

Maryville College



2019-2020 Catalog

Navigate the Catalog

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 | Academic Support Services..... | 35 |
| Statement of Purpose..... | 1 | Disability Services..... | 36 |
| Identity Statement..... | 1 | Bookstore..... | 39 |
| Mission Statement..... | 2 | Career Center..... | 39 |
| Educational Goals..... | 2 | Center for Diversity and Inclusion..... | 40 |
| Accreditations and Memberships..... | 3 | Center for International Education..... | 40 |
| Statement of Nondiscrimination..... | 3 | Communications..... | 41 |
| About Maryville College..... | 3 | Cooper Athletic Center..... | 42 |
| Academic Calendar..... | 4 | Counseling (Personal)..... | 42 |
| A Church-Related College | | Fitness Center..... | 42 |
| for the 21st Century..... | 5 | Food Services..... | 43 |
| Administrative Officers..... | 6 | Health and Wellness..... | 45 |
| ADMISSIONS AND FINANCIAL AID .. | 7 | Information Technology..... | 50 |
| Admission Procedures..... | 7 | Maryville College Network and Computer | |
| High School Students..... | 7 | Use Policy..... | 51 |
| Transfer Applicants / Transfer Credit ... | 8 | Instructional Technology..... | 54 |
| International Students..... | 8 | Lamar Memorial Library..... | 54 |
| Veterans..... | 9 | Lost and Found..... | 56 |
| Dual Enrollment..... | 9 | STUDENT LIFE: | |
| Advanced Placement / | | HOW TO GET INVOLVED | 57 |
| International Baccalaureate..... | 10 | Student Organizations at Maryville | |
| Readmission..... | 10 | College..... | 57 |
| Enrollment Deposit..... | 10 | MC Student Organization Guidelines ... | 57 |
| Financial Policies..... | 11 | Benefits of Student Organizations..... | 58 |
| Tuition..... | 11 | Organization Disciplinary Measures..... | 59 |
| Payment Policy..... | 11 | Student Organization Renewal..... | 59 |
| Costs..... | 11 | Starting a New Student Organization .. | 60 |
| Charge Reduction Policy..... | 12 | Community Engagement..... | 60 |
| Financial Aid..... | 15 | Peace and World Concerns..... | 61 |
| TELS Scholarship Information..... | 15 | Spiritual Life..... | 61 |
| Withdrawal Procedure..... | 16 | Sports Programs..... | 62 |
| Calculating Withdrawal Refunds..... | 16 | Student Involvement in Campus | |
| COLLEGE POLICIES | 20 | Governance..... | 63 |
| Campus Safety, Security, & Emergencies . | 20 | Student Life Committees..... | 63 |
| Maryville College Parking | | Academic Life Committees..... | 65 |
| and Traffic Regulations..... | 24 | College-Wide Committees..... | 66 |
| Bicycle Regulations..... | 25 | LIVING IN COMMUNITY | 67 |
| General Information..... | 25 | The Maryville College Covenant..... | 67 |
| Maryville College Woods..... | 26 | Community Standards..... | 68 |
| Human and Animal Research Approval... | 27 | Alcohol Policy..... | 68 |
| Intellectual Property..... | 28 | Computer Misuse Policy..... | 71 |
| Student Grievance Procedure..... | 31 | Dishonesty..... | 72 |
| Student Records..... | 32 | Disorderly Conduct..... | 72 |
| STUDENT RESOURCES | 35 | Drug Abuse Policy..... | 72 |
| Academic Support Center..... | 35 | Failure to Comply with the Direction | |
| | | of a College Official..... | 73 |

| | | | |
|--|------------|--|------------|
| Falsification of College Records..... | 73 | Grade Disagreements..... | 121 |
| Financial Obligations..... | 74 | Grade Point Average (GPA)..... | 122 |
| Harassment..... | 74 | Grade Notification..... | 122 |
| Hazing..... | 74 | Grading and Academic Standards..... | 122 |
| Identification Cards..... | 74 | Graduation Honors..... | 123 |
| Illegal Entry / Unauthorized Use of Keys..... | 75 | Late Enrollment..... | 124 |
| Physical Abuse / Assault or Endangering the Health and Safety of Self or Others..... | 75 | May Term..... | 124 |
| Smoking, Vaping, and Tobacco Use..... | 75 | Non-Traditional Modes of Learning... | 124 |
| Social Fraternities, Sororities, and Secret Societies..... | 75 | Probation and Suspension..... | 124 |
| Theft / Vandalism or Unauthorized Use of Property..... | 75 | Proficiency Exams..... | 125 |
| Weapons..... | 76 | Progress Reports – Three- week and Mid-Semester..... | 125 |
| Student Conduct Processes and Student Rights..... | 76 | Student Classification..... | 125 |
| Student Conduct Board..... | 79 | Withdrawal..... | 126 |
| Campus Appeals Board..... | 79 | Medical Withdrawals..... | 126 |
| Conduct Sanctions..... | 80 | Specialized and Individualized Programs of Instruction..... | 127 |
| Sexual Harassment and Sexual Misconduct Policy..... | 81 | Honors Study..... | 127 |
| Residence Hall Policies and Procedures... | 94 | Individualized Majors..... | 127 |
| LEARNING BY EXPERIENCE..... | 103 | Individualized Study Courses..... | 128 |
| Experiential Learning..... | 103 | Internships..... | 128 |
| Community Engagement Services..... | 103 | Life Enrichment Program..... | 130 |
| Education Abroad..... | 103 | Senior Study..... | 131 |
| Internships..... | 106 | DEGREE REQUIREMENTS..... | 132 |
| Mountain Challenge..... | 106 | Degrees Offered: Bachelor of Arts, Bachelor of Music, Bachelor of Science..... | 132 |
| Nonprofit Leadership Alliance..... | 107 | Basic Requirements..... | 132 |
| Oak Ridge Associated Universities..... | 107 | The Maryville Curriculum..... | 133 |
| Research and Field Work in the Natural Sciences..... | 107 | Maryville College Works..... | 133 |
| Washington Experiences..... | 107 | Comprehensive Examination..... | 133 |
| ACADEMIC PROCEDURES AND REGULATIONS..... | 109 | Senior Study..... | 134 |
| Statement of Student Responsibility .. | 109 | Placement Assessments..... | 134 |
| Academic Advising..... | 109 | English Proficiency Examination..... | 136 |
| Academic Integrity..... | 109 | Majors..... | 136 |
| Administrative Withdrawal..... | 116 | Major Fields..... | 137 |
| Auditing a Course..... | 116 | Bachelor of Arts..... | 137 |
| Class Attendance..... | 116 | Bachelor of Music..... | 138 |
| Class Schedule..... | 117 | Bachelor of Science..... | 138 |
| Conferral of Degrees..... | 117 | Cooperative Dual Degree Major..... | 138 |
| Course Load..... | 117 | Programs B.A. / B.S. Engineering..... | 138 |
| Credit by Examination..... | 117 | B.A. / B.S.N. Health Care/Nursing..... | 138 |
| Credit Hours..... | 120 | B.A. / Pharm.D. Biopharmaceutical Sciences..... | 138 |
| Dean's List..... | 121 | B.A. / D.V.M. Biological Sciences with a Pre-Veterinary Sciences Track..... | 139 |
| Examination Policy..... | 121 | Minors..... | 139 |
| | | PROGRAMS OF STUDY..... | 140 |
| | | Subject Listing..... | 140 |
| | | The Maryville Curriculum..... | 140 |

| | |
|---|-----|
| General Education | 141 |
| General Education Requirements..... | 142 |
| Accounting | 144 |
| American Sign Language & Deaf Studies | 144 |
| American Sign Language | |
| English Interpreting..... | 146 |
| American Studies | 149 |
| Analytics..... | 149 |
| Appalachian Studies | 150 |
| Art | 151 |
| Biochemistry | 152 |
| Biological Sciences with a Pre-Veterinary | |
| Sciences Track..... | 155 |
| Biology | 156 |
| Biopharmaceutical Sciences | 160 |
| Business | 161 |
| Business Analytics | 162 |
| Chemistry..... | 163 |
| Child Development and Learning..... | 166 |
| Child Life Specialist Certification | 168 |
| Chinese..... | 168 |
| Computer Science | 169 |
| Counseling | 170 |
| Criminal Justice..... | 170 |
| Dance | 171 |
| Design | 172 |
| Economics..... | 173 |
| Education..... | 175 |
| Engineering..... | 178 |
| English | 179 |
| English as a Second Language..... | 183 |
| Environmental Science | 184 |
| Environmental Studies | 185 |
| Exercise Science..... | 186 |
| Finance / Accounting..... | 188 |
| Foreign Languages..... | 189 |
| French..... | 189 |
| Gender & Women Studies..... | 190 |
| German | 190 |
| Health and Wellness Promotion..... | 191 |
| Health Care / Nursing | 192 |
| History | 194 |
| Human Resource Management | 199 |
| International Business..... | 200 |
| International Studies | 202 |
| Italian..... | 206 |
| Japanese..... | 206 |
| Latin | 206 |
| Management | 207 |
| Marketing..... | 208 |
| Mathematics | 209 |

| | |
|--|-----|
| Medieval Studies..... | 213 |
| Ministry and Church Leadership | |
| Certificate Program | 213 |
| Music..... | 214 |
| Auditions and Admission | |
| to Music Curricula..... | 215 |
| The Bachelor of Arts Degree | 215 |
| The Bachelor of Music Degree | 216 |
| Applied Music | 219 |
| Ensembles | 220 |
| Neuroscience..... | 220 |
| Nonprofit Leadership Program | 221 |
| Outdoor Studies and Tourism | 223 |
| Philosophy | 224 |
| Physical Education and Health..... | 225 |
| Physics | 227 |
| Political Science | 227 |
| Psychology | 229 |
| Religion..... | 232 |
| Sign Language Interpreting..... | 233 |
| Sociology..... | 233 |
| Spanish..... | 235 |
| Statistics..... | 238 |
| Sustainability Studies | 238 |
| Teaching English as Second Language... | 239 |
| Theatre Studies | 241 |
| Writing Communication | 243 |

| | |
|---------------------------------------|-----|
| COURSE LISTINGS | 246 |
| American Sign Language & Deaf Studies | 246 |
| American Sign Language | |
| English Interpreting..... | 247 |
| Art | 249 |
| Biology | 251 |
| Business | 256 |
| Chemistry..... | 258 |
| Chinese..... | 261 |
| Computer Science | 261 |
| Criminal Justice..... | 263 |
| Dance | 264 |
| Design | 264 |
| Economics..... | 265 |
| Education..... | 267 |
| Engineering..... | 269 |
| English | 269 |
| English as a Second Language | 274 |
| Environmental Science | 276 |
| Environmental Studies | 276 |
| Ethics | 277 |
| Exercise Science..... | 277 |
| First Year Seminar | 279 |
| French..... | 279 |

| | | | |
|-----------------------------------|-----|------------------------------------|-----|
| Gender and Women Studies | 280 | Physical Education and Health..... | 300 |
| German | 285 | Physics | 303 |
| History | 286 | Political Science | 304 |
| Humanities | 285 | Psychology | 305 |
| International Studies | 285 | Religion | 309 |
| Italian..... | 286 | Social Sciences: Interdisciplinary | |
| Japanese..... | 286 | Courses..... | 310 |
| Latin | 287 | Sociology | 311 |
| Maryville College Works..... | 288 | Spanish..... | 312 |
| Mathematics | 288 | Statistics..... | 314 |
| Music..... | 291 | Sustainability | 314 |
| Neuroscience..... | 296 | Theatre Studies | 315 |
| Orientation..... | 297 | World Cultures..... | 316 |
| Outdoor Studies and Tourism | 297 | Directory | 317 |
| Overseas Study..... | 298 | | |
| Philosophy | 298 | | |

COLLEGE INFORMATION

The Academic Catalog is provided to students as a description of the policies, academic programs, degree requirements, and course offerings for the 2019-20 year but does not constitute a binding contract between the College and the student. The College strives to present policies and program descriptions as accurately as possible at the time of publication. The College reserves the right, however, to revise information, policies, or requirements in part or in whole without notice or obligation.

