New evidence

AUDITING A COURSE

A full-time student is permitted to audit one course each semester without additional charge. Adding a course as an audit or changing enrollment from credit to audit must take place within the first week of the semester and permission of the instructor is necessary. The audit does not count toward graduation requirements, but 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.

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. 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.

CLASS SCHEDULE

During the regular semester, 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. January term classes usually meet for three hours Monday through Friday during the three-week session. Summer classes meet on a varied schedule during the three week session, the five week session, of the full 11 week session.
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.

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 12 hours is required for full-time status and the maximum load is 18 hours in a semester. Within the semester, overload charges will be assessed for each credit hour over 18 (See the section Admissions and Financial Aid in this Catalog).

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 College 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 50 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
- College Algebra-Trigonometry
- General Biology
- General Chemistry
- Principles of Management
- Introductory Accounting
- 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
- College German-levels I & II
- College Spanish-levels I & II

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.
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.

EXAMINATION POLICY

Grading and assessment procedures for individual courses are stated in the course syllabus. The individual faculty member is free to decide what means are appropriate for assessing student achievement during a semester: quizzes scheduled whenever useful, term papers, written and oral reports, discussion assignments, course projects, examinations, etc. The instructor may also weigh these measuring devices in any fashion that is fair and clearly communicated to students in course syllabi.

The last week of each semester is the final examination period. During this period, the usual daily schedule is not followed; instead, each course meets at one of three exam times on the day designated by the Registrar: 9:00 a.m., 1:00 p.m., or 3:30 p.m. If a final examination is to be given it must be held at the assigned time. How much of that two hour block of time is used and the method of the end-of-term evaluation are left to the discretion of the individual instructor, but students should be informed on these matters well in advance, preferably in the course syllabus. Students who have three final examinations scheduled on the same day may request and arrangements may be made with one of the instructors for one examination to be rescheduled. Arrangements are made with the course instructors with the assistance of the Associate Dean if necessary.

The schedule for the examination period is prepared with an eye to avoiding conflicts for students. Since using any time other than that designated for a particular class is likely to create such conflicts, close adherence to the schedule is expected.

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.
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.

GRADE NOTIFICATION

Grades are available to students at the end of each term via 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.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
</tr>
<tr>
<td>F</td>
<td>Failed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</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>
</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 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:

- **I 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.

- **W Withdrew** - 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.

**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.

**LATE ENROLLMENT**

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.

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, 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.

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>
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, physical education activities courses, studio art, applied music or the Life Enrichment Program.

PROGRESS REPORTS - THREE AND SIX-WEEK

During the third week of the semester for all 100 level courses and the sixth week of the semester for all classes, the Learning Center staff invites faculty members to submit a 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.

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

WITHDRAWAL

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:

1. The student’s medical condition developed or became more serious during the semester in question.
2. The medical condition is significant to the point that it is the primary reason the student cannot attend classes and/or complete required work.
3. 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:

1. The request is made before the last day of classes (before the examination period) in a given semester.
2. 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.

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 Composition 130 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. Ordinarily, 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, except for portfolios related to cross-cultural experience with permission of the International Programming Committee. Contact Bruce Guillaume at 981-8126.

Under certain circumstances and conditions it is possible to earn more than one study abroad-related portfolio credit in a cross-cultural experience. These circumstances include credit for an embedded study abroad program or a cross-cultural project that takes place during any academic session that students study abroad. Contact Kirsten Sheppard at 273-8991.

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**

Students have the opportunity to gain practical experience in their major field of study through an internship. 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, and include opportunities abroad. Normally, internships are pursued for academic credit, but academic divisions, the Center for Calling and Career, and the Center for International Education can also assist students in arranging post-graduate or other non-credit opportunities. Credit earned for internships is usually allocated in proportion to the scope and duration of the experience. While some major fields generally restrict enrollment in internships 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 internship site 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 internship site supervisor.

Students may enroll in internships in the fall, spring, or summer terms. Although tuition or a fee is required for all such experiences to be listed on the transcript, summer internship tuition is discounted. Students must register for the courses prior to the internship 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 internships is described below.

**Internships**

Internship experiences (courses numbered 337) are allotted 0 to 15 credit hours and are intended to give students significant practical experiences in a work, service, or research setting. Available in most majors, they are graded on a Satisfactory/Unsatisfactory basis. Internships done to complete a major requirement must meet the required credit hours specified for that major. Depending on the time commitment and credit hours allotted to it, students are allowed to enroll in other College courses during the internship. Divisional guidelines for internships vary, but for each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. Internships done for 0 credit hours can only be done once and must be done for the sake of completing the significant practical experience as part of Maryville College Works. Furthermore, the 0 credit option requires a minimum of at least 45 hours of approved activity and the duration should normally occur over a minimum of three weeks.
Application and Approval Processes
A. All application, approval, supervisory, and evaluation forms are available on the Maryville College Works Tartan Site.
B. The initial typed application for an internship is to be submitted to the department/division chair no later than the tenth week of the semester preceding the proposed experience.
C. The application must include:
   1. The credit hour value proposed for the experience;
   2. The name of the Maryville College faculty supervisor;
   3. The name, work address and phone number of the internship site supervisor;
   4. The site address of the experience.
   5. A two to three page (typed, double-spaced) statement in which the student explains:
      • the content of the internship 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.
   6. A brief written statement from the internship site 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 and must be signed by the site supervisor.
D. 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:
   1. The application must be complete when submitted, including an agreed upon set upon evaluation criteria and procedures;
   2. The student must have demonstrated a highly responsible work ethic;
   3. The internship must provide a significant practical experience.

Student Responsibilities
1. Regularly reports progress to the faculty supervisor,
2. Follows all guidelines of the internship site supervisor,
3. Adheres to all other guidelines and stipulations specified in the approved application.

Supervisor Responsibilities

The 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 internship site supervisor periodically to monitor student progress,
4. Evaluates performance and materials based on the evaluation criteria and on the assessment of the site supervisor, and assigns the final grade.

Internship Site 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 student’s progress;
4. Completes mid-term and final evaluation forms provided by the faculty supervisor.
**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 site supervisor. Once the internship is completed, the faculty supervisor reviews all required materials and issues the grade.

**Termination**
The internship can be immediately terminated for cause upon request of either the site or faculty supervisor with the approval of the division chair.

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

- **Subject area**: 18 hours (in one subject area)
- **Related subject area**: 12 hours
- **Senior Study**: 6 hours

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 (orientation and training) and three hours of community-based tutoring per week. For three credit hours, the student completes one class hour and six tutoring hours per week. 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 three 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 15 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 his 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, students must complete the Maryville College Works program as well as pass the English proficiency examination and a comprehensive examination in the major field.

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, 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.
MARYVILLE COLLEGE WORKS

Maryville College is committed to enhancing student learning through implementation of Maryville College Works: Bridging College to Career. Referred to as MC Works, the goal of the program is to prepare students for lives of engaged professionalism by challenging them to investigate and explore future professional opportunities within the framework of the liberal arts tradition. Prominent features of the program are its emphasis on vocational discernment and career development and preparation as well as completion of a significant practical experience. These planned experiences may take the form of an internship, an approved semester of study abroad, an appropriate Senior Study, a semester of student teaching or another approved format.

The program focuses on three over-arching student learning outcomes:

1. Students will acquire the knowledge to complete a personal vocation and career preparation and completion plan
2. Students will participate in a significant practical experience
3. Students will articulate how their educational experience and their significant practical experience apply to their professional opportunities

Students who transfer at least 45 credit hours are exempt from the requirement as are students completing dual degree programs in Biopharmaceutical Sciences, Biological Sciences with a Pre-Veterinary Tract, Nursing, and Engineering. These students may voluntarily participate in any or all program elements.

The means by which the student learning outcomes are addressed and achieved are integrated into an incremental and cohesive program spanning four years that includes first-year seminars, disciplinary professional development courses, academic and career advising, learning modules related to career preparation, and a capstone reflection essay.

Specific requirements for the program include:

- Completion of a career-related career assessment and discussion of results with advisor
- Development of a graduation plan
- Planning and engaging in a significant practical experience
- Completion of career readiness educational program
- Submission of a final written reflection

Upon satisfactory completion of all elements students are awarded one credit hour toward graduation requirements.

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 department 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:

1. A three-credit-hour January experiential education course in the sophomore or junior year
2. Three credit hours (15 events) of Mountain Challenge (PHR125, 126,127)
3. A period of study abroad approved by the International Programming Committee
4. Three credit hours of Literacy Corps
5. 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. Initial placement in mathematics is based on students’ ACT/SAT Math score and/or transcript. Students may choose to review appropriate mathematical material (study resources are provided upon request) and complete a math placement assessment to improve their placement. The assessment may indicate the need for required remedial work in Fundamentals of Mathematics (MTH 105) before continuing in college-level mathematics
or statistics. This course prepares students for college-level work and offers three institutional credits for satisfactory completion; the credits do not count toward the minimum needed for graduation. Regardless of the results of the math assessment, Maryville College grants elective credit for credits earned in the mathematical sciences through dual enrollment, AP, or IB.

2. A placement assessment in writing may be taken by any student bring Advanced Placement or dual enrollment credit in English composition to determine whether the student’s skill level justifies exemption from Composition 110 or 130 or both. Regardless of the results of the writing assessment, Maryville College will grant elective credit for dual enrollment credits, IB credit, or AP credits earned in composition (an AP exam score of 4 or 5 grants three credit hours).

3. All students are required to take a foreign language placement assessment unless fewer than 2 years (3-4 semesters) of the chosen language was completed in high school. In this case, the student may enroll in FLN 110 (SPN, FRN, GER, JPN, CHN, or ASL). Students with language proficiency developed through other means, including native proficiency, are encouraged to complete the assessment. The results of the placement assessment may qualify a student from exemption from the foreign language requirement. However, placements are binding and students may not enroll in a level lower than that into which they are placed unless an exception is approved by the language coordinator or the division chair. Regardless of the results of the placement assessment, Maryville College will grant elective credit for dual enrollment credits, IB or AP credits earned in any modern, spoken foreign language (an AP exam score of 4 or 5 grants three credit hours).

4. Students desiring to enroll in Chemistry will complete a placement assessment to determine initial placement in Chemistry 111: Fundamentals of Chemistry or Chemistry 121: General Chemistry.

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. In the B.A. and the B.S., the major may not require more than 50 hours in a single discipline (i.e. a single three-letter course designation). The B.A. involves a maximum of 56 hours in all major and related subjects. The teacher licensure track within some majors may exceed the 56-hour limit because of the addition of professional courses. The B.S. involves a maximum of 70 hours in major and related courses. For an individualized major, possible only with the B.A. and B.S. degrees, 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
Biochemistry
Biological Sciences with a Pre-Veterinary Sciences Track/Veterinary Medicine
Biology*
Biopharmaceutical Sciences
Business & Organization Management
Chemistry*
Child Development and Learning*
Computer Science
Computer Science/Business
Counseling (See Track in Psychology)
Design
Economics*
Engineering
English*
Environmental Studies  
Finance/Accounting  
Health Care (Nursing)  
History*  
Human Resource Management  
International Business  
International Studies  
Management  
Marketing  
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  
Biochemistry  
Exercise Science  
Neuroscience  

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.

**B.A./Pharm.D. Biopharmaceutical Sciences/Pharmacy**
The cooperative, dual-degree in pharmacy normally involves three years at Maryville College and four years at the College of Pharmacy at the University of Tennessee Health Sciences Centers in Knoxville and Memphis. The B.A. in Biopharmaceutical Sciences is received from Maryville College after successful completion of the first year of pharmacy school. Further information is available in the course listings section of this catalog under Biopharmaceutical Sciences/Pharmacy.

**B.A./D.V.M. - Biological Sciences with a Pre-Veterinary Sciences Track/Veterinary Medicine**
The program of study leading to the Bachelor of Science degree in Biological Sciences with a Pre-Veterinary Sciences Track from Maryville College and to the Doctor of Veterinary Medicine degree from the University of Tennessee College of Veterinary Medicine consists of three academic years at Maryville followed by four academic years at UTCVM. Further information is available in the course listings section of this catalog under Biological Sciences with a Pre-Veterinary Sciences Track/Veterinary Medicine.

**MINORS**

While there is no requirement to do so, any student may elect to complete one or 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
- Business
German*
Japanese
Medieval Studies
Statistics

*Teacher licensure track available.
PROGRAMS OF STUDY

The College’s major and minor programs and subject listings 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 Listing

Accounting  
American Sign Language and Deaf Studies  
American Sign Language-English Interpreting  
American Studies  
Appalachian Studies  
Art  
Biochemistry  
Biological Sciences with a Pre-Veterinary Sciences Track/Veterinary Medicine  
Biology  
Biopharmaceutical Sciences  
Business  
Chemistry  
Child Development and Learning  
Chinese  
Counseling  
Computer Science  
Dance  
Design  
Economics  
Education  
Engineering  
English  
English as a Second Language  
Environmental Science  
Environmental Studies  
Exercise Science  
Finance/Accounting  
Foreign Languages  
French  
German  
Health Care/Nursing
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 58 credit hours. 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 first-year and senior experiences that provide coherence along with solid beginnings and a clear culmination to the liberal arts experience,
› An integrated and sequenced set of vocational development activities and experiences.

**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.

First Year Seminar 100 or Transfer Orientation 120
First Year Seminar 110
First Year Seminar 120
Composition 110<sup>a</sup>
Composition 130
Biblical Studies 130<sup>h</sup> or 140<sup>h</sup>
Statistics 120<sup>b</sup>
Foreign Language 110, 120<sup>ac</sup>
Western Civilization 180 or 190<sup>h</sup>
Fine Arts 140<sup>d</sup>
Literature 270 or 290<sup>h</sup>
Natural Science 150<sup>e</sup>
Natural Science 350 f
Social Science 260 g
World Cultures 370
Experiential Education Requirement i
Senior Seminar 480 g
Ethics 490 j

Notes on special conditions:

a Placement examinations may permit placement beyond this course.

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

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 biochemistry, biology, biology for teacher licensure, chemistry, environmental studies, exercise science, health care/nursing, mathematics, mathematics for teacher licensure, neuroscience, physical education, physical education/health for K-12 licensure, pre-engineering, psychology, or of students with a minor in biology or chemistry.

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

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 or the Biopharmaceutical Sciences degree. Transfer students with at least 60 hours of transfer credit are exempt.

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

Associate Professor Jenifer Greene, Chair, Division of Social Sciences  
Associate Professor Rebecca Treadway, Coordinator

A **Major** is available in **Finance/Accounting**, (Refer to that heading in this Catalog).

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 and required completion of 19/20 credit hours. Required courses include:

- BUS 215: Principles of Accounting (3 hrs.)
- BUS 316: Management Accounting (3 hrs.)
- BUS 365: Financial Reporting and Analysis (3 hrs.)
- BUS 366: Advanced Financial Reporting (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 attend 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.

The minor in Accounting is not open to students majoring in Finance/Accounting.

American Sign Language & Deaf Studies

Professor Kathie Shiba, Chair, Division of Behavioral Sciences  
Associate Professor April Haggard, Coordinator

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.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Develop a language foundation that promotes growth and flexibility through courses taught by Deaf, native ASL users
2. Incorporate facial signals to convey grammatical information while signing
3. Demonstrate conversational skills, such as turn taking, discussion of culturally-appropriate topics, and leave taking, while relating simple experiences and events
4. Communicate well enough to establish and maintain social relationships with d/Deaf persons
5. Function comfortably in a wide variety of situations in the Deaf community
6. Show awareness of and respect for Deaf culture
7. Demonstrate cross-cultural adjustment skills
8. Translate from English to proper ASL syntax

**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 337: Internship (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.