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.

Adopted April 1980

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

Through the cultivation of transformative habits of mind and the acquisition of essential knowledge and skills, students will develop the capacity for critical, creative, and civic dispositions toward their worlds. The students' readiness to act as informed and responsible citizens and to assume leadership and collaborative roles in solving the complex problems of an interconnected and diverse world will be evident through their demonstration of:

- 1) A critical knowledge of self and informed understanding of other
 - A historically informed, critical, and self-reflective understanding of religious or spiritual traditions
 - An ability to interpret the way literature expresses different worldviews
 - An ability to interpret cultural norms, social relationships, and political events within specific historical contexts
 - Analysis of the complex interactions between humans and human socio-cultural systems
 - An understanding of world cultures and their relationships to the cultures and societies of the West
 - An understanding of pluralism in the United States
- 2) Proficiency in the use of evidence, empirical data, and quantitative analysis
 - An understanding of the scientific process by which concepts, qualitative models, and quantitative models are constructed, modified, and applied
 - Appropriate acquisition, evaluation, and interpretation of scientific evidence
 - Competence in mathematical reasoning
 - Quantitative literacy
 - The ability to find, evaluate, and use information
- 3) Skill and discernment in producing and interpreting forms of human expression
 - Effective communication in written and oral modes that incorporates an understanding of purpose, audience, and context
 - The ability to construct a valid argument based on evidence
 - Appropriate use of media and technology for communication
 - Communication in a second language
 - Informed creative reasoning in the visual or performing arts

- 4) The judgment and knowledge required for ethical citizenship of nation and world
- Informed understanding of ethical theory
 - An ability to apply ethical theory to current and emerging questions facing global citizens in the 21st century
 - An understanding of how one can sustainably manage human and natural resources

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 EnglishUSA (formerly 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 College is where students come to stretch their minds, stretch themselves and learn how to make a difference in the world.

2019-2020 Academic Calendar

Fall Semester 2020

| Date | Event |
|-------------------------|---|
| Thu, Aug 15 | Great Beginnings classes begin for new first-year students |
| Fri-Tue, Aug 16-20 | Great Beginnings classes continue for first-year students |
| Sun, Aug 18 | Great Beginnings classes start for new transfer students |
| Mon, Aug 19-Tue, Aug 20 | Great Beginnings classes continue for new transfer students |
| Mon, Aug 19 | Enrollment Confirmation |
| Tue, Aug 20 | Sophomore Class Meeting 8:30 a.m. Clayton, Nutt Theatre |
| Tue, Aug 20 | Junior Class Meeting 9:45 a.m. Clayton, Nutt Theatre |
| Tue, Aug 20 | Senior Class Meeting 11 a.m. Clayton, Nutt Theatre |
| Wed, Aug 21 | Fall semester classes begin for returning students |
| Thu, Aug 22 | Opening Convocation |
| Mon, Sept 2 | Labor Day Holiday - College Closed |
| Thu-Sun, Oct 3-6 | Fall Break |
| Tue, Oct 8 | Midterm |
| Mon, Oct 14 | Mid-semester classes begin |
| Fri, Oct 25 | Last day to withdraw from a course and receive a "W" |
| Wed-Sun, Nov 27-Dec 1 | Thanksgiving Break |
| Wed, Dec 4 | Classes End |
| Thu, Dec 5 | Study Day |
| Fri-Wed, Dec 6-11 | Examination Period |

Spring Semester 2019

| Date | Event |
|-------------|--|
| Mon, Jan 6 | Enrollment Confirmation |
| Wed, Jan 8 | Spring semester classes begin |
| Mon, Jan 20 | Martin Luther King Holiday: Classes meet on a special schedule |
| Tue, Feb 25 | Midterm |

| | |
|--------------------|--|
| Mon, Mar 3 | Mid-semester classes begin |
| Sat-Sun Mar 14-22 | Spring Break |
| Tue, Mar 10 | Last day to withdraw from a course and receive a "W" |
| Sat, Apr 4 | Academic Awards Ceremony |
| Fri, Apr 10 | Good Friday - College Closed |
| Wed, Apr 22 | Classes end |
| Thu, Apr 23 | Study Day |
| Fri-Wed, Apr 24-29 | Examination period |
| Sat, May 2 | Baccalaureate & Commencement |

May Term 2020

| | |
|-------------------|-------------------------------|
| Mon-Fri, May 4-22 | Classes in Session |
| Mon, May 25 | Memorial Day - College Closed |

Summer Terms 2020

| | |
|-----------------|-----------------|
| Summer Sessions | To Be Announced |
|-----------------|-----------------|

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 College education is not simply the adoption of a particular stance or worldview, but rather the search for truth, wherever it may be found, and the ability to recognize and take seriously life's basic questions of faith, meaning and value.

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

Adopted January 2003

Administrative Officers

President: Dr. William T. Bogart

Interim Vice President and Dean of the College: Dr. Dan Klingensmith

Vice President for Admissions and Financial Aid: Ms. Alayne Bowman

Vice President and Dean of Students: Dr. Melanie V. Tucker

Vice President for Finance and Administration: Mr. Jeff Ingle

Vice President for Institutional Advancement: Ms. Suzanne Booker

ADMISSIONS AND FINANCIAL AID

ADMISSION PROCEDURES

Maryville College is selective in granting admission to prospective students. Students are admitted based on academic criteria 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. In some cases, applicants may be granted conditional admission. Students in this category sign a participation agreement and work closely with the Academic Support Center as part of their commitment to work towards becoming a successful Maryville College graduate. Offers of conditional admission are made on a case-by-case basis.

Priority Application deadlines and notification dates are listed below:

| | |
|--------------------------|------------|
| Competitive Scholarships | February 1 |
| International Students | July 1 |

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.

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 Transfer Credit Evaluation prior to admission 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 24 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 24 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 College, international students should present a strong record of academic achievement and evidence of English proficiency.

College minimum language requirements are as follows:

- TOEFL IBT score of 74 (with no sub-score below 18) or CBT score of 200 or paper-based score above 525 combined with demonstrated competency in essay writing
- IELTS band score of 6.5 or higher
- EIKEN (Step) score of Grade Pre-1
- iTEP Academic score of 3.9
- PTE Academic score of 50
- Michigan Test of English Language Proficiency score of 74

Students who do not have a language proficiency score, may take the Michigan Test of English Language Proficiency upon arrival at Maryville College to determine their English proficiency.

Students with scores lower than the above requirements may join the **Pathway** program that incorporates both college coursework and English as a Second Language coursework for college

credit during the first semester. The College also offers a full-time **Intensive English Program** for students who require this level of language support.

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:

- Official transcript from the secondary school showing at least three years of coursework and pertinent examination scores as appropriate in the student's national education system and/or university records (if applying as a transfer student). Copies should be certified by a school official. These documents should be in English or be accompanied by a verified English translation. Students may be asked to send their records to an outside education credentials evaluator.
- Standardized English proficiency test results (see above requirements), if available.
- A personal statement or resume 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, students must submit:

- A \$300 Enrollment Deposit,
- Copy of passport (identification pages) and
- Official financial records (proof of funds) dated within the last three months 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 (Certificate of Eligibility for Nonimmigrant Student Status), and students can then 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. Credit is granted for military coursework that is comparable to Maryville College course offerings. Veterans must have on file with the Registrar a copy of their Certificate of Eligibility and DD214.

DUAL 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 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 dual enrollment consideration, students must submit a high school

transcript or SAT or ACT scores and have the high school principal and school counselor complete an approval form provided by the College. 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 is April 1 for the following fall term and October 1 for the following spring term. High school students are limited to no more than 4 credit hours each fall and spring term. Students wishing to take more than 4 credit hours may be approved on a case by case basis. High school students are enrolled in college courses on a space available basis as current Maryville College students receive priority in class placements.

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
- Application with TSAC (Tennessee Student Assistance Corporation), if eligible, for the Dual Enrollment Grant: <http://tn.gov/collegepays/article/dual-enrollment-grant>

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. Applicants should submit for Advanced Placement or International Baccalaureate scores for credit consideration during the summer prior to enrollment. To see score requirements and credit awarded: <http://www.maryvillecollege.edu/admissions/apply/>

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 College.

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.

Overload charges will be assessed when the total attempted hours for Fall or Spring semester exceeds 18.

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 1 for Fall Term and by December 15 for Spring Term. Billing statements are available via each student's Self-Service account approximately three weeks before the payment due date. Any outstanding account balance not paid by the published due date will be considered past due and will incur an \$80 late fee. 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 online payment or check tendered for payment is not honored by the bank due to nonsufficient funds (NSF), it will not be redeposited and a \$30 fee will be incurred. To cover a returned check, a certified check or money order must be sent immediately to the College for the amount due as well as the NSF fee. Postdated checks are not an acceptable form of payment.

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 2019-20, the basic annual costs are:

| | |
|---------|----------|
| Tuition | \$34,752 |
| Fees | \$826 |

| | |
|-------|---------|
| Room | \$5,788 |
| Board | \$5,922 |

Fees listed above include both an activity fee and a service fee. Student activity fees are expended for purposes that benefit the student body in general and include support for student publications, athletic and other events, intramural activities, student wellness facilities as well as support for officially recognized student organizations. A large portion of this fee is distributed to the student government association which allocates those funds in support of selected student activities. The service fee supports a variety of non-instructional student services. These services

include, but are not limited to the academic support center, library resources, campus technology, student health, and counseling and mental health services.

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

CHARGE REDUCTION POLICY

Registration in the College is considered a contract binding students for charges for the entire semester. However, it is the policy of Maryville College to give pro-rata charge reductions based on the following situations: Students must complete and return a withdrawal form to the Registrar's Office in order to be officially withdrawn. Students who are unable to withdraw in person may do so by notifying the Registrar's office and the Dean of Students. The withdrawal date is defined as follows:

In general, in this section, the term 'day the student withdrew' is the date that the institution determines:

- the student began the withdrawal process prescribed by the institution; or
- the student otherwise provided official notification to the institution of the intent to withdraw; or
- in the case of a student who does not begin the withdrawal process or otherwise notify the institution of the intent to withdraw, the date that is the mid-point of the payment period for which assistance under this title was disbursed or a later date documented by the institution.

Notwithstanding the paragraph above, if the institution determines that a student did not begin the withdrawal process, or otherwise notify the institution of the intent to withdraw, due to illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the institution may determine the appropriate withdrawal date.

Complete Withdrawal from School

Reductions will be computed on total charges for tuition, room, and board. There will be no reductions of student fees of any type, including course fees after the first day of class. Students are expected to vacate the residence halls immediately upon withdrawal from College. Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester's charges. Full-time students who withdraw from individual classes after the drop/add period will receive no charge reduction.

Fall & Spring Semester

For a student who formally withdraws from College during the fall and spring semester, the semester's tuition, room, and board charges will be reduced in accordance with the following schedule:

- Within 10 calendar days of scheduled semester start date – 75 percent charge reduction;
- Within 20 calendar days of scheduled semester start date – 50 percent charge reduction;
- Within 30 calendar days of scheduled semester start date – 25 percent charge reduction;
- After 30 calendar days of the scheduled semester start date – no charge reduction will be granted.

3 Week Summer and May-Term Session

For a student who formally withdraws from a class or the College during a 3 week summer or May-Term session, the session's tuition, room, and board charges will be reduced in accordance with the following schedule, if the student was billed for that term. Summer room rates are charged by the week. There will be no refunds for partial week room charges.

- Within 3 calendar days of scheduled session start date – 75 percent charge reduction;
- Within 6 calendar days of scheduled session start date – 50 percent charge reduction;
- Within 10 calendar days of scheduled session start date – 25 percent charge reduction;
- After 10 calendar days of the scheduled session start date – no charge reduction will be granted.

5 Week or Longer Summer Session

For a student who formally withdraws from College during a 5 week or longer summer session, the session's tuition charges will be reduced in accordance with the following schedule: Summer room rates are charged by the week. There will be no refunds for partial week room charges.

- Within 7 calendar days of scheduled session start date – 75 percent charge reduction;
- Within 14 calendar days of scheduled session start date – 50 percent charge reduction;
- Within 21 calendar days of scheduled session start date – 25 percent charge reduction;
- After 21 calendar days of the scheduled session start date – no charge reduction will be granted.

Summer room rates are charged by the week. There will be no refunds for partial-week room charges. There are no board meal plans offered in the summer.

No reduction of charges will be granted to a student suspended or expelled for disciplinary reasons.

When a student withdraws from school, and has received federal student aid for the semester, the Title IV awards will be recalculated in accordance with the "Return of Title IV Funds"

federal regulations. State, Institutional and Non-Institutional financial aid will be refunded based on the charge reduction schedule listed above. After 30 calendar days of the scheduled semester start date, there will be no pro-rated State, Institutional, or Non-Institutional financial aid reductions. A copy of the policy is available in the Financial Aid Office upon request. Complete withdrawal from school may cause a balance due on the student's account. Leaving the College without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

Approved Medical Withdrawals

Reductions will be computed on total charges for tuition, room, and board. There will be no reductions of student fees of any type. Students are expected to vacate the residence halls immediately upon withdrawal from College. Full-time students who withdraw from individual classes after the drop/add period will receive no charge reduction.

For purposes of interpreting this policy, the pro-rata charge reduction percentage is determined by the Federal Financial Aid policy and the percentage is calculated by the Business Office based on the withdrawal date. No charge reduction will be given after the 30th day of the period of enrollment for the semester or term.

When a student's charges are reduced, Federal, State, Institutional and Non-Institutional Aid will be adjusted in accordance with the regulations governing the respective programs. Please contact the Financial Aid Office for current regulations concerning these programs. Complete withdrawal from school may cause a balance due on the student's account. Leaving the College without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

Students Moving Off-Campus

Should a student be approved to leave College housing before the census date, the room charges will be prorated for the time they occupy a room on campus. Meals will also be charged on a prorated basis. No refund will be given on any flex dollars including Plus, Extra, or Extra Plus regardless of moving off-campus or a full withdrawal from school. Off-campus students will retain the unused Plus, Extra, or Extra Plus Flex Dollars to spend at Metz, Isaac's, or the C-Store until the normal end of the period.

If a student is approved to leave College housing after the census date, there will be no charge reduction for the room for the semester. The student will receive a limited pro-rate charge reduction for meals. The meal plan reduction amount will equal the percentage of the semester remaining, times fifty percent, times the original meal plan rate. To have the meal plan terminated and receive this reduction, the student must contact the Business Office once they have been approved to move off campus by the Vice President & Dean of Students or his/her designee, and have physically moved off campus. The Office of Residence Life will provide student notification of approval to move off campus. The Office of Residence Life will also notify the food service provider to terminate the meal plan as of the specific date. For example, if students drop their meal plan after 30% of the semester has been completed, meaning there was 70% unused, they would only receive a 35% reduction in the original meal plan charge. No refund will be given on Plus, Extra, or Extra Plus Flex Dollars regardless of moving off-campus or a full withdrawal from school. Off-campus students will retain the unused Plus, Extra, or Extra Plus Flex Dollars to spend at Metz, Isaac's, or the C-Store until the normal end of the period. In addition, the student's institutional financial aid will be reduced for the following semester if the student continues to reside off campus.

FINANCIAL AID

Most Maryville College students receive scholarship and/or need-based assistance. Maryville College merit scholarships are renewable provided the student maintains an appropriate minimum grade point average (GPA) and/or participation in a program or performance group. GPA renewal requirements are on students' "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. Federal Pell Grants, Tennessee Student Assistance Awards [TSAA], Federal 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 October 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 on the MC Online Financial Aid System at <http://finaid.maryvillecollege.edu/NetPartnerStudent>.

Questions concerning financial aid or the HOPE/TELS scholarship program should be directed to the Financial Aid Office, Fayerweather Hall, Office 141.

TELS (TENNESSEE EDUCATIONAL LOTTERY PROGRAM)

Tennessee residents awarded the Tennessee HOPE Scholarship and Tennessee HOPE Access Grant must be aware of the specific requirements in order to retain their scholarship. Students must file a FAFSA each year to ensure access to the scholarship. The financial aid office must review renewal eligibility for the scholarship when students have crossed a benchmark. The benchmarks are 24, 48, 72, and 96 TELS attempted credit hours, with an additional benchmark at 120 TELS attempted credit hours for degrees that require more than the standard 120 credit hours to complete requirements. A scholarship recipient must:

- After 24 and 48 TELS attempted credit hours, have a minimum TELS GPA of 2.75; OR
- After 72, 96, 120 TELS attempted credit hours, have a minimum TELS GPA of 3.00; OR
- If after 72, 96, 120 TELS attempted credit hours, the student has a 2.75 – 2.99 TELS GPA, the student may continue to receive the scholarship on a provisional basis if they earned a semester GPA of at least a 3.0 for the most recently completed semester. Students on the provisional track must earn at least a 3.0 GPA in each subsequent term to maintain eligibility; AND
- Maintain continuous enrollment from one term to the next, excluding summer; AND
- Maintain enrollment at the same level for the full term (i.e. not drop below full-time status)
- Maintain Satisfactory Academic Progress.

The TELS GPA includes all grades for college courses completed after graduation from high school. TELS 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. 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/TELS at subsequent benchmarks. Each of these provisions may be used

once. Students should consult with the financial aid office for a more detailed explanation or assistance in interpreting the rules of the programs.

Tennessee HOPE Scholarship Termination Criteria

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

- Student earns a baccalaureate degree; or
- Five years have passed from the date of initial enrollment at any postsecondary institution; or
- Student has received the award for eight full-time equivalent semesters; or
- Student has attempted the number of semester hours required to earn degree.

Students with a documented medical condition, 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-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 Office of Student Affairs, 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. 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. 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.

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 stop attending classes without formally withdrawing is based on the last date of academic activity. If a date cannot be determined, the midpoint of the semester may be used as the date of withdrawal. 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 receive 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.

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.

Return of Title IV Funds Calculation

Return of Title IV funds occurs when a student receives federal funds and then officially drops, withdraws or ceases attendance, with or without notifying the school. The amount of unearned Title IV aid must be calculated. This is determined by multiplying the percentage of term (based on calendar days including weekends and holidays) by the Title IV aid received. All types of Federal Aid—including loans—are used in this calculation. College work-study funds which have been earned will not be included. If a student attended more than 60% of the term, no return of funds will be required.

After the amount of Title IV aid to be returned is calculated, a determination of how much must be returned by the institution and how much must be returned by the student will be made. Any funds returned by the institution are credited in the order of loans, (Unsubsidized Stafford, Subsidized Stafford, Perkins, PLUS) Pell Grant, FSEOG Grant and other Title IV aid. If the student has any loans (Stafford and PLUS) which have been used in the calculation, this obligation will be due and payable by the terms of the promissory note. Any grant funds to be returned by the student will be reduced by 50%. For example, if a calculation determines that a student's grant obligation is \$300, the repayment will be \$150.

Any return of Title IV funds required by a student must be paid prior to receiving additional financial aid at Maryville College or any other institution. Any funds returned by the institution on the student's behalf must be repaid by the student to the College prior to receiving grades or attempting to register for subsequent terms. A complete and detailed explanation of this policy, along with examples, is available at the Financial Aid Office.

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

Institutional, State and Outside Funds Refund Calculation

Maryville College follows an institutional policy for reductions to Institutional, State and outside financial aid. Aid will be refunded based on the charge reduction schedule (please refer to the College Charge Reduction Policy located on the College website https://www.maryvillecollege.edu/media/dsx/manager/Documents/Financial_Aid/MaryvilleCollege_Charge_Reduction_Policy_5-1-2019.pdf). After 30 calendar days of the scheduled semester start date, there will be no pro-rated Institutional, State, or outside aid determined.

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

Satisfactory Academic Progress

Students must maintain Satisfactory Academic Progress (SAP) while pursuing a degree in order to receive financial assistance from federal and state programs. These programs include Federal Pell Grant, Federal Direct Loans, Federal Parent PLUS Loan, Federal Work Study, Federal Supplemental Educational Opportunity Grant, Federal TEACH Grant, and the Tennessee Student Assistance Award.