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**American Sign Language-English Interpreting**

**Professor Kathie Shiba, Chair, Division of Behavioral Sciences**

**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 goal of the program is to prepare graduates for entry-level professional interpretation and transliteration assignments between ASL and spoken English, contact varieties, and English-influenced sign forms and Spoken English, respectively.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Pass the National Association of the Deaf (NAD)-Registry of Interpreters for the Deaf (RID), Inc. written test
2. Interpret between ASL and spoken English at professional job entry level
3. Transliterate with language matching between the English-influenced sign form, often called “Conceptually Accurate Signed English”, and spoken English at professional job entry level
4. Demonstrate and apply knowledge of interpretation and transliteration process models
5. Demonstrate ability to analyze their own and others’ work and to provide diagnostic feedback
6. Demonstrate knowledge and application of the RID Code of Professional Conduct to their work and decision making as interpreters
7. Demonstrate knowledge of and thoughtful response to current issues in the interpreting field
8. Demonstrate familiarity with Deaf culture and be able to interact appropriately in non-oppressive ways with Deaf and deaf people, including collaborative problem-solving and dialogue team skills regarding interpreting assignments, and appropriate means of assessing Deaf and deaf individuals’ language preferences, hearing clients’ diversity and language preferences; assessing whether cultural adjustments are needed in the situation, application of intercultural communication, and assessing the expected text in its context, and assessing the overall situation
9. From the point of an interpreting assignment request, be able to determine what would be necessary to appropriately complete the assignment, negotiate for what is needed, such as time to prepare, materials, pre-meetings with clients, etc.; the expected and actual demands and controls, whether to accept or decline the request, show familiarity with and ability to apply to scenarios the “NAD-RID National Interpreter Certification Test Outline Tasks and Knowledge and Skill Statements”
10. Differentiate between the pathological-medical model and the linguistic-cultural model of Deaf and deaf people, including diversity and multilingual-multicultural mediation
11. Show knowledge and application of types of interpreting, such as team, both with Deaf and hearing interpreters, working with an advocate, deaf-blind tactile, video relay services interpreting (VRS), video remote interpreting (VRI), telephone, and oral
12. Demonstrate knowledge and application of physical factors which influence interpreting, such as microphones, room design and arrangement, lighting, distance, audiovisuals, and VRS and VRI
13. Be familiar with settings in which interpreters work, such as medical, educational, legal, VRS/VRI, and performing arts, and with some basic specialized ASL and English vocabulary in each
14. Demonstrate willingness and ability to advocate for themselves as interpreters and for the interpreter role
15. Demonstrate understanding of the role of an ally and ability to be Deaf and deaf people’s ally
16. Demonstrate understanding of the role of a Deaf advocate and how to work with this advocate when interpreting

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.)
- AEI303: 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. Internship 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

**Professor Sam Overstreet, Chair, Division of Languages and Literature**
**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.)
- PLS122: 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

Associate Professor Nancy Locklin-Sofer, Interim Chair, Division of Humanities
Associate 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 Internship courses (designated 337) may satisfy requirements of the minor.

Art

Associate Professor William Swann, Chair, Division of Fine Arts
Professor Carl Gombert, Coordinator

The Maryville College Art Department strives to prepare students for lifelong intellectual and emotional engagement with the study and practice of art. The purpose of the art program is to introduce, encourage and strengthen skills, attitudes and knowledge that enable students to become creators, caretakers and advocates of the arts. The Art Department is an academic community committed to challenging students with a stimulating program of study that balances individual instruction, cooperative learning and independent research. For Art Majors and Art Minors, the art curricula complements broad knowledge grounded in the liberal arts tradition with specialized expertise in the students’ chosen field. For all students, the curriculum
embraces the belief that art both enriches and is enriched by its interconnectedness with other areas of human endeavor. Students successfully completing the program of study will have achieved the following learning outcomes:

1. Exhibit high standards of scholarship, creativity and integrity
2. Demonstrate a broad knowledge of diverse styles, genres, media as well as technical and aesthetic proficiency in at least one medium.
3. Show a commitment to and self-critical awareness of their own work.
4. Understand major art historical movements and the broad historical and cultural contexts in which they occurred.
5. Demonstrate understanding of key aesthetic, ethical and technological issues that inform contemporary debate in the arts.
6. Make and defend informed judgments concerning historical and contemporary works of art.
7. Express sufficient understanding of the art world and how it works to enable effective participation

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

- 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 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.)
- Six additional courses in studio art

A minimum of 12 credit hours must be taken in a single area of concentration selected from photography, painting, drawing or ceramics. None of the required courses listed above, nor ART 337 may count toward this studio requirement. Students are required to prepare and present to the public a portfolio of their work.

The **Minor in Art** consists of 15 credit hours and includes the following:

Either of the following courses:
- ART 102: 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 other than the following:
- ART 123: Design 1 (4)
- ART 223: Design 2 (4)
- ART 323: Design 3 (4)

The Minor in Art is not open to students majoring in Design.
Biochemistry

Associate Professor Jerilyn Swann, Chair, Division of Natural Sciences
Associate Professor Angelia Gibson, Coordinator

Two degree options are available to students in biochemistry.

Students successfully completing either program of study will have achieved the following learning outcomes:

1. Demonstrate knowledge of basic terminology, concepts and graphical/quantitative analysis in biochemistry
2. Summarize and interpret the primary biochemical literature
3. Acquire and apply a set of basic laboratory data-acquisition, analysis, and presentation skills
4. Formulate scientifically significant questions and work toward their resolution using traditional biochemical laboratory and/or computational methodologies
5. Design and execute an in-depth research project, and successfully communicate the results verbal and written forms

The Bachelor of Arts Degree in Biochemistry consists of 55 hours in biology, chemistry, and related courses 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: General Chemistry I (4 hrs.)
- CHM 122: General 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.)

Either set of following courses:
- BIO 299: Biology Research Methods (1 hr.) and BIO 351-352: Senior Research Project (6 hrs.)
  - or
- CHM 399: Research Seminar (1 hr.) and CHM 351-352: Senior Research Project (6 hrs.)

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

The Bachelor of Science degree in Biochemistry consists of 69-70 hours in biology,
chemistry, and physics. The Bachelor of Science degree in Biochemistry is designed to prepare students for graduate school, pharmacy school, or professional work in the pharmaceutical or biotechnology industry. The major in biochemistry is not open to students majoring in either Biology or Chemistry. The minors in Biology or Chemistry are not open to students majoring in Biochemistry.

Required coursework includes:

- CHM 121: General Chemistry I (4 hrs.)
- CHM 122: General 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 391: Physical Chemistry II (4 hrs.)

Either set of following courses:

- BIO 299: Biology Research Methods (1 hr.) and BIO 351-352: Senior Research Project (6 hrs.)
- or
- CHM 399: Research Seminar (1 hr.) and CHM 351-352: Senior Research Project (6 hrs.)
- BIO 115: Principles of Cellular Biology (4 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
- PHY 201 and 202: General Physics I & II (4 hrs. each)

Either of the following courses:

- CHM 264: Analytical Chemistry (4 hrs.)
- or
- CMH 365: Instrumental Methods (4 hrs.)

At least three credit hours chosen from the following courses:

- BIO 301: Cell and Tissue Biology (4 hrs.)
- BIO 355: Microbiology (4 hrs.)
- BIO 357: Immunology (3 hrs.)

Either of the following courses:

- BIO 412: Animal Physiology (4 hrs.)
- or
- BIO 414: Developmental Biology (4 hrs.)

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.

The **Minor in Biology** and the **Minor in Chemistry** are not open to students who major in either biochemistry degree.
Biological Sciences with a Pre-Veterinary Sciences Track

B.S.: Maryville College and D.V.M.: University of Tennessee College of Veterinary Medicine - Senior Year in Absentia.
Associate Professor Jerilyn Swann, Chair, Division of Natural Sciences
Associate Professor Jennifer Brigati, Coordinator

The program of study leading to the Bachelor of Science degree in Biological Sciences with a Pre-Veterinary Sciences Track from Maryville College and to the Doctor of Veterinary Medicine degree from the University of Tennessee College of Veterinary Medicine consists of three academic years at Maryville followed by four academic years at UTCVM. This program offers an alternate track for earning a B.S. from Maryville College in which requirements for the senior year of study are completed at UTCVM as part of the first year of veterinary school. All general education, major, and major-related courses specified to be taken at Maryville College must be completed by the end of the junior year at Maryville College. During the junior year, the student makes application to the UTCVM; admission is determined by the UTCVM. Students admitted to the UTCVM Doctor of Veterinary Medicine program can be awarded the B.S. in Biological Sciences with a Pre-Veterinary Sciences Track upon completing enough hours at UTCVM to bring the total in the program to 128, including Clinical Correlations & Ethics I & II, Application Based Learning Exercise I & II, and at least 17 hours in Anatomy, Physiology, Infection & Immunity, and/or epidemiology.

Any student interested in pursuing the dual-degree option in Biological Sciences with a Pre-Veterinary Sciences Track is urged to consult the Dual-Degree Coordinator in the Division of Natural Sciences as early in the first year as possible. The program consists of 105 semester hours completed at Maryville College, including a total of 63 hours of science courses (Biology, Chemistry, and Physics) and 42 hours in general education credits. The program is highly structured and most of the courses are part of a sequence; thus, 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.

The Bachelor of Science degree in Biological Sciences with a Pre-Veterinary Sciences Track consists of 63 hours in biology, chemistry, and physics at Maryville College, with additional hours completed at UTCVM. Required coursework includes Biology 113, 115, 221, 301, 355, 412; Chemistry 121, 122, 223, 224, 316, and 416; Physics 101 and 102 or 201 and 202; a professional seminar class in biology or chemistry (Biology 299 or Chemistry 399); and the senior study sequence in either Biology or Chemistry (Biology 351 and 352 or Chemistry 351 and 352). The Bachelor of Science degree in Biological Sciences with a Pre-Veterinary Sciences Track is designed to allow students to complete the required courses for admission to veterinary school in three years. A minor in Biology or Chemistry is not open to students majoring in Biological Sciences with a Pre-Veterinary Sciences Track.

Students successfully completing the program of study will have achieved the following learning outcomes:
1. Demonstrate knowledge of basic terminology, concepts, and graphical/quantitative analysis in biochemistry
2. Summarize and interpret the primary biochemical literature
3. Acquire and apply a set of basic biochemical laboratory data-acquisition, analysis, and presentation skills
4. Formulate scientifically significant questions, and work toward their resolution using traditional biochemical laboratory and/or computational methodologies
5. Design and execute an in-depth research project, and successfully communicate the results in both verbal and written form

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 301: Cell and Tissue Biology (4 hrs.)
   BIO 355: Microbiology (4 hrs.)
   BIO 412: Animal Physiology (4 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.)
   CHM 316: Fundamentals of Biochemistry and Molecular Biology (4 hrs.)
   CHM/BIO 416: Advanced Topics in Biochemistry and Molecular Biology (4 hrs.)

Either of the following courses:
   PHY 101 and 102: College Physics I & II (8 hrs.)
   or
   PHY 201 and 202: General Physics I & II (8 hrs.)

Either of the following sets of courses:
   BIO 299: Biology Research Methods (1 hr) and BIO 351-352: Senior Research Project (6 hrs.)
   or
   CHM 399: Research Seminar (1 hr.) and CHM 351-352: Senior Research Project (6 hrs.)

**Biology**

**Associate Professor Jerilyn Swann, Chair, Division of Natural Sciences and Coordinator**

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.

Students successfully completing the program of study will have achieved the following learning outcomes:
1. Demonstrate knowledge of basic biological terminology and important concepts and historical developments necessary to articulate biological information accurately, confidently, and coherently, in verbal as well as written, graphical, and electronic formats
2. Summarize and interpret the primary biological literature
3. Acquire and apply a set of basic laboratory and field data acquisition skills recognizing the theory, practice and limitations of modern chemical methods and instrumentation
4. Interpret and use quantitative and graphical information for the solution of biological and other scientific/technical problems
5. Integrate knowledge gained from various courses and experiences and apply them in a comprehensive way
6. Formulate scientifically significant questions and work independently and collaboratively toward their resolution using traditional laboratory methodologies as well as modern instrumentation and computational techniques
7. Design and execute an in-depth research project and successfully communicate the results formally in both verbal and written forms

The **Bachelor of Arts Degree in Biology** consists of 46-47 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)
- One of the following courses:
  - BIO 301: Cell and Tissue Biology (4 hrs.)
  - BIO 355: Microbiology (4 hrs.)
  - BIO 357: Immunology (3 hrs.)
- Either of the following courses:
  - BIO 305: Plant Diversity (4 hrs.)
  - BIO 307: Flowering Plants (4 hrs.)
- Either of the following courses:
  - BIO 321: Comparative Vertebrate Zoology (4 hrs.)
  - BIO 341: Comparative Invertebrate Zoology (4 hrs.)
- Either of the following courses:
  - BIO 412: Animal Physiology (4 hrs.)
  - BIO 414: Developmental Biology (4 hrs.)
- CHM 121 and 122: General Chemistry I & II (4 hrs. each)

Through a four-year plan developed in consultation with an academic advisor, 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 64-67 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.)

One of the following courses:
- BIO 301: Cell and Tissue Biology (4 hrs.)
- BIO 355: Microbiology (4 hrs.)
- BIO 357: Immunology (3 hrs.)

Either of the following courses:
- BIO 305: Plant Diversity (4 hrs.)
- BIO 307: Flowering Plants (4 hrs.)

Either of the following courses:
- BIO 321: Comparative Vertebrate Zoology (4 hrs.)
- BIO 341: Comparative Invertebrate Zoology (4 hrs.)

Either of the following courses:
- BIO 412: Animal Physiology (4 hrs.)
- BIO 414: Developmental Biology (4 hrs.)

One additional 300 or 400 level Biology course four-hour excluding:
- BIO 311: Natural History of the Southern Appalachians (4 hrs.),
- BIO 337: Internship in Biology (0-15 hrs.)

CHM 121: General Chemistry I (4 hrs.)
CHM 122: General 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)

Four of the five 300 and 400 level courses taken must include a lab. The Bachelor of Science degree in Biology is designed to prepare students for graduate programs in medicine, veterinary medicine, pharmacy, dentistry, and other health professions. 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 51 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: General Chemistry I & II (4 hrs. each)
PHY 101 and 102: College Physics 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 that 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 in Biochemistry.

**Biopharmaceutical Sciences/Pharmacy**

**B.A.: Maryville College and and Pharm.D.: University of Tennessee College of Pharmacy - Senior Year in Absentia.**
Associate Professor Jerilyn Swann, Chair, Division of Natural Sciences
Associate Professor Angelia Gibson, Coordinator
The program of study leading to a the Bachelor of Arts in Biopharmaceutical Sciences from Maryville College and the Doctorate of Pharmacy from the University of Tennessee (Knoxville) College of Pharmacy consists of three academic years at Maryville followed by four academic years at UT College of Pharmacy. This is an alternate track for receiving a B.A. from Maryville College in which requirements for the senior year of study are completed at the UT-College of Pharmacy as part of the first year of Pharmacy school. All general education required of the Biopharmaceutical Sciences major and major-related courses totaling 100 credit hours must be completed by the end of the junior year at Maryville College. During the junior year, the student makes application to UT College of Pharmacy; admission is determined by the UT College of Pharmacy. Students in the program select a senior study topic in consultation with faculty members at both Maryville College and the UT College of Pharmacy, completing the second semester of the senior study at the College of Pharmacy. Students admitted to the pharmacy program can be awarded the BA in Biopharmaceutical Sciences upon completing enough hours at the UT College of Pharmacy to bring the total in the program to 128, including PHCY 115 (Introduction to Pharmacy Practice) and PHAC 840 (Special Topics Elective).