SAP is reviewed at the end of each semester; fall, spring and summer. At each review, students must meet the GPA requirements applicable to their academic standing. Students must also complete at least 66.66% of all classes attempted. Finally, students must complete their degree within 150% of the published program length as stated in this Catalog. Failure to meet these requirements may result in suspension of federal and state financial aid as stated.

Note: Grades of F, I, U, or W are considered attempted but not meeting progress standards for the purposes of financial aid and are counted for SAP.

If SAP is not being met, the following process will be taken. All notifications will be sent to the student's Maryville College email address and the student's permanent address as noted on the Free Application for Federal Student Aid (FAFSA).

Financial Aid Warning – Students who fail to meet SAP for the first time (excluding students that have attempted 150% of the credits required for their degree) will be placed in a Warning Status for one term and are expected to meet SAP requirements by the end of the following term of enrollment. Students who fail to meet SAP requirements at the end of the Warning Status will be placed on financial aid suspension.

Financial Aid Suspension – Students who do not meet the terms of their academic plan, the cumulative grade point average standard, and/or Pace will be placed on Financial Aid Suspension. Students on Financial Aid Suspension are not eligible to receive any Title IV Aid as outlined above and all aid will be cancelled for future semesters until the student has regained SAP. Students may appeal this suspension to the Maryville College Appeals Committee.

Financial Aid Probation (appeal approved) – Students who have successfully appealed their financial aid suspension are placed on Financial Aid Probation. Students on Financial Aid Probation are eligible to receive financial aid for one semester, after which they must meet SAP or meet the requirements outlined in their academic plan as approved by the Maryville College Appeals Committee.

Federal regulations allow for certain cases in which the school may waive the standards for satisfactory academic progress. Specifically, if a student fails to be in compliance with one or more of the satisfactory academic progress components due to events beyond the student's control, such as extended illness, serious illness or death in the immediate family, or other significant trauma, and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred. Appeals must be made in writing to the Maryville College Financial Aid Office and the student should include appropriate supporting documentation. The appeal should be well presented with attention to spelling and grammar, and it should outline the extenuating circumstances that contributed to the student's inability to meet SAP standards and what has changed that will allow the student to meet SAP at the next evaluation. A student whose appeal is approved will be required to follow an Academic Plan developed by the Maryville College Financial Aid Office. Failure to successfully complete all conditions during the probationary period (as defined in the academic plan) will result in loss of financial aid eligibility.

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), campus email 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: WIVK (FM 107.7), WNML (AM 990), WOKI (FM 98.7)

Newspaper: The Daily Times, Knoxville News Sentinel

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

Two-Hour Delayed Schedule

| <u>Regular Class Period</u> | <u>Delayed Class Period</u> |
|-----------------------------|-----------------------------|
| MWF, 8:00-8:50 | 10:00-10:40 |
| MWF, 9:00-9:50 | 10:50-11:30 |
| MWF, 10:00-10:50 | 11:40-12:20 |
| MWF, 11:00-11:50 | 1:10-1:50 |
| MWF, 1:00-1:50 | 2:00-2:40 |
| MW, 2:00-3:15 | 2:50-3:50 |
| MW, 3:30-4:45 | 4:00-5:00 |
| TR, 8:00-9:15 | 10:00-11:00 |
| TR, 9:30-10:45 | 11:10-12:10 |
| TR, 11:00-12:15 | 1:50-2:50 |
| TR, 2:00-3:15 | 3:00-4:00 |
| TR, 3:30-4:45 | 4:10-5:10 |

Labs, Applied Art and other Block scheduled class periods

| <u>Regular Class Period</u> | <u>Delayed Class Period</u> |
|---------------------------------|-----------------------------|
| Tuesday or Thursday, 8:00-10:50 | 10:00-12:15 |
| Monday or Wednesday, 2:00-5:00 | 2:50-5:05 |
| Tuesday or Thursday, 2:00-5:00 | 3:00-5:15 |

Fourth Days and other Tuesday/Thursday Class periods

Regular Class Period

TR, 8:00-8:50

TR, 9:00-9:50

TR, 10:00-10:50

Delayed Class Period

10:00-10:40

10:50-11:40

11:50-12:20

Class Breaks and Lunch

Regular Break Period

MWF, 12:00-1:00

TR, 12:15-1:15

Delayed Break Period

12:20-1:10

12:10-1:05

Worship

Normal Time

Tuesday, 1:15-1:50

Delayed Time

1:05-1:40

Meeting Time

Normal Time

Thursday, 12:30-1:50

Delayed Time

12:40-1:40

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

Beeson Village

Memorial laundry room away from glass window in door

1st floor bathrooms in Memorial, Chilhowee, and Beeson

Alumni Gym > Go to Bartlett Hall

See Bartlett Hall locations listed below

Carnegie Hall

Basement hallways up to interior hall doors away from glass exterior doorway

Classroom 2 (Basement)

Anderson Hall

Basement hallways, stairway, and Faculty Lounge

First floor men's and women's bathrooms

First floor hallways away from windows

Center for Campus Ministry (CCM)

Basement (Need key to access)

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

Chilhowee Club

In front of men's and women's bathrooms

Clayton Center for the Arts

Basement

1st floor hallway student section (checker board floor area)

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
Offices by rear door
Classrooms 162 and 162B

Copeland Hall

Basement and lower stairwells

Court Street

Bathrooms (1st floor best)

Crawford House

Basement

Davis Hall

Basement and lower stairwells

Fayerweather Hall

Basement area (NOT Lawson Auditorium)

Gamble Hall

Basement and lower stairwells

Gibson Hall

1st floor hallways
1st floor stairwells

House in the Woods

Stairway off the kitchen
1st floor interior bathroom away from
windows

International House

West end of basement away from windows

Lloyd Hall

1st floor hallways
1st floor stairwells

Pearsons Hall

Residents:

Elevator room in the basement (limited
room)
Bottom of basement stairwell away
from window
The second floor north / south hallway

Cafeteria:

Men's and women's bathrooms and
Alcove away from window

Metz:

Basement away from windows

Physical Plant – Building A

Hallways
Men's and Women's bathrooms

Steam Plant

Office and away from doors and windows

Sutton Science Center

Men's and Women's bathrooms 1st floor
1st floor offices & labs in center of the bldg

Thaw Hall

Library & 2nd floor Classrooms

In Library basement away from doors

Basement Level

Interior classrooms, offices and
hallways away from windows

Willard House

Basement
Men's bathroom 1st floor

Wright House

Basement

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 Safety and Security Office, Bartlett 116 or the Office of Student Affairs, 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 Safety and 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 safety and 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, Safety and 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 safety and security in providing coverage for residential students, the Residence Life staff monitors an emergency line 24-hours a day, 7-days per week. If an emergency arises, 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:

- Students may 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 Safety and 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 and the College Woods 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:

<https://www.collegestudentinsurance.com/>
<http://www.haylor.com/college-students/>
<https://www.nssi.com/>

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 Safety and 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 263 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.

Note - Maryville College reserves the right to remove any vehicle from campus for violating any parking or traffic regulations.

The following Traffic and Parking Regulations are posted on the College's website and are also available in the Campus Safety and Security Office. A parking map is located at:

https://www.maryvillecollege.edu/media/dsx/manager/Documents/About/InsideMC/MC_CampusParking.pdf

Vehicle Registration

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

- All faculty, staff, and students (full-time 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 Safety and Security Office, Bartlett Hall 116, and at the Office of Student Affairs, Bartlett Hall 327, between 8:00 a.m. and 4:00 p.m., Monday through Friday.
- Registration of all vehicles parked on campus is required, but registration is no guarantee of a convenient 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.
- Vehicles parked on campus are required to be in an operable condition with valid/current vehicle registration displayed. Vehicles which are not in an operable condition and/or have expired vehicle registration may be removed from campus by towing. Please see the section below titled “General Information” for additional data on this topic.
- 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 Safety and 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 as parking violations are a strict liability matter and no proof of intent to violate is required.
- The College assumes no financial responsibility for the theft of 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 Campus Safety and 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 Safety and Security within 48 hours. There is no charge for the new decal.

Fees for vehicle registration:

Campus Resident Parking: Full Year/\$90 – After Jan 1/\$45

Commuter Parking: Full Year/\$90 – After Jan 1/\$45

Parking Permits and Parking Zones

The campus parking system is divided into zones. Refer to the map posted on the College website:

https://www.maryvillecollege.edu/media/dsx/manager/Documents/About/InsideMC/MC_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 Safety and 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.

Accessibility-Disability Permits

Official Parking Permits for individuals with disabilities requiring accessible parking spots are issued by the Blount County Clerk’s office in accordance with state law (\$15 and a letter from a doctor). The Director of Safety and Security issues temporary “Campus Only” Accessibility-Disability Parking Permits (hang tags). Only vehicles displaying an Official Permit or Temporary Permit may park in “Reserved for Accessibility” parking spaces or any other areas designated for disabled persons such as an access ramp or curb cut. Permit hang tags must be displayed on the vehicle’s rear view mirror with the printing facing out.

Temporary Parking Permits

A temporary parking permit is required if a student already has a vehicle that is permanently registered and temporarily brings another vehicle on campus. A temporary parking permit (hang tag) must be obtained at the Safety and Security Office, Bartlett Hall, 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 parking permit, the following vehicle information must be provided: Make, model, color, year, license plate number and state. Permit hang tags must be displayed on the vehicle’s rear view mirror with the printing facing out.

Violations

A fine of \$30 (plus a tow fee if vehicle is removed by towing) will be 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 of \$200 (plus a tow fee if removed by towing):

- Parking in a space designated for Disability Access.

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 College Business Office.

Basic Parking Citation - \$30 fine payable within 10 days

Parking in a Fire Lane - \$50 fine payable within 10 days.

Parking in a designated accessible parking space - \$200 fine payable within 10 days.

If a person has three (3) unpaid parking tickets, **THE VEHICLE WILL BE TOWED** (note charges below)

- The towing service charges the vehicle owner a \$125 - \$150 towing fee.
- The towing service charges the vehicle owner an additional \$40 impound fee after the first 24 hours.
- Impounded vehicles will not be released until outstanding parking fines are paid.

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.

Appeal of a Citation

If a person receives a citation and believes it is unwarranted, he/she may appeal the citation by submitting the online form accessible via this link:

<https://www.maryvillecollege.edu/campus-life/student-services/general/safety-security/ticket-appeal/>

This form should be submitted within 10 days of the citation date. Printed copies of the “Parking and Traffic Application for Appeal” form are also available in the Office of Student Affairs in Bartlett Hall 327, and the Safety and Security Office in Bartlett Hall 116.

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.

Policy Related to Towing 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 Accessibility” 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

The owner of the vehicle will be charged an impound fee that is determined 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.

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.

Bicycles may not be left on campus over the summer unless the bike owner is living in summer housing. Bicycle owners who will be living on campus over the summer must contact Safety and Security for a tag indicating that the bike is cleared to remain on campus. All bicycles that are on campus during the summer that do not have a tag from Security will be disposed of by July 1.

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

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. Individuals who disregard the instructions of a campus staff member/employee and park their vehicle in defiance of those instructions will be subject to the immediate towing of their vehicle.

- 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.
- Accessibility 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 disability parking permits.
- If a vehicle becomes temporarily inoperable and cannot be parked in its assigned area, it must be reported to Safety and Security. The fact that the vehicle is temporarily inoperable will be recorded and a campus Safety and Security 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 disabled accessibility parking.
- A permit may not be purchased for display on an inoperable vehicle. For these purposes, an inoperable vehicle is a vehicle that has been unusable for more than two weeks.
- Services such as “jump starts” are offered by Safety and Security as time permits. Safety and Security does not change flats, unlock cars, push or tow cars, or perform any major automotive service. Campus 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.

MARYVILLE COLLEGE WOODS

www.maryvillecollege.edu/woods

The 140-acre Maryville College woods are private property. The community is welcome to use the woods but, in return, please abide by these regulations:

General

- Parking is only permitted in the woods parking lot (i.e., no parking on the side of the road)
- Leave no trace: carry out what you carry in
- Pets must be on a leash at all times
- Stay on existing trails
- Bicycles are permitted in designated areas only
- Groups must inquire about usage*
- The Maryville College Woods are open for use between sunrise and sunset each day.

Not Permitted

- Alcohol, Drugs, Tobacco
- Overnight stays
- Fires
- Weapons
- Collection of any resource (unless authorized)
- Motorized vehicles (unless authorized)

* For groups wishing to visit the College Woods email woods@maryvillecollege.edu.

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 must review student approval documents prior to student submission to the IRB for approval. Once the student submits the approved document to the IRB, advisors register their final approval of the research plan. Faculty advisors are responsible for ensuring that 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. All researchers submitting applications—including faculty supervising student research—must submit proof of NIH training or complete the human subject research assessment available on the Tartan with a grade of at least 80% every three years.

Maryville College adheres to following three fundamental ethical principles for all human subjects' research outlined in the "Ethical Principles and Guidelines for the Protection of Human Subjects of Research" also known as the Belmont Report:

- Respect for persons
- Beneficence
- Justice

In addition, to the three principles above, human subjects research standards also 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;
- Applicants intending to work with protected populations should expect a longer review process;
- Federal guidelines and safeguards are met;

- Additional standards, requirements, and safeguards for research conducted internationally are required; 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 must review student approval documents prior to student submission to the IACUC for approval; Once the student submits the approved document to the IACUC, advisors register their final approval of the research plan. Faculty advisors are responsible for ensuring that appropriate approval has been met before data collection begins. Serious violations of these guidelines may be referred to the Academic Integrity. IACUC guidelines and procedures are available from members of the IACUC.

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;
- Additional standards, requirements, and safeguards for research conducted internationally are required; 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 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) and/or student activities outside of the classroom

Students are encouraged to discuss concerns with the other student(s) and/or staff member(s) involved with the problem. In situations where this has not provided adequate resolution, the concern/complaint should be directed in writing to the Vice President and 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.

Other Complaint Protocols

Should the institution not be able to resolve the student complaint, the student has the right to contact the appropriate agencies to determine the course of action.

Complaints relating to quality of education or accreditation requirements shall be referred to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), (<http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>);

Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>), and then search for the appropriate division);

For students attending programs in Tennessee, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that unit (<https://www.tn.gov/commerce/consumer/file-a-complaint.html>)

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, the student will be notified.

Directory Information

The “directory information” listed below may be 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 865.981.8212 for more information.

- Name
- Date and place of birth
- Current and permanent addresses and telephone numbers

- Major and minor field of study
- Hours currently enrolled
- Classification
- Participation in officially recognized activities and sports
- Dates of attendance
- Degrees and awards received
- Previous educational institutions attended
- Weight and height (for student athletes)

Academic Records

Academic records are maintained by the Registrar. They constitute the student's permanent record, contain only information relevant to academic performance and are available only to persons authorized by the Registrar.

Student Conduct Records

Student conduct records are maintained by the Office of Student Affairs. Such records contain information relating to student violations of College policy, are kept separate from academic records, and are available only to authorized persons. Student conduct 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. 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:

| <u>Record</u> | <u>Custodian</u> | <u>Location</u> |
|--------------------------|-------------------------------------|--------------------|
| Academic Records | Registrar | Fayerweather Hall |
| Admission Files | Director of Admissions | Fayerweather Hall |
| Career Contact Notes | Director of Career Center | Bartlett Hall |
| Counseling Files | Director of Counseling | Bartlett Hall |
| Disability Documentation | Director of Academic Support Center | Thaw Hall |
| Financial Aid Records | Director of Financial Aid | Fayerweather Hall |
| Housing Records | Director of Student Services | Bartlett Hall |
| Medical Records | Health Clinic Staff | Fayerweather Hall |
| Library Records | Library Director | Library, Thaw Hall |
| Student Accounts | Controller | Fayerweather Hall |
| Student Employment | Director of Human Resources | Fayerweather Hall |
| Student Conduct Files | Office of Student Affairs | Bartlett Hall |

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. Appeals of disciplinary decisions must be made in accordance with the disciplinary appeals process contained with the Student Code of Conduct. Students may challenge formal correspondence, conduct-hearing transcripts (when created), and/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. Students 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, students 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 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 the lower level of Thaw Hall 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 professionals 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.

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 Academic Support 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 documented disabilities or chronic medical conditions.

The office is located in the lower level of Thaw Hall. 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 disabilityservices@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. The Registration Form and documentation requirements are located online at www.maryvillecollege.edu/disability

Students should meet with Disability Services 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 should 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 ADA 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 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.

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 to determine reasonable accommodations. Together the student and disability services 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 provides equal access.

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. Students who believe that their medical or psychological condition may necessitate excused absences from class should discuss this with Disability Services.

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 automatically 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 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.

Accommodation Letter

When appropriate accommodations have been established, students receive an accommodation letter that indicates the accommodations that would benefit each student for specific courses.

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 will not discuss academic accommodation concerns with faculty members until all documents are received.

First Week of Class Responsibilities

Students should meet with each of their scheduled class professors during the first week of the term to discuss 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.

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.

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 interactive 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 the lower level of Thaw Hall, Monday through Friday from 8 a.m. – 5 p.m. or contact the Assistant Director for Disability Services at 865.981.8120 or 865-981-8124.

BOOKSTORE

The Maryville College Bookstore is located on the ground level of Bartlett Hall. The store hours are 7:45 a.m. to 5:00 p.m. Monday through Thursday and 7:45 to 4:00 p.m. on Friday. There are extended hours at the start of each term and on Saturday's when there is a football game or special event. Shopping can be done online 24 hours per day at www.maryvillecollegeshop.com.

General Merchandise

The Maryville College Bookstore is the headquarters for official MC gear. The bookstore carries clothing and gift items, as well as school supplies and reference materials. The Maryville College Bookstore also stocks snacks and drinks and carries health and beauty aids.

Textbooks

The Maryville College Bookstore carries all faculty requested course materials. Most textbooks are available to purchase, both new and used. The Maryville College Bookstore offers a price match guarantee program. Many textbooks are available to rent and many textbooks are available in a digital format.

Refunds

Refunds will be granted up to seven (7) days after the first day of classes with receipt (includes weekends). After the first week of class, customers will have two days with receipt for textbook returns and 30 days with a receipt for gifts, technology and apparel. There are no refunds for textbook purchases made during the week of finals. Textbooks can be returned through the end of the Drop/Add period for a full refund with receipt and proof of Drop/Add and in purchased condition.

Rentals

Students may rent textbooks through the bookstore and save up to 80% off the price of a new textbook. It is a risk-free rental program that allows highlighting and note taking. Students who decide to keep the book may convert the rental to a purchase by simply visiting the bookstore and paying the difference between the purchase and rental price.

General Information

The Maryville College Bookstore can be reached at 865-981-8080 during regular business hours. Please visit www.maryvillecollegeshop.com to shop online 24 hours per day. Free shipping is available on all online orders that are picked up in the Maryville College Bookstore.

CAREER CENTER

The Career Center, located in Bartlett Hall, provides information and services to MC Students and alumni to promote exploration of self, knowledge of options related to majors and careers, and the skills to find and obtain meaningful employment. At the Maryville College Career Center, staff members can provide or arrange for the following services to aid in various parts of career exploration, skill-building processes and building professional networks:

- Assessment of personal and career interests, personality, skills, and values as applied to major and career selection
- Assistance in choosing a major and thinking about career options
- Opportunities for one-on-one coaching that foster active reflection on education and career

- Assistance with graduate school choices, application procedures and materials, and information about GRE preparation
- Assistance with exploring and obtaining internship opportunities
- Assistance with searching and applying for work-study, part-time, seasonal, and full-time jobs
- Assistance and skill-building instruction related to professional development (resume and cover letter writing, informational interviewing, professionalism, and communication, interview information and hands-on 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 Career Center to make an appointment to discuss any career-related questions Monday – Friday, 8 a.m. – 5 p.m.
- Schedule an appointment online via Handshake
- Call 865.981.8400
- E-mail >careercenter@maryvillecollege.edu<.
- Access general Career Center information and career-related resources on Handshake via the Maryville College website

CENTER FOR DIVERSITY AND INCLUSION

The Center for Diversity and Inclusion promotes, celebrates, educates, and facilitates exploration of diversity within the campus and greater community. The work of the Center is to positively impact access and inclusion of and for diverse students. The Center partners to provide on-campus events and services, as well as collaborates with student clubs and organizations such as:

Alana Scholars
 Athletes for Change
 Black Student Alliance (BSA)
 Latino Student Association (LSA)
 PRIDE
 Voices of Praise Gospel Choir

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 education abroad into their academic program. Further detail about these programs can be found in the education 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 college pathway 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 Maryville College 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 865.981.8082.

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

Posted Fliers and Signs

Fliers and Signs posted on campus must adhere to the following guidelines:

- May only be hung on approved surfaces (such as corkboards or other type of bulletin board). Damaging adhesive must not be used.
- Fliers and/or signs to be posted in residence halls, must be delivered to the Residence Life Office, Bartlett Hall, Rm. 306 and must be posted by Residence Life staff members.
- Must avoid being posted on any glass surface and/or wood surfaces, such as railings, door frames, or moldings.
- Will be removed at the discretion of the Student Affairs Staff if deemed inappropriate due to language, images, or content that would disrupt the Maryville College community.
- All off campus entities hoping to post fliers on campus may do so on bulletin boards posted throughout Bartlett Hall.
- Chalking must be removable by rain and is only allowed on campus sidewalks.
- Banners may be hung in the Bartlett Atrium, Isaac's, and in the Thaw Hall lobby to advertise events. Organizations must receive permission from the Residence Life office to have Banners posted in residence halls.