Any student interested in pursuing the dual-degree option in Biopharmaceutical Sciences is urged to consult the Dual-Degree Coordinator in the Division of Natural Sciences as early in the first year as possible. The program consists of 100 semester hours completed at Maryville College and includes a total of 54 hours of science (Chemistry, Biology, and Physics) classes, 4 hours of Mathematics, and 42 hours in general education credits. 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.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Demonstrate knowledge of basic chemical terminology and important concepts and historical developments in the physical sciences necessary to articulate chemical information accurately, confidently, and coherently, in verbal as well as written, graphical, and electronic formats
2. Summarize and interpret the primary chemical literature
3. Acquire and apply a set of basic laboratory data acquisition skills recognizing the theory, practice and limitations of modern chemical methods and instrumentation
4. Interpret and use quantitative and graphical information for the solution of chemical and physical scientific/technical problems
5. Integrate knowledge gained from various courses and experiences and apply them in a comprehensive way
6. Formulate scientifically significant questions and work independently and collaboratively toward their resolution using traditional laboratory methodologies as well as modern instrumentation and computational techniques
7. Design and execute an in-depth research project and successfully communicate the results formally in both verbal and written forms

Required courses include:

CHM 121: General Chemistry I (4 hrs.)
CHM 122: General 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: Senior Study (3 hrs.)
CHM 399: Research Seminar (1 hr.)
CHM 416: Advanced Topics in Biochemistry and Molecular Biology (4 hrs.)
BIO 115: Principles of Cellular Biology (4 hrs.)
BIO 217: Human Anatomy and Physiology I (4 hrs.)
BIO 218: Human Anatomy and Physiology II (4 hrs.)
BIO 221: Genetics (4 hrs.)
BIO 355: Microbiology (4 hrs.)
BIO 357: Immunology (3 hrs.)
Either of the following courses:
   PHY 101: College Physics I (4 hrs.)
   or
   PHY 201: General Physics I (4 hrs.)
MTH 125: Calculus I (4 hrs.)

Business

Associate Professor Jenifer Greene, Chair, Division of Social Sciences and Coordinator

Majors are available in Finance/Accounting, Human Resource Management, International Business, Management, and Marketing. Descriptions of these majors are found in the respective sections of the catalog.

The Minor in Business consists of 16 hours and requires the following courses:

   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.)
   ECN 201: Principles of Economics (4 hrs.)

The minor is not open to students majoring in any of the following: Finance/Accounting, Human Resource Management, International Business, Management, and Marketing.

Course descriptions for business courses may be found under the Course Listings section in this catalog.

Chemistry

Associate Professor Jerilyn Swann, Chair, Division of Natural Sciences
Associate Professor Mary Turner, Coordinator

The curriculum in chemistry affords students 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.

Two 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.

Students successfully completing the program of study will have achieved the following learning
outcomes:

1. Demonstrate knowledge of basic chemical terminology and important concepts and
   historical developments in the physical sciences necessary to articulate chemical
   information accurately, confidently, and coherently, in verbal as well as written, graphical,
   and electronic formats
2. Summarize and interpret the primary chemical literature
3. Acquire and apply a set of basic laboratory data acquisition skills recognizing the theory,
   practice and limitations of modern chemical methods and instrumentation
4. Interpret and use quantitative and graphical information for the solution of chemical and
   physical scientific/technical problems
5. Integrate knowledge gained from various courses and experiences and apply them in a
   comprehensive way
6. Formulate scientifically significant questions and work independently and collaboratively
   toward their resolution using traditional laboratory methodologies as well as modern
   instrumentation and computational techniques
7. Design and execute an in-depth research project and successfully communicate the results
   formally in both verbal and written forms

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

CHM 121: General Chemistry I (4 hrs.)
CHM 122: General 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: General Chemistry (4 hrs.)
- CHM 122: General 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.)
  - 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 **Minor in Chemistry** requires a minimum of 20 hours, including:

- CHM 121: General Chemistry I (4 hrs.)
CHM 122: General Chemistry II (4 hrs.)
CHM 223: Organic Chemistry I (4 hrs.)
CHM 224: Organic Chemistry II (4 hrs.)
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.

### Child Development and Learning

**Professor Kathie Shiba, Chair, Division of Behavioral Sciences and Coordinator**

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 43 credit hours, 32 credit hours in psychology and 11 hours in related fields.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Describes how the interaction of mind, body, and the socio-cultural environment affects behavior.
   a. Understands the nature of diversity
   b. Recognizes the wide variety of behavior that can be considered normal, as well as the multiple causes of varied behaviors
   c. Compares and contrasts major psychological systems
   d. Relates behavior to different developmental levels across the life-span

2. Critically reviews and analyzes psychological research.
   a. Uses and interprets quantitative and qualitative information appropriately
   b. Identifies relationships and synthesizes information
   c. Considers ethical issues
   d. Uses basic psychological terminology

3. Demonstrates ability to solve problems using the scientific mode of inquiry.

4. Expresses oneself clearly and persuasively in writing and speaking professionally.
   a. Gives formal presentations
   b. Uses APA style in written communications as appropriate

5. Demonstrates empathy for and sensitivity to individuality and the influence of the human condition.

6. Utilizes and integrates appropriate technology to enhance professional and communication activities.

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 (3 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 43 credit hours, 29 credit hours in psychology, 13 credits in liberal studies, and 14 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 (3 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.

**CHILD LIFE SPECIALIST CERTIFICATION**

For **Child Development and Learning** or **Psychology majors**, certification through the national Child Life Council is obtained by completing the Council’s required coursework in child development, psychology, and related fields; a 480-hour internship under the supervision of certified Child Life Specialists; and passing the Child Life Professional Certification Examination. The Child Life Council also requires the completion of a Child Life course taught by a certified Child Life Specialist. Maryville College does not offer this course. To fulfill the Council’s requirements for certification, students can complete this Child Life course online at a cost determined by those who provide the course. Careful planning of one’s degree program is necessary; internship placements are highly competitive and not guaranteed.

**Chinese**

Professor Sam Overstreet, Chair, Division of Languages and Literature and Coordinator

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
Assistant Professor Robert Lowe, Coordinator

The curriculum in computer science develops a student’s problem-solving ability through the algorithmic approach of organizing, synthesizing, and analyzing information. Enhancing logical thinking skills, computer science has application in a variety of disciplines including bioinformatics, finance, neuroscience, and software engineering.
Students successfully completing the program of study will have achieved the following learning outcomes:

1. Communicate mathematical ideas with precision and clarity in both written and oral form.
2. Use mathematical and computational thinking to solve real-world problems
3. Design a system, component, or process to meet desired needs within realistic constraints.
4. Be proficient in one programming language and have a basic knowledge of several others; able to write efficient solutions in various disciplines.
5. Understand the structure of a computing system, the design of its basic components and the interactions of hardware and software components

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: Calculus I (4 hrs.)
- MTH 225: Calculus II (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.)

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**Counseling**

**Professor Kathie Shiba, Chair, Division of Behavioral Sciences and Coordinator**

The College offers a concentration and a program of studies focused on counseling. The curriculum and course descriptions related to this discipline may be found under the heading of Psychology.

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**Dance**

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

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.
Design

Associate Professor William Swann, Chair, Division of Fine Arts
Associate Professor Adrienne Schwarte, Coordinator

The Major and Minor in Design provides guided instruction and discourse in design process, principles, elements, creativity, problem-based solutions and develops a strong visual literacy and criticism of the role and impact of design in a global society. The program complements the broad knowledge grounded in the liberal arts tradition with specialized technical and aesthetic design skills and expertise. The curriculum exhibits experiential and cooperative learning in conjunction with independent design research and projects, centralized towards compelling, effective, and culturally-sensitive visual communication. For all students, the curriculum embraces the belief that art both enriches and is enriched by its interconnectedness with other areas of human endeavor.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Exhibit high standards of scholarship, creativity and integrity
2. Demonstrate a broad knowledge of diverse styles, genres, and media as well as technical and aesthetic proficiency with basic and advanced professional design software.
3. Show a commitment to and self-critical awareness of their own design work and the ability to critique and evaluate others in a constructive, productive and collaborative manner.
4. Understand major art historical movements, including the history of design, and the broad historical and cultural contexts in which they occurred.
5. Demonstrate understanding of key aesthetic, ethical and technological issues that inform contemporary debate in the design fields.
6. Make and defend informed judgments concerning historical and contemporary design.
7. Express sufficient understanding of design concepts to enable effective visual communication.
8. Apply the basic principles of effective typography and time-based motion graphics.
9. Understand the philosophy of sustainable design and how it informs professional design practice.
10. Comprehend the importance of team-based design work and learn to collaborate and communicate effectively in a team-based, client-driven environment.

The Major in Design consists of at least 49 credit hours in art, design, and art history. Required courses include:

- 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: Design 1 (4 hrs.)
- ART 212: Renaissance, Baroque, and Modern Art (3 hrs.)
- ART 223: Design 2 (4 hrs.)
- ART 231: Typography (4 hrs.)
- ART 311: 20th Century Art (3 hrs.)
- ART 317: History of Design (3 hrs.)
- ART 323: Design 3 (4 hrs.)
ART 337: 1 (3 hrs.) - to be fulfilled in on-campus Design Lab or professional equivalent
ART 399:  Professional Practices Seminar (1 hr.)
ART 351-352: Senior Project (6 hrs.)
One additional course in art or an additional three-hour internship

A minor in Business or Writing Communication is encouraged. Students are required to prepare and present to the public a portfolio of their work. Students majoring in Design cannot double major in Art.

The **Minor in Design** consists of 19–20 credit hours in art, design, and art history. Required courses include:

ART 102:  Introduction to Two-Dimensional Design (4 hrs.)
ART 123:  Design 1 (4 hrs.)
ART 223:  Design 2 (4 hrs.)
ART 323:  Design 3 (4 hrs.)
One of the following:
   ART 231:  Typography (4 hrs.)
   ART 317:  History of Design (3 hrs.)
   ART 337:  Internship (2-6 hrs.)

The **Minor in Design** is not open to students majoring in Art.

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**Economics**

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

**Associate Professor Sharon May, Coordinator**

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.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Access existing knowledge including published research and economic data
2. Display command of existing knowledge:
   a. Explain existing economic concepts and how they may be used
   b. Summarize economic conditions
   c. Explore current economic policy issues
3. Interpret existing knowledge and data:
   a. Understand and interpret numerical data found in published tables
   b. Identify patterns and trends in published data
   c. Construct tables from available statistical data
   d. Read and interpret quantitative analyses including regression results
4. Apply existing knowledge to analyze current economic issues, evaluate policy alternatives, or recommend economic policies
5. Create new knowledge by formulating a question about a new economic issue, designing and conducting a research study, and presenting the results in a written report

6. Search for knowledge and understanding by posing and responding to questions that stimulate productive discussion

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.)

Nine 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 345: Investment Analysis (3 hrs.)
- ECN 346: Environmental Economics (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 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.)

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 345: Investment Analysis (3hrs.)
ECN 346: Environmental Economics (3 hrs.)
ECN 349: Selected Topics in Economics (3 hrs.)

**Education**

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**Professor Terry Simpson, Director, Teacher Education and Coordinator, 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 Maryville College faculty and administration believe that the teacher education program should provide students with the skills, dispositions, and knowledge needed to be successful first-year teachers. Our coordinated efforts are dedicated to provide a teacher education program that will develop teachers who demonstrate:

1. The influence of a broad liberal arts education
2. An understanding of the learning process, and the skills to design instruction appropriate for diverse student populations
3. The skills needed to analyze and implement the instructional process
4. The ability to solve the many theoretical, practical, and ethical problems associated with who to teach, what to teach, and how to teach
5. The ability to effectively integrate technology into the instructional process
6. A thorough, comprehensive understanding of the assessment process as it relates to student learning and professional development
7. A commitment to personal and professional growth

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.) *(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 internship credit. Teaching English as a Second Language majors take four additional hours of internship credit.*

**Elementary Licensure:**

- PHR 236: Health Issues in Education (2 hrs.)
- PHR 331: Physical Education for Children (3 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.)
- HIS 203: History of the United States in the 20th 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 15 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, 221 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......................... 97%
- 2010-2011......................... 97%
- 2011-2012......................... 97%
- 2012-2013......................... Pending

*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.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Communicate mathematical ideas with precision and clarity in both written and oral form.
2. Develop expertise in appropriate technology for desired career path
3. Understand and apply mathematical concepts in both theoretical and applied areas
4. Model real-world problems, abstract real-world problems into the appropriate math world, solve problems mathematically, and translate the math answers into real-world terms, and evaluate the correctness and validity of the answers
5. Experience the application of mathematics to other disciplines through appropriate related courses

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: General Chemistry I (4 hrs.)
- CHM 122: General 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 Sam Overstreet, Chair, Division of Languages and Literature and Coordinator

The Major in Literature in English is 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.

Students successfully completing the program of study will have achieved the following learning outcomes:

Knowledge

1. Familiarity with major authors and works from all the major periods of Western literature
2. Knowledge of Western literary history and the continuity of its traditions
3. Familiarity with historical, cultural, political, and philosophical events and movements which have had a bearing on the development of those literatures and their interpretation
4. Knowledge of various schools of literary criticism
5. Knowledge of literary terminology
6. Knowledge of the history of the English language and of basic linguistic principles
7. Awareness of literary style and its development in various periods
Skills

1. Ability to read with discernment—to analyze and interpret form, structure, and style in expository writing and in various genres of literature
2. Ability to write with clarity, conciseness, appropriate organization, and a level of usage and style suitable for the intended audience
3. Ability to carry on independent research, using both paper and electronic sources
4. Ability to show confident and articulate oral expression.

The **Major in Literature in English** requires a minimum of 50 hours, including 39 hours in English and 11 hours in related fields. Transfer students bringing 45 or more credit hours in transfer are exempted from HUM 299, with the result that the major requirement is reduced to 49 hours. 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 299: Issues in Professional Development
HUM 347: Research in the Humanities (1 hr.)
Either of the following courses:
   - ENG 221: American Literature: Puritan through Romantic (3 hrs.)
   - ENG 242: Survey of British Literature II (3 hrs.)
Either of the following courses:
   - ENG 222: American Literature: Realism to the Present (3 hrs.)
   - 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 in the Humanities (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 29th 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 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.)

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.)
For information regarding the **Major in Writing/Communication** and the **Minor in Writing/Communication**, refer to that section in this Catalog.

## English as a Second Language

**Professor Sam Overstreet, Chair, Division of Languages and Literature**  
**Assistant Professor Dan Hickman, Coordinator**

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 intensive English courses for credit to non-English-Speaking students who enroll in the College as degree-seeking students in the College. Courses are offered in five-week intensive modules as demand warrants. A full description of these courses may be found in the Course Listings section of this catalog. A more complete description of the Center may be obtained from the College website.

## Environmental Science

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 an internship in their program 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 Jenifer Greene, Chair, Division of Social Sciences**  
**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.
Students successfully completing the program of study will have achieved the following learning outcomes:

1. Explore the social and physical dimensions of sustainability from multiple North American and non-Western viewpoints
2. Demonstrate knowledge of varied research methods that focus on environmental theory and practice including field, laboratory, qualitative and quantitative
3. Show capacity to synthesize interdisciplinary environmental issues, based upon a knowledge base of multiple disciplines
4. Demonstrate abilities to apply interdisciplinary environmental knowledge in a work, career and/or experiential setting
5. Analyze and synthesize content related to the global experience of the human and biotic world

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.)
- BIO 113: Principles of Organismal Biology (4 hrs.)

Either of the following courses:

- CHM 111: Fundamentals of Chemistry (4 hrs.)
- CHM 121: General Chemistry (4 hrs.)