Community members should think before posting. Maryville College upholds free speech and expression on campus, and campus community members should consider if posters contain language or images that could be interpreted as malicious to other members of the Maryville College community.

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 business day's newsletter. Contact the Office of Student Affairs, 865-981-8213, for information on submitting entries.

COOPER ATHLETIC CENTER

Cooper Athletic Center offers use of the gymnasium 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 vary throughout the year and are posted at Cooper Athletic Center. Please contact the Athletics front office at (865) 981-8280 to confirm hours. Hours typically are during the academic year:

- 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.

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.

Tennis Courts

The Maryville College tennis courts are used for varsity athletic practices and games. When not in use by teams, they are available to other students 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 Safety and Security has been asked to remove any individuals on the fields without authorized permission.

COUNSELING (PERSONAL)

The Counseling Center, located in Bartlett Hall, Room 308, serves the entire student body of Maryville College and is committed to the well-being of the Maryville College Community. Open five days a week, the Counseling Center provides assessment, mental health counseling, and referrals related to academic, social, and personal concerns. No concern is too big or too small for the licensed counselors at the Center. All services are free and confidential. Call 981-8035 to schedule an appointment,

FITNESS CENTER

The Fitness Center is located in Alumni Gym. Facility use is free for all students, staff, and faculty. Examples of available exercise equipment include treadmills, elliptical machines, stationary bikes, TRX trainers, and free weights. In conjunction with the Fitness Center, several fitness classes are offered free of charge and are advertised campus-wide.

FOOD SERVICES

The College partners with Metz to provide food services on-campus. The Metz staff believe 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 the [Metz Culinary Management website \(www.metzmaryville.com\)](http://www.metzmaryville.com).

Policies and Procedures

ID cards must be handed to the cashier every time the dining hall is entered. Students should not ask the cashier to admit them without their card. In the case of a misplaced Maryville College ID, students should provide another form of identification. A three-day temporary pass will be issued until a new ID card is made in the Residence Life office. Meal Plan ID cards must be presented by cardholders at the point of purchase to gain access to the dining hall. ID cards presented by persons other than the cardholder will be confiscated and considered stolen and taken to the Office of Student Affairs.

Shoes and shirt must be worn in the Dining Hall and Isaac's Cafe.

No food may be taken from the Dining Hall unless participating with the "green box" program. The no-limits policy provides students with plenty to eat while they are in the Dining Hall.

After dining, diners are to return dinner ware to the dish room and leave their tables and chairs clean in consideration of others.

Dietary Needs

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

If a required school activity prohibits students from attending a meal period, a meal may be packed for them. Activity leaders should request packaged meals for students at least one week in advance of the outing. Student ID numbers will be needed with the order is placed and a meal will be deducted from the meal plan any time that food is provided for a College approved outing.

Margaret Ware Dining Room

Located on the first floor of Pearsons Hall, hot and nutritious meals are served each day. Hours of operation are listed below:

Monday-Friday:

Hot Breakfast: 7:00 a.m. - 9:30 a.m.

Continental Breakfast: 9:30 a.m. - 10:45 a.m.

Hot Lunch: 10:45 a.m. - 1:30 p.m. | Extended Lunch 1:30 p.m. - 4:30 p.m.

Dinner: 4:30 p.m. - 7:00 p.m.

Saturday-Sunday:

Brunch: 10:30 a.m. - 1:30 p.m.
Dinner: 5:00 p.m. - 6:30 p.m.

Isaac's Cafe

Located on the second floor of the Bartlett Hall Student Center, Isaac's offers the perfect atmosphere for students to relax and enjoy their meal while watching the big screen TV, playing a game of billiards, and socializing with friends. Hours of operation are listed below:

Monday-Friday 11:00 a.m. - 10 p.m.
Saturday 7:00 p.m. - 10 p.m.
Sunday 5:00 p.m.- 10 p.m.

The Scots C-Store

Located in the Lobby of Pearsons Hall, the Scots C-Store offers snacks, beverages, assorted groceries, beauty and hygiene products, as well as hot and cold grab and go items. **The Highland Grounds Coffee shop** is located in the Scot's C-Store and offers a wide selection of gourmet made-to-order premium coffees. Hours of operation are listed below:

Sunday 7:00 p.m.- 12 a.m.
Monday-Thursday 7:30 a.m. - 12 a.m.
Friday 7:30 a.m.- 3 p.m.

Flex Dollars

Flex Dollars provide flexibility and value. Flex Dollars may be used at all dining services locations, and there is a 5% discount on Flex Dollar purchases at Isaac's Café and the Scots C-Store. Additional Flex Dollars may be purchased at the Maryville College Business Office.

Guidelines on the use of Isaac's Cafe

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

- An event may target a particular audience as long as the availability of regular food service is not interrupted and the event complies with the open and inclusive requirement for student organizations (an evening event may not take place later than 11pm).
- All MC events must be approved and scheduled by the Assistant Dean of Students.
- If an event is being facilitated by a student organization, the faculty/staff advisor must be notified and may be required to attend.
- Any group using Isaac's must be prepared to move all furniture back to its original position and clean up the entire area immediately at the conclusion of an event.
- Time availability will vary based on the nature of the activity, the reservation schedule, and the day of the week.
- If Isaac's availability is needed during closed hours, the same reservation rules apply, including the conclusion of all events by 11:00pm.
- Sound equipment will be available by requesting support through Corporate Sales and Events. Non-Maryville College entities will have access to the facility during closed hours on weekends only when the reservation calendar is open and the activity is approved by the Director of Corporate Sales and Events.

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 and Tuesday: | 10 a.m. – 2:00 p.m. |
| Wednesday and 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 |
| Dr. Robert Proffitt | 865-982-2084 | 611 S. Washington St. Maryville |

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, one option for students is to access treatment at Blount Memorial Hospital, located directly across Highway 321 from the main entrance to the College. Additionally, there are a number of urgent care centers in Maryville. 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 (Safety and 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 engage intentionally in a lifelong process that promotes optimum health. The College provides the following services and activities to promote wellness and fitness. Examples include:

- Free fitness classes
- Alumni Gym Fitness Center
- A network of maintained trails is available in the College Woods for walking, running, or biking
- Intramural programming
- Activities offered through the Mountain Challenge program

For more information, call the Wellness Coordinator at 865-981-8178.

INFORMATION TECHNOLOGY

Technology is an integral part of the Maryville College experience and students are encouraged to utilize the communication, collaboration, productivity, and learning tools provided and supported by the Information Technology (IT) department.

The College has a robust and active campus network. Wireless connectivity is available in all classrooms, offices, and residence halls as well as many outdoor locations. Wired connectivity is also available to students in residence halls.

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

Students can receive technology support by contacting the IT department through support.maryvillecollege.edu or by visiting the IT offices in the basement of Fayerweather Hall during regular business hours.

Computer Hardware

Maryville College students are eligible for computer hardware discounts through a number of vendors and manufacturers. Please contact the IT department for additional information. Recommended specifications for student computers are as follows.

- Intel Core i5 or equivalent processor
- 8GB RAM

- Windows 10 or macOS operating systems
- 802.11ac wireless network adapter
- Current antivirus software
- Current version of Microsoft Office (available at no charge through the College)

Wireless Connectivity

Students with wireless devices can connect to the wireless network in any building on campus, and wireless coverage is available in many of the outdoor locations on campus as well. Due to the nature of wireless technology and interference, wireless service is not guaranteed. However, students are encouraged to contact the IT department to report any wireless issues or lack of wireless coverage on campus.

Wired Connectivity

Residential students have wired connectivity available in their residence halls that can be used to connect devices to the Maryville College network. Instructions for connecting are available from the IT department.

Printing

Student printing, copying, and scanning resources are available in several areas on campus including Bartlett Hall, Thaw Hall, Anderson Hall, Sutton Science Center, Cooper Athletic Center, and Clayton Center for the Arts. Students receive printing allowances each semester and can add funds to their printing account at any time. More information is available by visiting support.maryvillecollege.edu.

Responsible Student Computing

Students can find a guide to responsible computer use on the Maryville College network at support.maryvillecollege.edu. In particular, students should read closely the sections on Copyright Protection and the Higher Education Opportunity Act.

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 educational and administrative functions of the campus. The College provides computer access to students enrolled in 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 wireless network across campus or the wired network in their residence hall rooms. Information Technology (IT) provides hardware specifications necessary to connect to the network. Productivity software such as word-processing, spreadsheets, and applications needed for

academic work are available in computer labs. Users are provided with and encouraged to utilize file storage services associated with their accounts.

Users may access only the network account assigned to them and are held responsible for all activity on and information stored in their account. Users should take every precaution to protect their account credentials.

Users of College computing resources are expected to respect the privacy of others and the confidentiality of messages sent to others. Users may not access or review messages that are not intended for them. All users of College computing resources must report possible security issues to IT. 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 when 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 the Maryville College 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 IT department, secures and protects information on the College's network by the use of unique user identifiers (IDs) and credentials assigned to each user. These IDs and credentials enable individually customized permissions relating to users' 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 regular intervals, and instituting policies that prevent unauthorized access to an account.

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 use of its computer and communications network and reserves the right to inspect email and to monitor internet use. 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 services in the most efficient manner while considering the needs of the entire 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 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 reserves the right to take corrective action, starting with an investigation of the possible abuse. Information Technology, with all due regard for the rights of privacy of users, shall have the authority to examine data and accounting information, 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 the suspension 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.

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 personal commercial activity
- Downloading or making unauthorized copies of software or media
- Making unauthorized attempts to access data belonging to Maryville College or another user
- Attempting to make unauthorized modification of data belonging to Maryville College or another user
- Developing programs to access or modify data belonging to Maryville College or another user
- Intentionally introducing malicious or other detrimental unauthorized software
- Using a 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, offend, or threaten 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 Assistant Dean of Students.

Faculty and Staff Handbooks and this Catalog provide information about 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, and 8). In addition to sanctions noted in these documents, privileges to use the College network may be revoked. State or Federal penalties may apply.

INSTRUCTIONAL TECHNOLOGY

Rapidly expanding technology has become a critical component of work in nearly every career path. Maryville College provides students with resources and opportunities to gain the proficiency and confidence necessary for them to thrive in a technology-dependent world.

Technology is integrated in the teaching and learning experience and supports student creativity, productivity, efficiency, and scholarship as the College prepares students to succeed in academic pursuits and beyond. Nearly all courses are taught in one of 46 technology-enabled classrooms while outdoor laboratories and fieldwork incorporate various related technologies.

A key component of the Maryville College technology learning experience is the Tartan, an online learning system that facilitates student learning beyond the classroom and provides teaching and learning experiences wherever the opportunity exists. The Tartan allows students to interact with audio, video, and other material, as well as to submit completed work, and monitor individual course progress.

LAMAR MEMORIAL LIBRARY

The Lamar Memorial Library prepares students for lives of citizenship and leadership by serving as an intellectual commons, providing information access as well as teaching research and information fluency skills.