Either of the following courses:

- BIO 222: Ecology and Evolution (4 hrs.)
- BIO 311: Natural History of the Southern Appalachians (4 hrs.)

Either of the following courses:

- MTH 221: Inferential Statistics (3 hrs.)
- MTH 222: Regression Analysis (3 hrs.)

At least six 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 346: Environmental Economics (3 hrs.)
ENV 349: Special Topics in Environmental Studies (3 hrs.)
ENV 337: Internship in Environmental Studies (3-15 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.

Exercise Science

Associate Professor Traci Haydu, Chair, Division of Education and Coordinator

Exercise Science is one of the major offerings within the Physical Education, Health and Outdoor Recreation program. The Major in Exercise Science is designed for students considering Athletic Training, Exercise Physiology, Kinesiology, Occupational Therapy, or Physical Therapy as a career. Athletic Training, Occupational Therapy, and Physical Therapy require additional graduate degrees and successful completion of national licensing exams in their respective fields.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Understand and apply fundamental concepts of Exercise Science
   a. Demonstrate an understanding of the underlying anatomical, physiological and biomechanical concepts and principles relating to Exercise Science for both the enhancement of long-term health and wellbeing and for enhancing athletic performance
   b. Demonstrate basic concepts and principles relating to motor behavior enabling them to know how humans best learn motor skills and how to teach motor skills to others
   c. Demonstrate and communicate the role of exercise science in society
   d. Assess, design and implement a safe and effective exercise prescription to improve health and performance
   e. Apply knowledge in a real world setting, integrating ethical standards and an appreciation of diversity in their professional lives

2. Effectively communicate through oral and written means, in both one-on-one and group settings
   a. Develop communication skills (oral and written), interpersonal skills, critical thinking skills, technological skills, and reflective skills necessary to enhance scholarly pursuits and become lifelong learners within the disciplines of exercise science
   b. Demonstrate proficiency in communication in written laboratory and topical reports.
   c. Demonstrate proficiency in communication through presentations in a classroom environment
   d. Demonstrate proficiency in their Senior Study, which will reflect their area of interest and remain consistent with the student’s long-term vocation goals

3. Respect persons from diverse cultures and backgrounds
   a. Demonstrate the ability to work effectively with individuals from diverse cultures and backgrounds
b. Demonstrate the ability to modify and adapt exercise programming for inclusion of all peoples in the promotion of lifetime health and wellness

4. Commitment to open-minded inquiry and lifelong learning to maintain best practice in the profession
   a. Demonstrate an adequate level of personal physical fitness
   b. Participate in professional organizations and meetings
   c. Demonstrate the ability to evaluate scientific literature in the discipline, understand and synthesize relevant information, and be able to convey this information both orally and in writing
   d. Pursue Graduate degrees in related fields, such as Kinesiology, Exercise Science, and Allied Health

The **Major in Exercise Science** consists of 69 credit hours. Required courses include:

- PHR 101: Human Health and Development (3 hrs.)
- PHR 177: Community First Aid and CPR (1 hr.)
- PHR 219: Principles of Human Nutrition (3 hrs.)
- PHR 231: Motor Development and Motor Learning (3 hrs.)
- PHR 311: Athletic Training (3 hrs.)
- PHR 321: Physical Education and Recreation for Special Populations (3 hrs.)
- PHR 332: Kinesiology (3 hrs.)
- PHR 341: Measurement and Evaluation in Physical Education (3 hrs.)
- PHR 337: Internship (3 hrs.)
- PHR 345: Physiology of Exercise (3 hrs.)
- PHR 351-352: Senior Study (6 hrs.)
- BIO 115: Cell Biology (4 hrs.)
- BIO 217: Human Anatomy and Physiology I (4 hrs.)
- BIO 218: Human Anatomy and Physiology II (4 hrs.)

Either of the following courses:
- BIO 221: Genetics (4 hrs.)

  or

- BIO 412: Animal Physiology (4 hrs.)
- CHM 121: General Chemistry I (4 hrs.)
- CHM 122: General Chemistry II (4 hrs.)
- PHY 101: College Physics I (4 hrs.)
- PHY 102: College Physics II (4 hrs.)
- PSY 101: Introductory Psychology (3 hrs.)

American Red Cross certifications in Standard First Aid and Community CPR are required as a part of the major.
Finance/Accounting

Associate Professor Jenifer Greene, Chair, Division of Social Sciences
Associate Professor Rebecca Treadway, Coordinator

The **Major in Finance/Accounting** is designed to provide students with a knowledge of the basic principles and analytical tools of finance and accounting as well as an understanding of the environments in which organizations operate. The curriculum prepares students for careers in finance and accounting and graduate study in business.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Demonstrate understanding of the major theoretical perspectives in finance and accounting
2. Demonstrate understanding of the evolution of finance and accounting thought and practice.
3. Analyze the economic, political, technological, and social-cultural contexts in which an organization operates.
4. Interpret qualitative and quantitative data for organizational analysis, draw appropriate conclusions, and make recommendations based on the analysis.
5. Conceive and execute an original research study related to finance and accounting thought and practice.
6. Effectively communicate finance and accounting information interactively through the development and execution of an oral presentation

The **Major in Finance/Accounting** 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 316: Management Accounting (3 hrs.)
- BUS 344: Principles of Finance (3 hrs.)
- BUS 345: Investment Analysis (3 hrs.)
- BUS 351-352: Senior Study (6 hrs.)
- BUS 365: Financial Reporting and Analysis (3 hrs.)
- BUS 366: Advanced Financial Reporting (3 hrs.)
- BUS 401: Strategic Management (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)
- ECN 332: Money and Banking (3 hrs.)
- SOC 101: Introductory Sociology (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.)

One course from the following:

- 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.)

A double major is not permitted in any combination of two of the following majors: Finance/Accounting, Human Resource Management, International Business, Marketing, and Management.

A minor in Accounting is available. The description for this minor is found in that section of the catalog. This minor is not open to students majoring in Finance/Accounting.

Foreign Languages

Professor Sam Overstreet, Chair, Division of Languages and Literature and Coordinator

Instruction is available in five foreign languages; a major is offered in Spanish and minors are offered in German, Spanish, and Japanese. Course descriptions for languages offered 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 world. 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 Sam Overstreet, Chair, Division of Languages and Literature and Coordinator

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

German

Professor Sam Overstreet, Chair, Division of Languages and Literature and Coordinator

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.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Demonstrate understanding of biological, psychosocial, and cultural processes that influence health
2. Understand the integration of political, economic, and social stresses on health care systems
3. Explain the role of human development in achieving optimal health.
4. Integrate a variety of disciplinary perspectives in analyzing health care concerns
5. Demonstrate knowledge of factors that promote optimal health for individuals and groups

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 111: Fundamentals of Chemistry I (4 hrs.)
- BIO 115: Principles of Cellular Biology (4)
- BIO 217: Human Anatomy and Physiology I (4 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.)
Either of the following courses:
   BIO 355: Microbiology (4 hrs.) or equivalent
   or
   SCI 150: Principles in Scientific Investigation - Microbiology
   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

Associate Professor Nancy Locklin-Sofer, Interim Chair, Division of Humanities
Associate Professor Doug Sofer, Coordinator

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, and public service.

The History faculty affirm the value of studying the past in order to explain and illuminate aspects of the present, and to help prepare students of history at all levels for the future. History contributes to the liberal arts mission of advancing critical thought and inquiry by challenging people to rethink present-day assumptions, to consider contingencies in our understanding and perspectives, and to rediscover lost worlds of thought and action. The department faculty also seek to foster in both students and faculty an awareness of the diversity of the human historical experience and a recognition of the plurality of perspectives and narratives about the past. In the service of these values, the department promotes the following skills and types of knowledge about the past.

Students successfully completing the history programs of study will have achieved the following learning outcomes:

1. Conduct independent, analytical research building on existing historical interpretations.
2. Analyze primary sources in historical context.
3. Create and defend an historical interpretation with precision and clarity in both written and oral form.
4. Show evidence of an understanding of major economic, social, political and cultural aspects of world history, U.S history, and the history of at least one other specific region of the world.
5. Demonstrate sufficient knowledge to make comparisons over space and time.
6. Meet appropriate public school teaching standards. (History for Licensure)

The Major in History consists of 44 hours, including 33 in history and 11 in related fields. Transfer students bringing 45 or more credit hours in transfer are exempted from HUM 299, with the result that the major requirement is reduced to 43 hours.
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 299: Issues in Professional Development
- HUM 347: Research in the Humanities (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 (3hrs.)
- 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 33 hours in history and 4 hours in related fields.
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 in the Humanities (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 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 courses (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 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 in the Humanities (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 courses (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 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 in the Humanities (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.)
  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 courses (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.)
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.)
- 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.)

**Human Resource Management**

**Associate Professor Jenifer Greene, Chair, Division of Social Sciences and Coordinator**

The **Major in Human Resource Management** is designed to provide students with a knowledge of the basic principles and analytical tools of human resource management as well as an understanding of the environments in which organizations operate. The curriculum prepares students for careers in human resource management and graduate study in business.
Students successfully completing the program of study will have achieved the following learning outcomes:

1. Demonstrate understanding of the major theoretical perspectives in human resource management
2. Demonstrate understanding of the evolution of human resource management thought and practice
3. Analyze the economic, political, technological, and social-cultural contexts in which an organization operates
4. Interpret qualitative and quantitative data for organizational analysis, draw appropriate conclusions, and make recommendations based on the analysis
5. Conceive and execute an original research study related to human resource management thought and practice
6. Effectively communicate human resource management information interactively through the development and execution of an oral presentation

The **Major in Human Resource Management** consists of 49 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 333: Human Resource Management (3 hrs.)
- BUS 344: Principles of Finance (3 hrs.)
- BUS 346: Management through Literature (3 hrs.)
- BUS 351-352: Senior Study (6 hrs.)
- BUS 401: Strategic Management (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)
- PHR 235: Group Facilitation (3 hrs.)
- PSY 101: Introductory Psychology (3 hrs.)
- PSY 221: Social Psychology (3 hrs.)
- SOC 101: Introductory Sociology (3 hrs.)

Either of the following courses:

- MTH 221: Inferential Statistics (3 hrs.)
- or
- MTH 222: Regression Analysis (3 hrs.)

Either of the following courses:

- BUS 341: Business Law (3 hrs.)
- or
- One course in economics at the 300-level

A double major is not permitted in any combination of two of the following majors: Finance/Accounting, Human Resource Management, International Business, Marketing, and Management.
International Business

Associate Professor Jenifer Greene, Chair, Division of Social Sciences
Professor John Gallagher, Coordinator

The Major in International Business combines work in several related disciplines with language study and a period of time abroad. It is designed to provide students with knowledge of the basic principles and analytical tools of business and an understanding of the social, economic, and political environments in which organizations operate. This approach makes it possible for students to consider a range of career fields in the for-profit, not-for-profit, and public sectors. The major also provides students with a foundation for future graduate study.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Exercise creative and critical modes of inquiry that provide an understanding of people and organizations around the world that lead to demonstrable ability to:
   a. Assess organizational performance with respect to the needs of its various stakeholders
   b. Understand the complexities, challenges and opportunities posed by their economic, political, technological and social/cultural context.
2. Demonstrate the ability to communicate clearly and persuasively both orally and in writing
3. Demonstrate the ability to plan and complete a long-term research project that incorporates management theories and concepts into an organizational and international application
4. Demonstrate the ability to retrieve and interpret financial and economic data, the thoughtful analysis of that data, and a clear presentation of the results
5. Demonstrate a global perspective of the relationship between business, management, and the society, and a profound awareness of an intercultural community
6. To complete a study abroad program and reflect upon the challenges and knowledge gained from the experience

The Major in International Business consists of 46-47 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.)
- INT 201: Contemporary Global Issues (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)
- BUS 351-352: Senior Study (6 hrs.)
- OVS 203: Cross-Cultural Preparation for Study Abroad (0-1 hrs)
One of the following:
- 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 the following:

- 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, normally 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 requirements 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 equivalent in scope to at least six weeks of study at a foreign institution. Note that International Studies 201 and OVS 203 are prerequisites 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 or International Studies.

A double major is not permitted in any combination of two of the following majors: Finance/Accounting, Human Resource Management, International Business, Marketing, and Management.

**International Studies**

**Associate Professor, Jenifer Greene, Chair of the Division of Social Sciences**
**Associate Professor Scott Henson, Coordinator**

The Major in International Studies combines work across disciplines with advanced language study and study abroad to create a program that prepares students for the challenges of careers and graduate study in international affairs. The **Major in International Studies** consists of 46-47 credit hours including study abroad. Students must choose a **Global Studies Track** or
Area Studies Track within the major. The Area Studies Track focuses on one region of the world and consists of any one of the offered Regional Concentrations.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Develop a global perspective and employ it in an overseas experience
2. Demonstrate sensitivity and responsiveness to the needs of persons of other cultures during an overseas experience and those present in the United States
3. Analyze foreign culture incorporating the analytical tools of social sciences, humanities and the fine arts
4. Analyze international and cross-cultural problems and apply this knowledge during an overseas experience
5. Employ a foreign language or English dialect in an overseas experience

All students in the International Studies Major are required to take the following courses:

- INT 201: Contemporary Global Issues (3 hrs.)
- INT 401 International Studies Theory and Practice (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)
- SOC 211: Cultural Anthropology (3 hrs.)
- OVS 203: Cross-Cultural Preparation for Study Abroad (0-1 hrs)
- INT 351-352: Senior Study (6 hrs.)

Either of the following:

- PLS 211: Comparative Government and Politics (3 hrs.)
- PLS 212: International Politics (3 hrs.)

Students in the Global Studies Track must take the following courses:

- ECN 221: Economic Development (3 hrs.)
- INT 316: International Organizations and Law (3 hrs.)
- INT 349: Special Topics in International Studies (3 hrs.)

Either of the following:

- ECN 325: International Trade and Finance (3 hrs.)
- BUS 329: International Business (3 hrs.)

One of the following:

- REL 212: World Religions (3 hrs.)
- HIS 221: Europe and the World in the 20th Century (3 hrs.)
- HIS 242: World Civilization to 1500 (3 hrs.)
- HIS 243: World Civilization 1500 to the 20th Century (3 hrs.)
- SPN 261: Civilizations and Cultures of the Hispanic World (3 hrs.)
- PSY 224: Cross-Cultural Psychology (3 hrs.)

One of the following:

- 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.)
- REL 348: Explorations in the History of Religions (3 hrs.)
- SOC 325: Sociology of Religion (3 hrs.)
- MUS 315: Introduction to Ethnomusicology (3 hrs.)
Students in the **Area Studies Track** must choose a regional concentration in either Asian Studies or Hispanic Studies, as follows:

Students in the **Asian Studies Concentration** must take the following courses:

- PSY 224: Cross-Cultural Psychology (3 hrs.)
- PLS 313: Regional Comparative Governments and Politics (3 hrs.)
- Either of the following:
  - HIS 333: Studies in Asian History (3 hrs.)
  - or
  - PHL 348: Comparative Philosophy (3 hrs.)
- One of the following:
  - ECN 221: Economic Development (3 hrs.)
  - HIS 221: Europe and the World in the 20th Century (3 hrs.)
  - HIS 242: World Civilization to 1500 (3 hrs.)
  - HIS 243: World Civilization 1500 to the 20th Century (3 hrs.)
  - REL 212: World Religions (3 hrs.)
  - MUS 315: Introduction to Ethnomusicology (3 hrs.)
  - SOC 325: Sociology of Religion (3 hrs.)
  - INT 349: Special Topics in International Studies (3 hrs.)
  - INT 316: International Organizations and Law (3 hrs.)
  - ECN 325: International Trade and Finance (3 hrs.)
  - REL 348: Explorations in the History of Religions (3 hrs.)

Six credit hours taken abroad from the fields of Asian literature, art, culture, religion, history or advanced language beyond the 200-level. Study abroad requirements must be done in an Asian country and language requirements in an Asian language.

Students in the **Hispanic Studies Concentration** must take the following courses:

- Either of the following:
  - SOC 211: Cultural Anthropology (3 hrs.)
  - or
  - PSY 224: Cross-Cultural Psychology (3 hrs.)
- SPN 225: Intermediate Conversation and Composition (3 hrs.)
- SPN 261: Civilizations and Cultures of the Hispanic World (3 hrs.)
- SPN 262: Introduction to Literature in Spanish (3 hrs.)
- HIS 334: Studies in Latin American History (3 hrs.)
- One of the following:
  - ECN 221: Economic Development (3 hrs.)
  - HIS 221: Europe and the World in the 20th Century (3 hrs.)
  - HIS 242: World Civilization to 1500 (3 hrs.)
  - HIS 243: World Civilization 1500 to the 20th Century (3 hrs.)
  - REL 212: World Religions (3 hrs.)
  - MUS 315: Introduction to Ethnomusicology (3 hrs.)
  - SOC 325: Sociology of Religion (3 hrs.)
  - INT 349: Special Topics in International Studies (3 hrs.)
  - INT 316: International Organizations and Law (3 hrs.)
  - ECN 325: International Trade and Finance (3 hrs.)
- Six hours chosen from among 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: Latin American Literature of the 20th Century (3 hrs.)
Courses taken abroad in Hispanic or Iberian literature, culture, religion, history or advanced language beyond the 200-level. Study abroad requirements must be done in Spain, Portugal, Brazil or a Latin American country and language requirements in Spanish or Portuguese.

All students in the International Studies Major must complete two years of a foreign language (one year--two courses--beyond the 100-level general education requirement, or the 6-hour equivalent of advanced language study taken abroad). Asian Studies concentrations must choose an Asian language, and Hispanic Studies concentrations must choose Spanish or Portuguese to meet their 200-level requirements. When English is a second language for the student in the major, he/she may be exempt from the foreign language requirement unless a regional concentration is chosen that is different from the student’s first language. International students may be exempt from the study abroad requirement upon approval of the division chair.

The study abroad requirement will ideally be one full semester or full year at an institution outside the United States as described under Study Abroad in this catalog, and will typically take place during the Spring semester of the junior year. The requirement for study abroad can also be met through a single period of study of at least six weeks at an institution outside the United States. The six-week option must be approved by the international studies coordinator. Note that International Studies 201 and OVS 203 are prerequisites for all study abroad coursework and study for which academic credit from Maryville College is to be awarded, and that courses taken during study abroad 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 scheduling of completion of all on-campus coursework, and anticipation of likely costs related to travel abroad.

The **Minor in International Studies** consists of 18 or 19 credit hours including:

- INT 201: Contemporary Global Issues (3 hrs.)
- Two courses chosen from the following:
  - ECN 201: Principles of Economics (4 hrs.)
  - SOC 211: Cultural Anthropology (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.)
  - REL 212: World Religions (3 hrs.)
  - REL 348: Explorations in the History of Religions (3 hrs.)
  - HIS 221: Europe and the World in the 20th Century (3 hrs.)
  - HIS 242: World Civilization to 1500
  - HIS 243: World Civilization 1500 to the 20th Century
  - SPN 261: Civilizations and Cultures of the Hispanic World (3 hrs.)
  - PSY 224: Cross-Cultural Psychology (3 hrs.)
  - SOC 325: Sociology of Religion (3 hrs.)
  - MUS 315: Introduction to Ethnomusicology (3 hrs.)
  - PLS 211: Comparative Government and Politics (3 hrs.)
  - PLS 212: International Politics (3 hrs.)

One of the following:
- INT 316: International Organizations and Law (3 hrs.)
INT 349: Special Topics in International Studies (3 hrs.)
INT 401: International Studies Theory and Practice (3 hrs.)
Study abroad for a minimum of 6 weeks
Six hours of foreign language beyond the 200 level, or 6-hour equivalent of advanced language taken abroad.

Japanese

Professor Sam Overstreet, Chair, Division of Languages and Literature and Coordinator

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 337: Internship (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.

Management

Associate Professor Jenifer Greene, Chair, Division of Social Sciences and Coordinator

The **Major in Management** is designed to provide students with knowledge of the basic principles and analytical tools of business and an understanding of the social, economic, and political environments in which organizations operate. This approach makes it possible for students to consider a range of career fields in the for-profit, not-for-profit, and public sectors. The major also provides a foundation for future graduate study.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Demonstrate understanding of the major theoretical perspectives in management
2. Demonstrate understanding of the evolution of management thought and practice
3. Analyze the economic, political, technological, and social-cultural contexts in which an organization operates
4. Interpret qualitative and quantitative data for organizational analysis, draw appropriate conclusions, and make recommendations based on the analysis
5. Conceive and execute an original research study related to management thought and practice
6. Effectively communicate management information interactively through the development and execution of an oral presentation

The **Major in Management** consists of a minimum of 49 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 320: International Business (3 hrs.)
- BUS 333: Human Resource Management (3 hrs.)
- BUS 341: Business Law (3 hrs.)
- BUS 342: Marketing (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.)
- PLS 232: Public Policy (3 hrs.)
- SOC 101: Introductory Sociology (3 hrs.)

One course in economics at the 300-level

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

A double major is not permitted in any combination of two of the following majors:

**Marketing**

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

**Professor John Gallagher, Coordinator**

The **Major in Marketing** is designed to give students the knowledge of key marketing concepts, of the role of marketing in society and in the firm, and of the various factors that influence marketing decision-making. Marketing utilizes basic principles and analytical tools in order to meet the organization’s need and responsibility to respond to customer needs and provide necessary goods and services to the larger society. Marketing professionals work in a broad range of organizations and graduates can 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.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Demonstrate understanding of the major theoretical perspectives in marketing
2. Demonstrate understanding of the evolution of marketing thought and practice
3. Analyze the economic, political, technological, and social-cultural contexts in which an organization operates
4. Interpret qualitative and quantitative data for organizational analysis, draw appropriate conclusions, and make recommendations based on the analysis
5. Conceive and execute an original research study related to marketing thought and practice
6. Effectively communicate marketing information interactively through the development and execution of an oral presentation

The **Major in Marketing** 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 342: Marketing (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.)
- ENG 317: Public Relations Writing and Practice (3 hrs.)
- PSY 101: Introductory Psychology (3 hrs.)

One course in economics at the 300-level

Either of the following:

- MTH 221: Inferential Statistics
  
  or

- MTH 222: Regression Analysis

One course from the following:

- 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.)

Either of the following:

- THT 101: Introduction to Theatre (3 hrs.)
  
  or

- ART 123: Visual Communication I (4 hrs.)

A double major is not permitted in any combination of two of the following majors: Finance/Accounting, Human Resource Management, International Business, Marketing, and Management.

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**Mathematics**

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

The importance of mathematics to the educated person has been established since the Middle Ages, when arithmetic and geometry were recognized as two of the seven liberal arts constituting the traditional course of study at a university. Mathematics is even more vital to liberal education today, when every citizen must be equipped with the quantitative skills needed
to navigate our technological and data-driven world. The increasing demand for well-trained professionals in science, technology, engineering and mathematics (STEM) fields is well-documented, and all of these require knowledge of mathematics.

The curriculum in mathematics develops a student’s ability to think analytically and construct logical arguments, building a foundation to support advanced study in mathematics, but also providing a gateway to the expansive, diverse career opportunities in the mathematical sciences. The program provides students a range of experiences in both abstract and applied mathematics, as well as in the partner disciplines of computer science and physics.

Two distinct major programs are offered. The **Major in Mathematics** provides a broad curriculum for students planning careers which require mathematical skill and problem-solving ability. Students may enter graduate school programs in mathematics, statistics, or related disciplines, or pursue careers in a variety of fields such as actuarial science, biomathematics, operations research, teaching, or finance.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Communicate mathematical ideas with precision and clarity in both written and oral form.
2. Develop expertise in appropriate technology for their desired career paths.
3. Understand and apply mathematical concepts in both theoretical and applied areas.
4. Use mathematics to model real-world problems by choosing appropriate mathematical tools, representing the problem abstractly, and obtaining and interpreting results.
5. Evaluate the correctness and validity of solutions.
6. Experience the application of mathematics to other disciplines through appropriate related courses.

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.)

Students desiring more depth in the related fields of Computer Science or Statistics are encouraged to complete a minor in one or both 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 and provides preparation for students planning careers as mathematics teachers at the secondary level.

Students successfully completing this program of study will, in addition to the outcomes listed above for the major in Mathematics, achieve the following learning outcomes:

1. Understand and be prepared to use a variety of appropriate mathematical instruction and assessment methods.
2. Understand the mathematical content and processes of secondary mathematics.
3. Make appropriate connections between postsecondary and secondary mathematics.

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 additional 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 additional 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 337: Internship in Mathematics (0-15 hrs.) (3 hours required)
Medieval Studies

Professor Sam Overstreet, Chair, Division of Languages & Literature and 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 and Coordinator

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.

2. PHR 235 Group Facilitation (3 credit hours)

3. An additional course in Biblical Studies:
   - BIB130: Hebrew Bible World and Culture (3 hrs.)
   - 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, Chair, Division of Fine Arts and Coordinator

Cultivating a vibrant environment, the Maryville College Music Department prepares students for lives as creative musicians who will bring imagination, beauty, intelligence, and vision to their communities, thereby becoming cultural leaders in the world.

AUDITIONS AND ADMISSION TO MUSIC CURRICULA

All students intending to pursue a major or minor in music must audition prior to being officially admitted into a music degree program. 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

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Demonstrate knowledge and skills in music theory, ethnomusicology, and the history of American and Western fine arts music
2. Demonstrate basic proficiency in keyboard, aural skills, improvisation, and use of electronic technology in music
3. Demonstrate high-quality performance skills in at least one area of applied music, together with a knowledge of repertory
4. Demonstrate specialized knowledge and skills necessary for professional degrees in performance (piano and voice) and music education (vocal/general and instrumental)
5. Establish composite knowledge and skills necessary for the pursuit of graduate study and/or a musical career suited to the student's talents and desires

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.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Demonstrate knowledge and skills in music theory, ethnomusicology, and the history of American and Western fine arts music
2. Demonstrate basic proficiency in keyboard, aural skills, improvisation, and use of electronic technology in music
3. Demonstrate high-quality performance skills in at least one area of applied music, together with a knowledge of repertory
4. Demonstrate specialized knowledge and skills necessary for professional degrees in performance (piano and voice) and music education (vocal/general and instrumental)
5. Establish composite knowledge and skills necessary for the pursuit of graduate study and/or a musical career suited to the student's talents and desires

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 (1 hr 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 337: Internship (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
Neuroscience

Professor Kathie Shiba, Chair, Division of Behavioral Sciences and Coordinator

The Major in Neuroscience is an interdisciplinary major requiring coursework in psychology, biology, chemistry and related fields to prepare students for graduate study or careers with a neuroscience emphasis. Neuroscience is an emerging interdisciplinary study of the relationship between the nervous system and behavior and the underlying cellular processes. Careful choice of electives in consultation with the advisor can also prepare the student for professional programs in the Health Sciences, such as Medicine. The Major in Neuroscience consists of 63 credit hours and students must choose a Psychology Track or a Biochemistry Track. The Major in Neuroscience with a Psychology Track is not open to students majoring in Psychology. The Major in Neuroscience with a Biochemistry Track is not open to students majoring in Biochemistry.

Students successfully completing the program of study in the Psychology Track will have achieved the following learning outcomes:

1. Articulates relationship among brain, mind, and behavior
   a. Demonstrates understanding of nervous system anatomy and physiology, both at cellular and organismal levels
   b. Demonstrates understanding of biological basis of behaviors, such as states of consciousness, motivation, emotion, and effects of psychoactive drugs
   c. Demonstrates understanding of biological basis of pathological conditions of the nervous system
   d. Demonstrates understanding of interdependent nature of the sciences that comprise neuroscience
2. Critically reviews, analyzes, and effectively communicates neuroscience research
3. Demonstrates ability to solve problems using the scientific mode of inquiry
4. Demonstrates understanding of ethical and societal implications or challenges in neuroscience research
5. Demonstrates knowledge of basic psychological terminology, concepts and theories
6. Demonstrates understanding of social, developmental, and cognitive processes that influence or are influenced by physiological processes

Students successfully completing the program of study in the Biochemistry Track will have achieved the following learning outcomes:

1. Articulates relationship among brain, mind, and behavior
   a. Demonstrates understanding of nervous system anatomy and physiology, both at cellular and organismal levels
   b. Demonstrates understanding of biological basis of behaviors, such as states of consciousness, motivation, emotion, and effects of psychoactive drugs
   c. Demonstrates understanding of biological basis of pathological conditions of the nervous system
   d. Demonstrates understanding of interdependent nature of the sciences that comprise neuroscience
2. Critically reviews, analyzes, and effectively communicates neuroscience research
3. Demonstrates ability to solve problems using the scientific mode of inquiry
4. Demonstrates understanding of ethical and societal implications or challenges in neuroscience research
5. Demonstrates knowledge of basic biochemical terminology, concepts and theories
6. Acquire and apply a set of basic laboratory data acquisition skills recognizing the theory, practice and limitations of modern biochemical methods and instrumentation

All students in the major are required to take the following courses:

- NSC 244: Introduction to Neuroscience (3 hrs.)
- NSC 402: Advanced Topics in Neuroscience (3 hrs.)
- PSY 101: Introductory Psychology (3 hrs.)
- PSY 312: Experimental Psychology (4 hrs.)
- PSY 327: Sensation & Perception (4 hrs.)
- BIO 113: Principles of Organismal Biology (4 hrs.)
- BIO 115: Principles of Cellular Biology (4 hrs.)
- CHM 121: General Chemistry I (4 hrs.)
- CHM 122: General Chemistry II (4 hrs.)
- MTH 221: Inferential Statistics (3 hrs.)
- NSC 351-352: Senior Study (6 hrs.)

Students in the Psychology Track must take the following courses:

- PSY 299: Contemporary and Professional Issues in Psychology (2 hrs.)
- PSY 222: Adult Development & Aging (3 hrs.)
- PSY 314: Cognitive Psychology (4 hrs.)
- PSY 306: Language Development (3 hrs.)
- PSY 331: Abnormal Psychology (3 hrs.)
- MTH 222: Regression (3 hrs.)

One of the following:
- 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.)
- PHL 211: American Philosophy (3 hrs.)

Students in the Biochemistry Track must take the following courses:

- BIO 299: Biology Research Methods (1 hr.)
- BIO 221: Genetics (4 hrs.)
- CHM 223: Organic Chemistry (4 hrs.)
- CHM 224: Organic Chemistry (4 hrs.)
- CHM 316: Fundamentals of Biochemistry and Molecular Biology (4 hrs.)
- BIO/CHM 416: Advanced Topics in Biochemistry and Molecular Biology (4 hrs.)
Nonprofit Leadership Certificate Program

Mr. Cole Piper, Director and Coordinator

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.