Learning Goals

Library programming strives to develop student information literacy as defined by the Association of College and Research Libraries as the “set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” (2016)

Students successfully completing a program of study at Maryville College will have achieved the following learning outcomes:

1. Determine the nature and extent of information needed
2. Access needed information effectively and efficiently
3. Evaluate information and its sources critically and incorporate selected information into their knowledge bases and values systems
4. Use information effectively, individually or as members of a group, to accomplish a specific purpose
5. Understand the economic, legal, and social issues surrounding the use of information
6. Access and use information ethically and legally

Intellectual Commons

The library provides a welcoming physical and virtual space supporting academic success, scholarship, and research. An overview of facilities and services include the following:

- The library's web page, <http://library.maryvillecollege.edu>, connects users to the library's services, collections, and people.
- The library is open 92 hours a week, including evening and weekend hours, and offers special hours during the last week of classes and finals. See the library's web page, <http://library.maryvillecollege.edu>, for specific hours.
- The library hosts public computer work stations as well as color and monochrome printing, scanning, and copying services for students.
- The library offers a variety of work spaces, including three classrooms with smart TV presentation systems, group study rooms, cozy study nooks, and quiet study areas.
- The library collaborates with other campus offices to enhance student success – the Academic Success Center, Writing Center, Math Tank, and Career Center all hold study sessions and consultations in the library. Questions about these services should be directed to staff in the Academic Support Center or Career Center.

Information Access

The library provides information resources supporting the Maryville College curriculum, success in Maryville College degree programs, and individual scholarship and research.

Access is provided in part by the following:

- Managing a textbook and course readings service that provides in-library access to many of the texts used in classes at the College.
- Providing state of the art research tools that connect students to high quality information appropriate for college and professional research.
- Supporting collaboration between librarians and faculty to build a collection of books, media, and digital information supporting each program of study at Maryville College.
- Obtaining materials it does not own via interlibrary loan at no cost to the requestor.

Research Assistance

The library, as an academic division, teaches research skills and information fluency, empowering the academic community to discover, access, evaluate and use information effectively and ethically.

- 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 develop research skills and information fluency through individual consultation and class instruction, with special emphasis during the first year and senior study.

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 study areas.
- Set cell phones to “vibrate”.

- Be considerate of others when using a phone. Consider leaving the library for long conversations.
- Use headphones to listen to audio – and set the volume so others cannot hear the sound.
- Use a study room when you need to share audio or video with others.
- Smoke or chew tobacco outside.
- 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.)
- 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.)
- Leave no trace -- please leave workspaces clean and ready for the next person to enjoy.

Library Accounts and Overdue Materials

Each member of the Maryville College community has a library account. Students should bring their Maryville College ID to the Start Here desk in the library to activate their account and receive their unique library account number (in the form of a sticker on the back of their ID card). The library account allows students to check out physical library materials and keep track of items they have borrowed

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. Use the “My Library Account” link the library’s home page to see what titles have checked out, when they are due, and how to renew them. 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 the Circulation Coordinator Marina Jaffe – marina.jaffe@maryvillecollege.edu, 865-981-8099 – with questions about bills for library materials. Borrowers with overdue materials must clear their library account before they may borrow additional materials. Holds will be placed on registration and graduation for students who have outstanding bills for library materials at the end of each semester.

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 865-981-8099 for details about replacing them.

LOST AND FOUND

A lost and found service is located at the Library’s main desk. Items remain in lost and found for one semester before being donated to charity. Lost USB drives will be sent to the Information Technology Department located in the basement of Fayerweather Hall.

If you have any questions, please call 865-981-8256 during library hours. After hours, please email Marina Jaffe at marina.jaffe@maryvillecollege.edu.

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 College 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 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, political belief, and any other protected tenet of diversity;
4. Have open meetings, accounts, and agendas; and
5. Adhere to Maryville College core values as a church-related college in the Reformed Tradition, understood to be "reformed, and always reforming."

Funding Requests

Request for funds from the Student Government Association (SGA) will only be approved when student organizations meet the following minimum requirements:

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

BENEFITS OF STUDENT ORGANIZATIONS

There are two different classifications for Maryville College student organizations: Chartered Organizations and Interest Groups. Each has its own purpose and separate application process. The list below outlines general benefits available to both types of organizations with the exception of the last item. It represents the main distinction between the two classifications, thus requiring more extensive paperwork and responsibility on the part of the applicant(s). Otherwise, both organization types receive similar benefits from the College. 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 resource room and associated supplies
- Official listing on the College 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
- Opportunity to petition the MC Student Government Association for funding via bill
- Opportunity to represent themselves as official organizations of Maryville College
- *Chartered Organizations* are able to submit and receive a budget for the academic year

Chartered Organizations

| | |
|--|---------------------------------------|
| AIGA Maryville College | Highland Echo |
| Alpha Psi Omega (Drama) | Hult Prize |
| American Chemical Society | Impressions Literary Magazine |
| Assoc. for Computing Machinery | Intervarsity Christian Fellowship |
| Athletes for Change | Intramurals |
| Black Student Alliance (BSA) | KINESIS |
| Cheerleading | Latino Student Alliance |
| Circle K | Maryville Astronomical Society (MArS) |
| College Democrats | MC3D |
| Delight Ministries | MC Art Club |
| Education Abroad Ambassadors | MC Criminal Minds |
| Environment Action Team (EAT) | MC Dance Ensemble |
| Fellowship of Christian Athletes (FCA) | MC Equestrian Team |
| Food Recovery Network | MC Gamers |
| Global Citizenship Organization | MC Pre-Law Society |
| Harry Potter Club | MC Votes |

The Movement
Nonprofit Leadership Alliance
Peace and World Concerns
Phi Alpha Theta (History)
PRIDE
Progressive Christian Community
Psi Chi (Psychology Club)
Residence Hall Association

Scotties Dance Team
Sigma Lambda Kappa (Sign Lang.)
Student Government Association
Student Programming Board (SPB)
Student Veterans Association
Tri Beta/Biology Club
Voices of Praise (VOP)
Young Life

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 Assistant Dean of Students and/or the designated Student Conduct Officer, 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, and/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.
3. Permanent removal of charter.

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 Office of Student Affairs. Each group 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 Assistant Dean of Students to discuss ideas and receive information
2. Find an advisor, complete packet, and turn it in to the Assistant Dean of Students
3. Assistant Dean of Students checks to make sure the packet is completed and notifies SGA that a new organization should be voted on for approval
4. Meet with SGA appointee to review prerequisites and paperwork
5. Attend SGA to present application; SGA senate will vote
6. Student Life Committee reviews application
7. The Vice President & Dean of Students presents approved applications to the College President
8. College President makes final approval decision

Notes

- All student organizations must have a Maryville College faculty or staff member serving as an advisor.
- Students submitting packets do not need to complete all of the spaces on the approval form. A complete application will only have the first two lines completed. All other spaces will be completed during the approval process.
- The Interested Students page does not need to be completely full, but there should be a fair amount of student interest in the new organization.
- Until an organization is approved by the College President, the organization may not claim the Maryville College title or utilize the benefits of club status.

COMMUNITY ENGAGEMENT

Maryville College's commitment to service is clear in its 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 people of the world." The Center for Community Engagement office located in the Center for Campus Ministry (CCM) serves as the hub for civic engagement and service efforts on campus and in the community. Through programs, events, and resources, Community Engagement staff help faculty, students, and campus organizations make connections to service opportunities in the local community and assist with community-based learning and research. Representative service opportunities include:

- After-school tutoring and recreational opportunities for children in need at the Boys and Girls Club, Martin Luther King, Jr. Center, and local schools;
- Tackling food security issues, including organizing food drives, assisting in food distribution and recovery, and providing emergency food to those who need it;
- Educating the local community on issues such as health care and tuition equality, and advocating for change on the local, state, and national level;
- Supporting adult literacy initiatives, including English for Speakers of Other Languages (ESOL);
- Participating in Alternative Spring Break trips with a focus on a particular social issue and related direct service; and

- Volunteering for one day service projects or community special events as individuals, clubs, classes, or student groups

The Community Engagement office also coordinates two service-based scholarship programs at Maryville College. The Bonner Scholars Program is a four-year scholarship that provides servant-leadership and promotes social justice in order to empower the community, celebrate diversity, and recognize the dignity of those we serve. The Bradford Scholars program addresses literacy needs in Blount County with the needs of college students working to finance their college education.

In addition, the Community Engagement office provides management for the Community Work Study program at Maryville College. Students eligible for Federal Work Study assist with literacy initiatives in local schools and at the public library, as well as in other capacity building positions with area non-profits. For information with any of these programs or finding service opportunities, 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 related to pressing social issues. The group provides educational programming and supports volunteer efforts to address human needs and concerns with particular emphasis on peacemaking. In recent years, the group has sponsored visits to the Immigration Service Detention Center in Lumpkin, GA and has raised awareness about gun violence. Membership is open.

SPIRITUAL LIFE

The campus ministry program of the College seeks to support students 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. during the fall and spring semesters 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. The Margaret Cummings Conversations on Faith, Learning, and Service 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. The CCM staff 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 as 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 but are not limited to:

- Buddhist Meditation Group
- Fellowship of Christian Athletes
- Interservice Christian Fellowship
- Progressive Christian Community
- Maryville Catholic 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. All are welcome to attend meetings. Call 865.981.8299, or stop by the CCM to learn when meetings will take place during this school year.

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 periodically 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 (men, women) | Volleyball (women) |
| Football (men) | Cross Country (men, women) |
| Soccer (men, women) | Golf (men, women) |

Club Sports

Dance
Equestrian

Intramural Sports

Opportunities vary by semester. Please contact the Fitness Center for current offerings.

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 policies. 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 various and appropriate committees (composed of Cabinet, faculty, staff and students).

Student Government Association (SGA)

Students are represented in campus governance by the Student Government Association (SGA). SGA is composed of representatives elected by the student body, and establishes committees to supervise specific areas of student life as well as 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, 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 Student Government Association 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 Office of Student Affairs at 865-981-8213.

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 Office of Student Affairs at 865-981-8213.

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 Affairs Staff:

- Student Life Committee reports to the Vice President & Dean of Students
- Vice President & Dean of Students reports to the College President
- College President reports to the 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. Assistant Dean of Students
3. Director of Student Services
4. SGA Vice President
5. Student (at-large)
6. Student (at-large)
7. Faculty (SGA Representative)
8. Faculty (Conduct Board Representative)

Student Conduct Board

The Student Conduct Board hears cases referred to it by the designated Student Conduct Officer. The Student Conduct Board determines if a violation of College policy did or did not occur and assigns sanctions if necessary. The Board is composed of twelve (12) students. The membership consists of three (3) members from each class (e.g. First-Year, Sophomore, Junior, and Senior) and four (4) at-large members. A quorum requires the presence of five (5) voting members. All potential Student Conduct 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 designated Student Conduct Officer, serve as Advisors to the Student Conduct Board. For additional information on the Student Conduct Board, see Community Standards, “Student Conduct Board.”