6. Completion of 180 Coursework Contact Hours Addressing American Humanics Competencies:
   Note, 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

Associate Professor Traci Haydu, Chair, Division of Education
Associate Professor Danny Pierce, Coordinator

Outdoor recreation prepares students for careers that combine a respect for the outdoors with leadership skills necessary to create, manage, and facilitate safe and effective outdoor experiences, programs, and services. Students incorporate knowledge of psychological, sociological, artistic, and physical perspectives in a holistic approach toward experiential education. Graduates often pursue positions in tourism, management of outdoor programs and services as well as park management and law enforcement. Certification as a Wilderness First Responder is required.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Develop and defend a philosophy of outdoor recreation
2. Given a case situation, develop a recreation plan for a specified population
3. Demonstrate effective facilitation skills utilized in experiential education
4. Identify the important ideals, obligations and consequences of ethical leadership and decision-making in an Outdoor Recreation context
5. Develop and activate appropriate risk management assessments including treatment and evacuation plans
6. Develop and defend a business plan for a recreational business
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 337**: Internship (0-15) (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.

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**Philosophy**

**Associate Professor Nancy Locklin-Sofer, Interim Chair, Division of Humanities**

**Associate Professor Andrew Irvine, Coordinator**

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 for professions in law, politics, business, education, ministry, and medicine. An overall aspiration for students of philosophy is that they experience and express the worth of an examined life.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Understand basic principles of logic and evaluate and construct arguments
2. Explicate classic texts, figures, and themes from Western philosophical traditions
3. Understand and analyze the philosophical dimensions of ethics, politics and/or culture
4. Compare philosophical ideas cross-culturally
5. Formulate a question appropriate for philosophical inquiry and be able to discuss philosophical problems and perspectives relevant to that question

The **Major in Philosophy** consists of at least 44 hours in philosophy and related areas. Transfer students bringing 45 or more credit hours in transfer are exempted from HUM 299, with the result that the major requirement is reduced to 43 hours. 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 299: Issues in Professional Development** (1 hr.)
- **HUM 347: Research in the Humanities** (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

Associate Professor Traci Haydu, Chair, Division of Education and Coordinator

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. Two related majors, Exercise Science and Outdoor Recreation, are described in those sections of this catalog.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Understand the importance and influence of physical activity and exercise on health and be an advocate for physically active lifestyles as a means to improve quality of life and reduce the risk and prevalence of lifestyle related diseases
2. Demonstrate the knowledge and skills to customize fitness and physical activity programming necessary for lifestyle modification
3. Develop a sense of professionalism by participating in applied academic activities including scholarship, networking, community service and related disciplinary conference activities
4. Demonstrate a respect for individual similarities and differences that foster the value of diversity through utilizing strategies and programming for the inclusion of all peoples to promote lifetime health and wellness
5. Develop an awareness of the intrinsic values and benefits of living a healthy lifestyle that provides opportunity for self-expression, participation in lifetime physical activity, social interactions, leadership, enjoyment, and personal growth across the lifespan
6. Provide an environment that fosters the development of a knowledge base and understanding of how the human body functions in relation to movement concepts, fitness principles, and health literacy strategies as they apply to wellness and exercise science
7. Promote national health and fitness goals to improve the quality of life and reduce the incidences of chronic lifestyle diseases
8. Demonstrate knowledge of the historical, philosophical, psychological, and sociological perspectives of physical education
9. Identify, evaluate and creatively address health and fitness issues on multiple levels (individual, organizational, and community) using current, credible, and applicable information

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 219: Principles of Human Nutrition (3 hrs.)
PHR 231: Motor Development and Motor Learning (3 hrs.)
PHR 321: Physical Education and Recreation for Special Populations (3 hrs.)
PHR 331: Physical Education for Children (3 hrs.)
PHR 332: Kinesiology (3 hrs.)
PHR 334 Administration and Supervision of Physical Education Programs (2 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 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 219**: Principles of Human Nutrition (3 hrs.)
- **PHR 231**: Motor Development and Motor Learning (3 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 (3 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 (4 hrs.)
- **BIO 218**: Human Anatomy and Physiology II (4 hrs.)
- **PSY 101**: Introductory Psychology (3 hrs.)
- **BUS 201**: Principles of Management (3 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 19 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 (3 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, Chair, Division of Natural Sciences and Coordinator**

Courses in physics provide students with sound training in the principles and techniques of modern physical theory (basic and applied) and experimentation. The courses integrate laboratory, theoretical, and research skills to provide the range of abilities needed by the practicing professional in highly interdisciplinary applications. Students majoring in Biochemistry, Biology, Biopharmaceutical Sciences, Chemistry, Mathematics, Computer Science, and Engineering, as well as those seeking to enter selected professional programs are encouraged to take courses in Physics.
Political Science

Associate Professor Jenifer Greene, Chair, Division of Social Sciences
Associate Professor Mark O’Gorman, Coordinator

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.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Demonstrate an understanding of the discipline’s major theoretical perspectives and methodologies
2. Apply existing knowledge to current political issues to bolster political engagement
3. Demonstrate the ability to develop research design that reflects the ability to find, organize, and synthesize statistical, textual and graphical data with the ability to convey this information in a manner consistent with the discipline

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 313: Regional Comparative Governments and Politics (3 hrs.)
  or
- PLS 316: International Organizations and Law (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.)
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:
  - 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 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.)
  - PLS 212: International Politics (3 hrs.)
- Six additional credit hours in political science courses

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**Psychology**

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**Professor Kathie Shiba, Chair, Division of Behavioral Sciences and Coordinator**

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. The **Major in Psychology with a Counseling Track** specifically prepares students for graduate programs in a wide variety of counseling fields. 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.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Describes how the interaction of mind, body, and the socio-cultural environment affects behavior.
   a. Understands the nature of diversity
   b. Recognizes the wide variety of behavior that can be considered normal, as well as the multiple causes of varied behaviors
   c. Compares and contrasts major psychological systems
   d. Relates behavior to different developmental levels across the life-span
2. Critically reviews and analyzes psychological research.
   a. Uses and interprets quantitative and qualitative information appropriately
   b. Identifies relationships and synthesizes information
   c. Considers ethical issues
   d. Uses basic psychological terminology
3. Demonstrates ability to solve problems using the scientific mode of inquiry.
4. Expresses oneself clearly and persuasively in writing and speaking professionally.
   a. Gives formal presentations
   b. Uses APA style in written communications as appropriate
5. Demonstrates empathy for and sensitivity to individuality and the influence of the human condition.

The **Major in Psychology** requires 46 credit hours with 36 hours in major courses and 10 hours in related areas. Required courses include:

- PSY 101: Introductory Psychology (3 hrs.)
- PSY 244: Introduction to Neuroscience (3 hrs.)
- PSY 299: Contemporary and Professional Issues in Psychology (2 hrs.)
- PSY 312: Experimental Psychology (4 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 (4 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 Psychology with a Counseling Track** requires 46 credit hours with 33 hours in major courses and 13 hours in related areas. Required courses include:

- PSY 101: Introductory Psychology (3 hrs.)

One of the following:
PSY 211: Child Development (3 hrs.)
PSY 218: Adolescent Psychology (3 hrs.)
PSY 222: Adult Development & Aging (3 hrs.)
PSY 244: Introduction to Neuroscience (3 hrs.)
PSY 299: Contemporary and Professional Issues in Psychology (2 hrs.)
PSY 301: Theories of Personality (3 hrs.)
PSY 312: Experimental Psychology (4 hrs.)
One of the following:
   PSY 314: Cognitive Psychology (4 hrs.)
   PSY 315: Human Thought & Learning (3 hrs.)
PSY 331: Abnormal Psychology (3 hrs.)
PSY 333: Counseling (3 hrs.)
PSY 351-352: Senior Study (6 hrs.)
BIO 113: Principles of Organismal Biology (4 hrs.)
MTH 221: Inferential Statistics (3 hrs.)
PHR 235: Group Facilitation (3 hrs.)

One of the following:
   SOC 101: Introductory Sociology (3 hrs.)
   SOC 211: Cultural Anthropology (3 hrs.)
   SOC 215: Sociology of Marriage and Family (3 hrs.)

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.

## Religion

**Associate Professor Nancy Locklin-Sofer, Interim Chair, Division of Humanities**

**Professor William Meyer, Coordinator**

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 faculty seek to prepare students to enter life after college with a richer understanding and deeper appreciation of religious questions, texts, and traditions. Such preparation will equip them with the skills and attitudes necessary for lifelong personal growth, community involvement, and professional accomplishment. The faculty also aim to provide students interested in further specialization with the skills and literacy needed for graduate study in religion and/or professional study in divinity.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Demonstrate a working knowledge of some of the critical methods in and major approaches to the study of religion
2. Explain the beliefs and practices, historical developments, and major contemporary concerns of the world’s major religious traditions
3. Demonstrate familiarity with major themes in biblical literature and other religious texts and with contemporary issues related to the study of religious texts.
4. Understand some of the central themes of Christianity as well as the diversity within the Christian tradition.
5. Analyze carefully, think critically, and write coherently about religious traditions, whether one’s own tradition or other traditions.
6. Demonstrate a working knowledge of some of the critical methods in and major approaches to the study of religion.

The **Major in Religion** consists of 44 hours in religion and related areas. Transfer students bringing 45 or more credit hours in transfer are exempted from HUM 299, with the result that the major requirement is reduced to 43 hours. 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 299: Issues in Professional Development (1 hr.)
- HUM 347: Research in the Humanities (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.)
  - or
- 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.)
- PHL 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

Professor Kathie Shiba, Chair, Division of Behavioral Sciences and Coordinator
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, Chair, Division of Social Sciences
Professor Susan Ambler, Coordinator

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.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Use sociological concepts and principles in describing and explaining the social world
2. Understand the discipline’s major theoretical perspectives
3. Develop a social research design that includes:
   a. Generating a research question
   b. Selecting a research method
   c. Gathering data
   d. Analyzing results
4. Analyze contemporary social issues form a sociological perspective

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 202: Social Problems (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 211: Cultural Anthropology (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 326: Social Movements (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. The required course in the major is:

  SOC 101: Introductory Sociology (3 hrs.)

Additional hours may be selected from the following courses:
  SOC 202: Social Problems (3hrs.)
  SOC 211: Cultural Anthropology (3 hrs.)
  SOC 215: Sociology of Marriage and Family (3 hrs.)
  SOC 221: Social Psychology (3hrs.)
  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 326: Social Movements (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.)

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**Spanish**

**Professor Sam Overstreet, Chair, Division of Languages and Literature**

**Associate Professor Geoffrey Mitchell, Coordinator**

As a modern language spoken by more than 329 million people on nearly every continent, Spanish ranks number 2 worldwide in terms of native speakers. Nevertheless, the study of Spanish does not simply involve language acquisition vis-à-vis classroom instruction; the acquisition of a language requires intellectual engagement through the study of the various cultures and histories of the peoples who claim Spanish as their native tongue. The Spanish faculty are dedicated to facilitating the acquisition and understanding of this modern language in a practical fashion and in a variety of settings such as serving in an internship in the general community and via a semester-long study abroad experience in a Spanish-speaking country. In addition, students of Spanish are expected to increase second language proficiency—oral, aural, and written—via exposure to and academic engagement with a variety of media be it literary, film, historical, or professional (journalism, business, etc.). These media challenge students to
question their perception of the various Hispanic cultures and to engage in critical inquiry that leads to a wider understanding of the world.

Given the international and domestic influence of Spanish and Hispanic cultures in all aspects of daily life, the Major in Spanish provides a holistic academic, cultural, and linguistic preparation that enables the student to compete in a professional market increasingly needful of bilingual employees. The Major is an ideal—and arguably necessary—complement to any professional pursuit that requires contact with native speakers of Spanish.

Students successfully completing the program of study will have achieved the following learning outcomes:

**Knowledge**

1. Knowledge of literary terminology and concepts
2. Knowledge of major authors and works from both the Latin American and Spanish literary traditions
3. Knowledge of literary style and its development in various periods in Latin America and Spain
4. Knowledge of the historical, cultural, political, and philosophical events and movements that have had a bearing on the development of Hispanic literatures

**Skills**

1. Ability to write an analysis of a text in Spanish
2. Ability to use spoken Spanish effectively in order to communicate ideas and to defend a position
3. Ability to identify Spanish-speaking countries and capitals on a map as well as in geographical relation to other countries
4. Ability to articulate the value of the study abroad experience as an integral aspect of the major.
5. Ability to understand spoken Spanish from a variety of areas (U.S., Spain, Central & South America, Caribbean) with a reasonable level of comprehension.
6. Ability to identify different grammatical structures and concepts and use with proficiency
7. Ability to conduct independent research on a topic related to Spanish (literature, history, culture)
8. Ability to effectively communicate information about a research project through development and delivery of an oral presentation in Spanish
9. Ability to write in Spanish using appropriate vocabulary, satisfactory syntax, and correct grammar
10. Ability to read and understand a variety of texts in Spanish with discernment

The **Major in Spanish** consists of 47-48 credit hours beyond elementary Spanish (110-120). Transfer students bringing 45 or more credit hours in transfer are exempted from HUM 299, with the result that the major requirement is reduced to 46-47 hours. 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.)
OVS 203: Cross-Cultural Preparation for Study Abroad (0-1 hrs)
HUM 201: Perspectives in the Humanities (3 hrs.)
HUM 299: Issues in Professional Development (1 hr.)
HUM 347: Research in the Humanities (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 43-44 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.)
  - OVS 203: Cross-Cultural Preparation for Study Abroad (0-1 hrs)
  - HUM 347: Research in the Humanities (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

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**Statistics**

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

Statistics is the science of making decisions in the presence of uncertainty. Involving the design, analysis, and interpretation of research studies, statistical science is interdisciplinary by nature and has application in the natural sciences, behavioral sciences, and social sciences.

The curriculum in statistics advances a student’s problem-solving ability and critical thinking skills. The **Minor in Statistics** focuses on applying methodology in diverse research fields while developing the logic and mathematical theory supporting the methodology.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Communicate mathematical ideas with precision and clarity in both written and oral form.
2. Understand the difference between association and causation
3. Recognize potential biases in sampling, including surveys
4. Be able to assess the role of variability (error) when estimating a parameter
5. Distinguish between statistical significance and practical significance
6. Understand the logic behind statistical inference

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 337: Internship in Mathematics (2-6 hrs.) (3 hours required)

**Teaching English as a Second Language**

**Professor Sam Overstreet, Chair, Division of Languages and Literature**
**Assistant Professor Dan Hickman, Coordinator**

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 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 in one of the following foreign languages: American Sign Language, French, German, Japanese, or Spanish.

Students successfully completing the program of study will have achieved the following learning outcomes:

1. Understand linguistic terms and concepts essential for teaching English as a second language.
2. Identify by name all the phrasal and clausal syntactic structures commonly used in the formation of English sentences.
3. Draw generative tree diagrams of kernel sentences in English.
4. Describe how the phonemes of American English are produced in the mouth.
5. Read and write phonetic transcriptions using the International Phonetic Alphabet.
6. Understand the stages of language development in children that can normally be expected at different ages.
7. Understand a range of methodologies and approaches for teaching English that are suitable for learners of different ages and levels of English ability.
8. Articulate a philosophy of standards of correctness that balances respect for linguistic diversity with acknowledgment of the reality of both sociolinguistic prejudice and culturally determined norms of correctness.
9. Articulate how their own experience as learners of a second language facilitates empathetic understanding of their students as language learners.
10. Conceive and execute an original research study on a topic related to teaching English as a second language.
11. Effectively communicate information about a TESL research project through development and delivery of an oral presentation.

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 in the Humanities (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.)

Course offerings in foreign language may be found in the course listings under American Sign Language, French, German, Japanese, and Spanish.

Also required are 37 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 302: Educational Technology (2 hrs.)
EDU 303: Models of Classroom Instruction (K-6) (2 hrs.)
EDU 305: Strategies for Classroom Management (K-6) (2 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (2 hrs.)
EDU 323: Reading and Writing (K-4) (3 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 Studies

Associate Professor William Swann, Chair, Division of Fine Arts
Associate Professor Heather McMahon, Coordinator

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 Internship, 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.
Students successfully completing the program of study will have achieved the following learning outcomes:

1. Complete informed and discerning critiques of productions, both those productions that involve the student directly and those that do not
2. Analyze a script for production
3. Utilize basic acting vocabulary and techniques in auditions, the rehearsal process, and in performance
4. Demonstrate a literacy of the major movements of theatre history and dramatic literature
5. Demonstrate a basic knowledge of design principles and an understanding of the various media used to communicate design ideas
6. Utilize basic materials and construction techniques in the creation of settings, properties, and costumes
7. Demonstrate a basic knowledge of stage lighting and sound equipment
8. Apply basic techniques of stage direction to take a script from the page to the stage

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 337: Internship 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 337: Internship 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 Sam Overstreet, Chair, Division of Languages & Literature
Assistant Professor Kim Trevathan, Coordinator

The Major in Writing/Communication is 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.

Students successfully completing the program of study will have achieved the following learning outcomes:

Knowledge

1. Familiarity with major authors and works from all the major periods of Western Literature, including contemporary literary writers and their works
2. Knowledge of Western literary history and the continuity of its traditions
3. Familiarity with historical, cultural, political, and philosophical events and movements which have had a bearing on the development of those literatures and their interpretations
4. Familiarity with genres/schools of poetry and prose
5. Knowledge of literary terminology
6. Knowledge of methods and strategies for generating ideas in order to produce texts of clarity that is appropriate to audience, context, and purpose
7. Understanding of the distinction between literary and popular writing, between accessible and experimental
8. Knowledge of writing and editing applications in non-academic contexts such as through internship experiences
9. Knowledge of methodologies for critiquing and giving constructive feedback on manuscripts
10. Knowledge of methodologies of different rhetorical situations, different modes of writing in journalism, public relations, business and technical writing
11. Knowledge about best practices, ethical and professional issues in journalism, public relations, business and technical writing

Skills

1. Ability to read with discernment—to analyze and interpret form, structure and style in expository writing and in various genres of literature
2. Ability to write with clarity, conciseness, appropriate organization and a level of usage and style suitable for the audience and rhetorical situation
3. Ability to carry out independent research
4. Ability to show confident and articulate oral expression.
5. Proficiency in copy editing and proofreading of work other than one's own, including knowledge of various style guides and the distinction between grammar and style (AP style, MLA etc.)
6. Ability to collaborate responsibly and efficiently within small groups or teams and within larger organizational structures to produce written reports, multimedia presentations and creative projects.

The **Major in Writing/Communication** consists of 47 hours, including 42 hours in English and 5 hours in Humanities. Transfer students bringing 45 or more credit hours in transfer are exempted from HUM 299, with the result that the major requirement is reduced to 46 hours. 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.)
  - ENG 337: Internship (3 hrs.)
- ENG 351-352: Senior Thesis (6 hrs.)
- HUM 201: Perspectives in the Humanities (3 hrs.)
- HUM 299: Issues in Professional Development (1 hr.)
- HUM 347: Research in the Humanities (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 9 credit hour internship option take an additional 3 hours in English courses in literature while students pursuing the 3 credit hour internship 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 **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.)
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 learn 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 (0-15)**
Practical experience in a professional environment with supervision approved by department faculty. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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: CMP 130, 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)

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**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 (0-15)
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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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: Composition 130, 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

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. Design 1 (4)
Prerequisite: Art 102
A problem-based, thematic introduction to the field of Design. 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 hand building. 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 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. Design 2 (4)
Prerequisite: Art 123
A problem-based, thematic continuation of Design 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. Students
participate in a public end-of-term critique.  
(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 231 Typography (4)**  
*Prerequisite: ART 123*  
An exploration of the history of the visual letterform, font technology, anatomy of type, and how to use type in various layouts, grids and visual formats to create dynamic, clear and organized written visual language. Students will explore open type features, glyphs, leading, alignments, punctuation, kerning, tracking, legibility, readability, word and letter spacing, and kinetic typography. (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 317 History of Design (3)**  
*Prerequisite: Sophomore standing*  
An examination of the field of design from 25,000 B.C.E. to the present. This course includes weekly independent research presentations by each student surrounding a specific graphic designer and a thorough review of principles, issues, influences and stylistic endeavors of specific graphic design works from corresponding periods. (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. Design 3 (4)
Prerequisite: Art 223
A problem-based, thematic continuation of Design 2. Students solve advanced design problems in electronic and print formats. Topics may include advanced typography, color, multimedia, and advanced production problems. Students participate in a public end-of-term critique. (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 (0-15)
Prerequisites: 4 credit hours of either Art 221, 222, 223, 224, or 225 and permission of the instructor
Opportunities are available in a variety of settings such as commercial firms, advertising agencies, non-profit agencies, or studios of professional artists. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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: CMP 130, 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-requisite: 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 in prokaryotes and eukaryotes. Topics include cellular ultrastructure and physiology; basic biochemistry of the cell; bioenergetics; photosynthesis; nuclear and cell division; and Mendelian genetics. 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 (4)
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. (4 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. Professional Practices in Biology (1)
Co-Requisite or Prerequisite: Biology 221
This course focuses on professional preparation, critical analysis of scientific
papers, and presentation methods used by biologists. (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 (0-15)**

*Prerequisites: At least 2.8 GPA in major/related courses, sophomore, junior, or senior standing and division approval*

Practical on-campus or 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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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 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: CMP 130, 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 materials and an oral presentation. (3 credit hours each)

BIO 355. Microbiology (4)
Prerequisite: Biology 221
Pre or co-requisite: Chemistry 122
The basic principles and methodologies of the study of microbial organisms with emphasis on the eubacteria. Topics include: cellular ultrastructure and physiology; microbial metabolism and growth; properties and reproduction of viruses; microbial ecology; pathogenicity; and industrial applications of microbiology. Laboratory work stresses basic research techniques: microscopy, culture growth, isolation, and identification of microbes. (4 credit hours)

BIO 357. Immunology (3)
Prerequisite: Biology 221
An overview of the innate and adaptive immune systems of humans, including non-specific defenses, antigen presentation and recognition, humoral immunity, cell-mediated immunity, and immunologic tolerance. Immune responses to infectious agents and vaccines will be discussed, as will disorders caused by hypersensitivity, autoimmunity, and immunodeficiency. (3 credit hours)

BIO 403. Vertebrate Field Zoology (4)
Prerequisites: Biology 113, Biology 222, and junior or senior standing
An integrative study of a particular group of vertebrate animals. This course may be taught as ichthyology (study of fishes), herpetology (study of amphibians and reptiles), or ornithology (study of birds). Taxonomic, physiological, behavioral, ecological, and population aspects of the animals will be examined. Laboratory work emphasizes identification and characterization of animals in southern Appalachian Mountains through extensive trips in the field. (4 credit hours)

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 courses to complete bioinformatics and molecular cloning projects that culminate with the expression, purification, and functional analysis of a selected protein. (4 credit hours)

Business

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 (0-15)**
*Prerequisites: Junior standing and permission of the Division of Social Sciences Chair*
Field experiences that provide practical applications in appropriate work settings. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0-15 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 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: CMP 130, 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. Financial Reporting and Analysis (3)  
Prerequisites: BUS 215 and Junior standing  
Accounting theory, principles, and practice concerning the preparation and analysis of financial statements. Topics include balance sheet presentation, income statement analysis, revenue recognition, earnings management, statement of cash flows, inventory valuation, and changes in equity and capital structure. (3 credit hours)

BUS 366: Advanced Financial Reporting (3)  
Prerequisite: BUS 365  
Accounting standards for advanced accounting topics including cash flows, income taxes, leases, accounting changes, consolidated financial statements and foreign entities. (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 111. Fundamentals of Chemistry (4)  
Prerequisites: Placement into MTH 112 or successful completion of MTH 105  
An introduction to basic chemical principles including ionic and covalent bonding, gas laws, solutions, acid/base chemistry, oxidation and reduction, and equilibrium. A special emphasis will be given to problem-solving strategies. (4 credit hours)

CHM 121. General Chemistry I (4)  
Prerequisites: Either CHM 111 or both placement into Mathematics 115 and satisfactory performance on the chemistry placement exam.  
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. General 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 (0-15)
Prerequisites: At least 2.8 GPA in major/related courses, sophomore, junior, or senior standing and division approval
Practical on-campus or 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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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, photo-chemistry, polymer chemistry, advanced biochemistry, advanced inorganic chemistry, and advanced organic chemistry. (1 to 4 credit hours)

CHM 351-352. Senior Research Project (6)  
**Prerequisites:** CMP 130, 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 equilibria; composition diagrams; 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 (pinyin 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)
Prerequisite: 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)
Prerequisite: 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)
Prerequisite: 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)
Prerequisite: 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)
Prerequisite: 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)**  
*Prerequisite: 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 hash 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 337. Internship in Computer Science (0-15)**  
*Prerequisites: Division Chair approval*  
Practical off-campus experience in a field setting that applies methodologies of computer science. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 credit hours)

**CSC 343. Applied Programming Practicum in Computer Science (2-6)**  
*Prerequisites: Division Approval*  
Application of programming skills in problem solving scenarios in a structured setting. One credit hour is associated with each three hours of work every week for a 14-week semester. To earn credit, students must participate in planned programming team competitions. (2-6 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: CMP 130, 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 emphasizing clear communication through attention to content organization and development as well as grammar and effective sentence structure. Students write a variety of essays, with attention devoted to all stages of the writing process, including analysis of rhetorical situation, invention, drafting, peer conferencing, and revision. Students identified as needing additional support in grammar and mechanics will receive supplemental instruction in a mandatory grammar lab. This may take the form of small-group or individualized instruction or a fourth-hour meeting. (3 credit hours)

Composition 130: Advanced Composition (3)
Prerequisite: English Composition 110 or placement into the course
An opportunity to develop more sophisticated strategies in library research, argumentation, and writing organized around the broad theme of “the common good.” The students will learn structures of argument, elementary logic, identification
and prevention of logical fallacies, and skills in writing and thinking that build on skills introduced in CMP 110. Students will complete assignments including a research diary, periodic source reports, an extended analysis and critique of a scholarly source, an outline, an annotated bibliography, and a final research paper of at least 2500 words. The class will also offer a capstone experience for the first year in the form of an oral presentation of the student’s research at the end of the course. (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 American Sign Language, Chinese, French, German, Japanese, and Spanish. 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 100: Introduction to the College (1)**
Introduction for first-year students to Maryville College and college life. Topics and activities include college policies, Maryville College history and traditions, college success strategies, campus life, and Mountain Challenge experiences. (1 credit hour)

**First Year Seminar 110 (2)**
*Offered in the fall semester*
Examining a selected theme from a variety of disciplinary approaches, this course introduces students to the academic expectations and practices of a Liberal Arts college. Students will engage in active exploration of the course topic enhancing their analytical reading, critical thinking, and communication skills. (2 credit hours)

**First Year Seminar 120: Communication Strategies (3)**
*Prerequisite: First Year Seminar 110 or ORN 120*
*Offered in the January term*
Combining theory and practice, this course explores human communication. Through lectures, readings, discussion, and individual and group work, students will gain greater understanding of various communicative media and rhetorical modes. In addition to opportunities to further develop analytical and critical thinking skills, students will refine public speaking skills through several speeches. (3 credit hours)
Literature 270: The Early Western Literary Tradition (3)
Prerequisites: Composition 130 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 130 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)

Maryville College Works (1)
Completion of all elements of the Maryville College Works program described in the Degree Requirements section of the Catalog. Consisting of career development planning, implementation, and reflection, students are awarded one credit hour upon satisfactory completion of all required elements. (1 credit hour)

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)

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 130
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: Composition 130, 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)

Dance

DAN 241. Dance (1)
Class lessons in ballet, jazz, or tap taught at the Van Metre School of Dance in downtown Maryville. (The student registers through the College and pays the lesson fees to the Van Metre School of Dance.) Two hours of class instruction per week and a minimum of two hours of outside practice per week are required. A maximum of 6 credit hours may be counted toward graduation requirements. (1 credit hour)

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 (0-15)
Prerequisites: Junior standing and permission of the Division of Social Sciences Chair
Field experiences that provide practical applications in appropriate work settings. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 credit hours)

ECN 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)

ECN 346: Environmental Economics (3)
Prerequisite: ECN 201
A broad introduction to the field of environmental and ecological economics exploring the relationship between the
economy and the environment and how economic theory can be used to study and address environmental issues. Topics include criteria for setting standards, selecting economic regulatory tools, and designing policy. (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: CMP 130, 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 301/303*
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 301/303
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 301/303
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 (2-6)
Prerequisites: Psychology 218 and Education 301/303
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 6 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

EGR 351. Senior Study (3)
Prerequisites: Composition 130, 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 130
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 130
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 130
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 130
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 130
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 130
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 130
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 130
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 130
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 130
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: CMP 130
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: CMP 130
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. Emphasizes 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 (0-15)
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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 credit hours)
(Major requirement, 9 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: CMP 130, pass the 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)

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.

ESL 101: Introductory English I
An introduction to the beginning structures of English as a Second Language using concepts related to talking about people in a more detailed way and the environment removed from the classroom. Emphasis is also given to communicating in beginning English with the addition of the simple past tense, expanding basic vocabulary, and writing simple sentences in English. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

ESL 102: Introductory English II
A sequel to the beginning structures of English as a Second Language using concepts related to people, places and objects within the immediate environment. Emphasis is also given to communicating in beginning English with the addition of the simple past tense, expanding basic vocabulary, and writing simple sentences in English. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

ESL 103: Elementary English I
An introduction to the elementary structures of English as a Second Language using concepts related to talking about people in a more detailed way and the environment removed from the classroom. Emphasis is also given to communicating in elementary English with the addition of more past and future tenses plus the present perfect tense, developing level-appropriate vocabulary, and writing basic paragraphs in English. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

ESL 104: Elementary English II
A sequel to the elementary structures of English as a Second Language using concepts related to talking about people in a more detailed way and the environment removed from the classroom. Emphasis is also given to communicating in elementary English with different word forms such as comparative and superlative adjectives or gerunds and infinitives, expanding level-appropriate vocabulary, and writing basic paragraphs in English. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)
ESL 201: Intermediate English I
An introduction to the basic intermediate structures of English as a Second Language using concepts related to talking about people in a more abstract way and the environment removed from the classroom. Emphasis is also given to communicating in low intermediate level English with all 12 verb tenses, developing level-appropriate vocabulary, writing more detailed paragraphs in English, and giving presentations. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

ESL 202: Intermediate English II
A sequel to the basic intermediate structures of English as a Second Language using concepts related to talking about people in a more abstract way and the environment removed from the classroom. Emphasis is also given to communicating in low intermediate level English with all 12 verb tenses, developing level-appropriate vocabulary, writing more detailed paragraphs in English, and giving presentations. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

ESL 203: Intermediate English III
An introduction to the intermediate structures of English as a Second Language using concepts related to talking about people in an abstract way and the environment removed from the classroom. Emphasis is also given to communicating in high intermediate level English with deeper knowledge of all 12 verb tenses, developing level-appropriate vocabulary, writing basic essay structure in English, and giving presentations. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

ESL 204: Intermediate English IV
A sequel to the intermediate structures of English as a Second Language using concepts related to talking about people in an abstract way and the environment removed from the classroom. Emphasis is also given to communicating in high intermediate level English with structures that elicit more detailed information, developing level-appropriate vocabulary, writing basic essay structure in English, and giving presentations. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

ESL 301: Advanced English I
An introduction to more advanced structures of English as a Second Language using concepts related to talking about people in a more academic way and the environment far removed from the classroom. Emphasis is also given to communicating in low advanced level English with structures that elicit more detailed information, developing level-appropriate vocabulary, writing more detailed essay structures in English, and giving presentations. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

ESL 302: Advanced English II
A sequel to the more advanced structures of English as a Second Language using concepts related to talking about people in a more academic way and the environment far removed from the classroom. Emphasis is also given to communicating in low advanced level English with structures that elicit more detailed information, developing level-appropriate vocabulary, writing more detailed essay structures in English, and giving presentations. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)
English, and giving presentations. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

**ESL 303: Advanced English III**
An introduction to the highly advanced structures of English as a Second Language using concepts related to talking about people in an academic way and the environment far removed from the classroom. Emphasis is also given to communicating in high advanced level English with broader contexts and structures that elicit interpretive language, developing level-appropriate vocabulary, writing academic essay structures in English, and giving presentations. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

**ESL 304: Advanced English I**
A sequel to the highly advanced structures of English as a Second Language using concepts related to talking about people in an academic way and the environment far removed from the classroom. Emphasis is also given to communicating in high advanced level English with broader contexts and structures that elicit academic language, developing level-appropriate vocabulary, writing academic essay structures in English, and giving presentations. A whole language approach of reading, writing, listening and speaking incorporates appropriate grammar structures and develops receptive and productive skills. (3 credit hours)

**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 (0-15)**
*Prerequisites: Junior standing and permission of the Division of Social Sciences Chair*
Field experiences that provide practical applications in appropriate work settings. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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 346: Environmental Economics (3)
Prerequisite: ECN 201
A broad introduction to the field of environmental and ecological economics exploring the relationship between the economy and the environment and how economic theory can be used to study and address environmental issues. Topics include criteria for setting standards, selecting economic regulatory tools, and designing policy. (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: CMP 130, 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 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 337. Internship (0-15)
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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 credit hours)

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 337. Internship (0-15)
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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 credit hours)
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
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: 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 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 (0-15)
Practical off-campus experience in a field setting. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 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 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: CMP 130, 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)
Prerequisite: Composition 130
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 299. Issues in Professional Development (1)
Emphasizes professional preparedness leading to future careers that require skills practiced within the humanities. Topics include discipline specific presentations and readings related to professional practice and ethical standards, preparation of discipline-specific professional resumes and cover letters, and development of professional networking and interviewing skills. Each student writes a proposal for a significant practical experience. Ordinarily taken in the spring of the sophomore year. (1 credit hour)

HUM 347. Research in the Humanities (1)
Emphasizes research preparedness leading to the Senior Study experience. Topics may include discipline specific reading around a Senior Study topic, electronic literature search strategies, and the writing and delivery of the formal research proposal using presentation software. Ordinarily taken in the fall of the junior year. (1 credit hour)

International Studies

INT 201. Contemporary Global Issues (3)
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)
INT 316. International Organizations and Law (3)
Prerequisite: Junior standing, or permission of instructor
Study of world politics with an emphasis on international law and major international organizations such as the United Nations and World Trade Organization. Case studies of select non-governmental organizations, multinational corporations and international courts will also be included. (3 credit hours)

INT 337. Internship in International Studies (0-15)
Prerequisites: Junior standing and permission of the Division of Social Sciences Chair
Field experiences that provide practical applications in appropriate work settings. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 credit hours)

INT 349. Special topics in International Studies (3)
Special topics in International Studies, selected from a diverse range of disciplinary approaches and topics depending on faculty expertise, student interests and availability. (3 credit hours)

INT 351-352. Senior Study (6)
Prerequisites: CMP 130, 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)

INT 401. International Studies Theory and Practice (3)
Prerequisite: Senior standing in major/minor or permission of instructor, and completed study abroad.
A capstone course that integrates the major by bringing together various aspects in a coherent set of theories and concepts. This involves identification of a core set of theories and concepts from the international relations discipline and connecting them to central themes from the diverse disciplinary approaches represented in the major in International Studies. Students will utilize this theoretical and conceptual framework to analyze their experience abroad and apply this knowledge in an international, cross-cultural context.

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 337. Internship (0-15)
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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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 112. College Algebra with Precalculus (3)
Prerequisite: Satisfactory performance on the mathematics assessment or Mathematics 105
A foundational course in college algebra with an introduction to precalculus and applications. Topics include the real number system, basic concepts of functions and graphs, linear, polynomial, rational, exponential and logarithmic functions, and solutions of systems of linear equations. (3 credit hours)

MTH 115. Precalculus with Trigonometry (4)
Prerequisite: Satisfactory performance on the mathematics assessment or Mathematics 112
An extension of the study of college algebra with an emphasis on trigonometry. Topics include the real and complex number systems and properties of polynomial, rational, exponential, logarithmic and trigonometric functions with applications. (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 (0-15)
Practical off-campus experience in a field setting. For each credit hour granted, students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 credit hours)

MTH 349. Selected Topics in Mathematics (3)
Prerequisites: Junior standing and permission of instructor
Topics selected from such areas as Graph Theory, Mathematical Modeling, 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: CMP 130, 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
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 intervallic 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: Fine Arts 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
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 (0-15)**
*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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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: CMP 130, 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

Neuroscience

**NSC 244. Introduction to Neuroscience (3)**
Prerequisite: Psychology 101
An introduction to the biological bases of behavior. Fundamentals of neuroanatomy, neurophysiology, and neurotransmission will be covered. Other topics include psychoactive drugs, stress, sleep, hunger, sexual behavior, memory, biological basis of psychological and neurological disorders. (3 credit hours)

**NSC 402. Advanced Neuroscience (3)**
Prerequisites: Psychology 101, Neuroscience 244, and Bio 113 or Bio 115
Advanced study of topics in neuroscience. The course will build upon topics covered in the Introduction to Neuroscience and focus on Neuropsychology and Neurocognition

**NSC 351-352. Senior Study (6)**
Prerequisites: CMP 130, 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 the preparation of a formal paper. (3 credit hours each)

Overseas Study

**OVS 203. Cross-Cultural Preparation for Study Abroad (0-1)**
Prerequisite: Nomination for Study Abroad program or permission of instructor.
Preparation for study abroad experience

from both theoretical and practical perspectives. Cross-cultural dimensions of international education, including theories of cultural identity, cultural adjustment, and intercultural awareness; preparation on essential academic, logistical, health and safety topics. This course is a prerequisite for all students participating in MC approved, semester, summer or year-long study abroad program. This course is offered on an S/U basis only.

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: CMP 130
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: CMP 130
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)**
Prerequisite: CMP 130
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: CMP 130*
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: CMP 130*
An exploration of central themes, thinkers, and schools of thought in American philosophy, ranging from New England transcendentalists (Emerson & Thoreau) to pragmatists (Pierce, 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 337. Internship in Philosophy (0-15)**
*Prerequisites: Permission of Division Chair*
An on- or off-campus experience that provides an opportunity to apply concepts of philosophy in a variety of field settings. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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: CMP 130, 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)
Physical Education, Health and Recreation

PHR 101. Human Health and Wellness (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 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 (3)
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 are also emphasized. (3 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 Junior standing
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 (3)
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. (3 credit hours)

PHR 332. Kinesiology (3)
Prerequisite: Biology 217 and 218 or permission of the instructor
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, Exercise Science, or Outdoor Recreation (0-15)  
Practical off-campus experience in a field setting. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 credit hours)

PHR 341. Measurement and Evaluation in Physical Education (3)  
Prerequisites: STA 120, PHR 101 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 345. Physiology of Exercise (3)  
Prerequisite: Biology 217 and 218 or permission of the instructor  
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: Composition 130, 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. Map and Compass*

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 & 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 271. Modern Physics (4)**
*Prerequisite: Physics 202*
Introductions to the theories and
supporting experimental evidence of
selected topics in modern physics. Topics
include: special relativity; relativistic mass,
momentum, and energy; general relativity,
warping of space-time, and black holes;
particle-wave duality; uncertainty principle;
atomic structure; quantum theory and
atomic/molecular spectra; lasers;
Schrodinger’s equation; eigenvalues,
eigenfunctions and expectation values;
nuclear forces; radioactivity, nuclear fission
and fusion; and nuclear reactors.
Laboratory work involves experiments that
explore the quantum nature of matter and
energy. (4 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)

**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 313. Regional Comparative Governments and Politics (3)**
*Prerequisite: Political Science 121 and 211 or permission of instructor*
Comparative study of political background and governmental systems of a selected region with emphasis on traditional and contemporary political behavior, ideas, and institutions (3 credit hours)

**PLS 316. International Organizations and Law (3)**
*Prerequisite: Junior standing, or permission of instructor*
Study of world politics with an emphasis on international law and major international organizations such as the United Nations and World Trade Organization. Case studies of select non-governmental organizations, multinational corporations and international courts will also be included. (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 (0-15)**
*Prerequisites: Junior standing and permission of the Division of Social Sciences Chair*
Field experiences that provide practical applications in appropriate work settings. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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: CMP 130, 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 228. Human Sexuality (3)
Prerequisite: Psychology 101
Human Sexuality provides a comprehensive introduction to the psychobiological, psychosocial, behavioral, and cross-cultural aspects of sexuality. Theoretical and empirical research will be utilized to better understand the broad range of attitudes, behaviors, knowledge, practices, and myths pertaining to sexuality. Topics include, but are not limited to, gender development, sexual orientation, contraception, sexually transmitted diseases, sexual problems, sexual disorders, and therapies. (3 credit hours)

PSY 244. Introduction to Neuroscience (3)
Prerequisite: Psychology 101
An introduction to the biological bases of behavior. Fundamentals of neuroanatomy, neurophysiology, and neurotransmission will be covered. Other topics include psychoactive drugs, stress, sleep, hunger, sexual behavior, memory, biological basis of psychological disorders, and neurological disorders. (3 credit hours)

PSY 299. Contemporary and Professional Issues in Psychology (2)
Prerequisites: Major in Psychology, Psychology with Counseling Track, Neuroscience with Psychology Track, or Child Development and Learning; Psychology 101
A course for new majors to examine contemporary and professional issues in Psychology and related fields as well as in Child Development. Students will explore their vocational goals through a variety of methods, including an exploration of the senior study experience and guest speakers from different fields related to 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 all of these 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 (4)
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. (4 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)

PSY 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 (0-15)
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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. Not to be counted toward a major in psychology. (0 to 15 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: CMP 130, 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)
PSY 402. Advanced Neuroscience (3)
Prerequisites: Psychology 101, 244, and Bio 113 or Bio 115
Advanced study of topics in neuroscience. The course will build upon topics covered in the Introduction to Neuroscience and focus on Neuropsychology and Neurocognition. (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 337. Internship in Religion (0-15)
Prerequisites: Permission of the Division Chair
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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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: CMP 130, 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 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, variant 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
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)

**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 326. Social Movements (3)**
*Prerequisite: Sociology 101*
A study of social movements: their emergence, tactics, outcomes, and their participants. Examines collective efforts to contest and alter the existing social order and dominant power arrangements. (3 credit hours)

**SOC 337. Internship in Sociology (0-15)**
*Prerequisite: Junior standing and permission of the Division of Social Sciences Chair*
Field experiences that provide practical applications in appropriate work settings. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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: CMP 130, 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 337. Internship (0-15)
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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0-15 credit hours. 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: Composition 130, Humanities 347, English Proficiency Exam, and 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 Studies

**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. For each credit hour granted students are expected to be involved in at least 45 hours of approved activity. The duration should normally occur over a minimum of three weeks. (0 to 15 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: CMP 130, 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.)

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Associate Professor of Music (2000)  
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B.M., M.M., University of Tennessee, Knoxville;  
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Instructor of English (2011)  
B.S., Excelsior College;  
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Professor of Biology (1988)  
B.S., M.S., University of Kentucky;  
University of North Carolina;  
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Kerr Center for Sustainable Agriculture.
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Associate Professor of Accounting (2006)  
B.S., University of Tennessee, Knoxville;  
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Certification in Internal Auditing;  
Certification in Public Accounting, TN.

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Assistant Professor of Writing/Composition (2002)  
B.A., University of Louisville;  
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Associate Professor of Psychology (2004)  
B.A., M.A., Truman State University;  
Ph.D., University of Kansas.

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Associate Professor of Chemistry (2003)  
B.S., Harding University;  
Ph.D., Rice University.

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Assistant Professor of Biology (2012)  
B.S., Eastern College;  
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Ph.D., University of Kentucky.

Professors Emeriti/Emeritae

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English  
B.Mus., M.A., Ph.D.,  
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Sociology  
B.A., Hanover College;  
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Music  
B. Mus, Phillips University;  
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Economics  
A.B., Yale University;  
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Chemistry  
On the Aluminum Company of America Endowment  
B.S., Rollins College;  
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Baylor College of Medicine.

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Religion  
A.B., College of Wooster;  
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B.A., University of Illinois;  
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Mathematics  
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Psychology
B.A., Maryville College;
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**Administration**

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Director of Development (2005)
B.A., University of Tennessee, Knoxville;
M.Div., Reformed Theological Seminary.

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Director of Information Technology (2014)

Diana Canacaris
Director of Major Gifts (2003)
B.A., Maryville College.

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Head Baseball Coach
B.A. Lincoln Memorial University

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Director of Marketing (2010)
Clayton Center for the Arts
B.A., Emory & Henry College.

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Associate Dean (1987)
B.S., M.S.N., Ph.D., University of Tennessee, Knoxville.

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Director of the Maryville Fund (2014)
M.B.A., Universidad Complutense, Madrid
B.M., Hanzehogeschool, The Netherlands
Ph.D., Universidad Rey Juan Carlos, Madrid
M.M., University of Tennessee, Knoxville

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Co-Head Tennis Coach (2006)
B.A., Carson Newman College

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Executive Director for Marketing and Communications (1997)
B.A., Maryville College.

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Director of Multi-Cultural Affairs (1991)
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Assistant Athletic Director for Communications (1991)
B.A., Maryville College

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Director of Community Engagement
B.A. and M.S., University of Tennessee, Knoxville

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Director of Campus Life (2005)
B.S., M.S. University of Tennessee.
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Director of Mountain Challenge (1978)  
B.A., Maryville College;  
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Head Softball Coach  
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Director of Counseling (1995)  
B.S., M.S., Florida State University.

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Director of Learning Services (2002)  
B.S., M.S., University of Tennessee, Knoxville.

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Director of Instructional Technology (2003)  
B.A., University of Tennessee, Knoxville;  
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Director of Corporate Sales & Events (1991)  
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Director of the Equestrian Center, Penrose Farm  
B.A., Maryville College;  
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Head Men’s Basketball Coach (1980)  
B.A., Maryville College;  
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Director of Human Resources (2003)  
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B.S. Quinnipiac College  
Certificate in Public Accountancy, TN.

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Director of Physical Plant (1988)  
B.S., Tennessee Technological University.

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B.A., Carson Newman College  
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Campus Minister (2001)  
B.A., Rhodes College;  
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B.S., Nebraska Methodist College  
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B.A. Maryville College  
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Assistant Dean of Students (2013)  
B.S., Lees-McRae College  
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Director of Safety & Security (2004)  
B.S., Kansas State University;  
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Director, Nonprofit Leadership Alliance (2001)  
B.A., Maryville College.

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Director of the Library (2003)  
B.A., Northwestern University;  
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Head Football Coach (2012)  
B.S., M.A., East Tennessee State University.

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Controller (2005)  
B.A., Maryville College.

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Athletic Director; Head Volleyball Coach (1985)  
B.A., Maryville College.

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Director of International Education (2005)  
B.A., University of Calgary;  
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General Manager, Clayton Center for the Arts (2013)  
B.S., Arizona State University.

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B.S. University of Tennessee, Knoxville
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