Campus Appeals Board

The Campus Appeals Board, made up of three (3) students and a faculty member, hears all appeals beyond the Student Conduct Board. The appeals process involves a review of the appeals statement and written evidence from the Student Conduct Board hearing. It does not include a formal hearing. After the review, the Appeals Board may uphold the decision of the Student Conduct Board or remand the case back to the Student Conduct 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 an expansive 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. Under the supervision of the Student Programming Advisor, the Board manages a budget allocated by Student Government. Membership selection occurs late every spring semester and early fall. The SPB consists of a diverse group of students who are selected by team leaders as well as the Student Programming Advisor 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 new student programs that include Summer Orientation Advising Registration (SOAR) and at Great Beginnings. Peer Mentors are chosen by the Peer Mentor Co-Chairs and the Assistant Dean of Students. The organization's expenditures are overseen by 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 appointed by SGA, two students appointed by the Student-Athlete Advisory Committee (SAAC), two faculty members (one of whom is the Faculty Athletics Representative), 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 appoints one of the faculty representatives to serve as Chair, typically the Faculty Athletics Representative.

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. 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.

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.

International Programming Committee (IPC)

The IPC deals with all things international - education 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.

Keepers of the Covenant

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

LIVING IN COMMUNITY

THE MARYVILLE COLLEGE COVENANT

The campus community at Maryville College cares for one another. The majority of students live within the campus community. All students, however, are responsible for following the requirements listed within the College Catalog as well as the Student Handbook. As the College reserves the right to update policies and procedures as reasonable and appropriate throughout the academic year, students are encouraged to review the online portion of the Student Handbook found on the Maryville College website.

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 students assume 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; and
- 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 students to conduct sanctions (see “Conduct Sanctions” in this Catalog) and/or separation from the College. Situations may arise that are 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 through both 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 alcohol education programming. Although the College understands alcohol may be a part of college life, the notion that alcohol should be a major part of the college experience is rejected.

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 immediately to 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 (e.g. Robert Burns Dinner, Wine & Cheese, and 100 Days Reception), persons of legal age (21 years and older) may consume alcoholic beverages, within moderation. Such events must be approved by the Vice President and Dean of Students, and conducted within established guidelines. Further information is available in the Office of Student Affairs.
3. Maryville College permits the possession and consumption of alcoholic beverages in residential living units located within Beeson Village, Court St. Apartments, Carnegie, and Lloyd 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 and are 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, or totaling more 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, Gibson, and Pearsons 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, Gibson, or Pearsons 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 on campus 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. Student Affairs 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. As outlined in the chart, sanctions vary as determined by the type of the first violation. Any questions regarding the campus alcohol policy should be directed to the Director of Student Services at 865.981.8194.

Alcohol Policy: Non Consumption

| | | | |
|--|---|--|--|
| First Violation | | | |
| <u>Non Consumption</u> | | | |
| \$50 fine (violation expires after 365 days if no further alcohol violation occurs in the allotted time period) | | | |
| Second Violation | | | |
| <u>Non-Consumption</u> | | <u>Consumption</u> | |
| \$100 fine 6 weeks probation 1 alcohol decision-making session | | \$150 fine Guardian notification 10 weeks probation 1-3 alcohol-decision making sessions | |
| Third Violation | | | |
| <u>Non-Consumption</u> | <u>Consumption</u> | <u>Non-Consumption</u> | <u>Consumption</u> |
| \$150 fine 9 weeks probation 2 alcohol decision-making sessions | \$200 fine 16 weeks probation 3 alcohol decision-making sessions Guardian notification | \$200 fine 16 weeks probation 3-4 alcohol decision making sessions Possible suspension Guardian notification | \$250 fine 20 weeks probation 3-5 alcohol decision making sessions Possible suspension Guardian notification |

Alcohol Policy: Consumption

| | | | |
|---|--|--|--|
| First Violation | | | |
| <u>Consumption</u> | | | |
| \$100 fine 10 weeks probation Minimum of 1 alcohol decision-making session | | | |
| Second Violation | | | |
| <u>Non-Consumption</u> | | <u>Consumption</u> | |
| \$120 fine 13 weeks probation Guardian notification 1-3 alcohol decision-making session | | \$200 fine 16 weeks probation Guardian notification 2-4 alcohol-decision making sessions | |
| Third Violation | | | |
| <u>Non-Consumption</u> | <u>Consumption</u> | <u>Non-Consumption</u> | <u>Consumption</u> |
| \$150 fine 16weeks probation 2-4 alcohol decision-making sessions Possible suspension Guardian notification | \$200 fine 16 weeks probation 3-5 alcohol decision-making sessions Possible suspension Guardian notification | \$225 fine 20 weeks probation 3-5 alcohol decision making sessions Possible suspension Guardian notification | \$300 fine 24 weeks probation 3-5 alcohol decision making sessions Possible suspension Guardian notification |

Guardian Notification

The Maryville College Alcohol policy calls for guardian notification after the second offense or the first offense under certain circumstances. The College may also notify guardians on the first drug offense. The College is allowed to contact parents/guardians 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 (FERPA). Letters are normally sent to the student's home/permanent address and may be followed up with a phone call. The College encourages students to proactively notify their guardian(s) of the violation before notification is received from the College. Any questions concerning parental notification should be directed to the Office of Student Affairs at 865.981.8213.

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

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

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

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, but is not limited to public drunkenness, acts that violate the rights of others, behavior that 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. The term “drugs,” as used here, includes any narcotic drug, central nervous system stimulant, hallucinogenic drug, anabolic steroid, barbiturate, marijuana or cannabis derivative, illegal prescription drug as defined by state law, or prescription drug obtained without legal prescription. The term “paraphernalia” refers to implements employed in the use of drugs. 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. Prescription drugs, taken under the care and by direction of a licensed physician, are permitted. Students taking prescription drugs should inform a staff member of the Office of Student Affairs 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 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 or designee. These sanctions may include a Drug Assessment, Drug Testing, and/or guardian notification.

Repeated violations of the drug abuse policy will result in:

1. Suspension for up to one year if the student opts to enter an approved rehabilitation program. The student may be eligible to apply 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 a minimum of 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 period of suspension, the suspension will change to irrevocable dismissal from the College.

Drug Testing

When drug testing is part of a student's conduct 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. The student may be required to pay for the testing. Refusal to submit to the screening and/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

Counseling Services provides 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.

Alcohol and Drug Education programs offered by the College are not considered a treatment program, but rather emphasize 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 Director of Student Services. 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 conduct 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 tenets of diversity including but not limited to 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. Harassment of any kind, including but not limited to, 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 Vice President and Dean of Students/Chief Diversity Officer. If the issue is not resolved satisfactorily, the formal conduct process may be initiated. Complaints against students are handled as stated in the student conduct process (see “Conduct 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 Academic 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. 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.

SMOKING, VAPING, AND TOBACCO USE

Smoking, vaping, and the use of smokeless tobacco are permitted on the campus grounds. All campus buildings are smoke, vape, and 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 smoking, vaping, and products will result in disciplinary action.

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) historically has 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.

WEAPONS

The use and/or possession of any lethal or potentially harmful weapon, explosive, or hunting device (e.g., firearms, firearms accessories such as magazines, ammunition, etc., BB guns, pellet guns, sling shots, knives, fireworks, explosives, airsoft or paintball guns, bows and arrows, throwing stars, stun guns, etc.) on College property is expressly prohibited. The exception would be a firearm stored within a vehicle in compliance with Tennessee Code Annotated (TCA) section 39-17-1313, Transporting and storing a firearm or firearm ammunition in permit holder's motor vehicle. The firearm must not be visible from outside the vehicle, preferably locked inside the trunk, and the vehicle must be legally parked. Weapons brought to campus for hunting purposes must be stored in the Campus Security Office. For more information on storing weapons, contact the Director of Safety and Security at 865.981.8112.

STUDENT CONDUCT 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 constitutes a disruptive force on campus, poses a direct threat, or threatens the well-being of the College community or any of its members. Preventive suspension may be invoked by the Vice President and Dean of Students or his/her designee.

The Vice President and Dean of Students will make such a decision once an individualized assessment is conducted. However, a preventative suspension may require a student to leave campus immediately. Should the circumstances warrant an immediate removal from campus, an individualized assessment will occur, while the student is off-campus, for final determination.

The College will give careful consideration to the recommendations provided by the student's medical professionals, if available and applicable, as well as those consulted by the College during the individualized assessment. The College may request the student to provide a medical release for access to the student's medical records as reasonably necessary to complete its individualized assessment. Once on a preventative suspension, the College may require the

student to submit to an evaluation by a qualified medical provider, at their own expense, before they are allowed to return to campus. Information from these evaluations will be used to determine whether the student may safely return to campus.

Students for whom a preventative action is pursued are encouraged to provide any information the student feels is important to the determination of such an action.

Preventative suspensions may be implemented for students for whom disciplinary hearings, appeals, and/or criminal charges are pending, or for whom is otherwise compromised and unable/unwilling to participate in the student conduct process. The Vice President and Dean of Students may also 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. Any student suspended under any of these circumstances may be considered for readmission only with the expressed permission of the Vice President and Dean of Students.

Students who are placed on a preventative suspension will be notified, in writing indicating the length of the leave, requirements to return to campus, and salient appeal options. This written notice will include a statement that the students may appeal a preventative suspension directly to the College President, by submitting a written appeal within five (5) days of notification of the preventative action. Such an appeal must address alternatives to the preventative action

Behavioral Contracts

College officials may develop non-mental health related 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, and/or the Director of Student Services, and may be informed by recommendations from 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 conduct procedures. Complaints regarding faculty and staff are handled in accordance with policies and procedures as stated in the Faculty and Staff handbooks. Copies of the Faculty and Staff handbooks are available in the Human Resources Office.

Student Rights

Any student who is alleged to have been involved in an incident resulting in the conduct process being initiated will be granted the following rights:

- In formal conduct 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. Conduct hearings are not formal legal proceedings; therefore, legal counsel is not permitted to attend.
- Decisions regarding student conduct are based on the evidence presented at the hearings, official College documents, and correspondence contained in the student's record.
- The accused student may participate at will in the conduct process or may decline to do so. Declining to participate may result in the case being heard in absentia.

- The accused student has the right to present witnesses and examine all evidence. A witness is any individual who may have relevant information or evidence regarding the case and was not otherwise involved in the alleged incident.
- All conduct decisions will be made based on a preponderance of the evidence.
- Accused student(s) may respectfully challenge for bias any member of the Conduct Board or designated student conduct administrator.
- Accused students have the right to receive a charge notification letter at least 24 hours prior to their hearing.
- Accused students have the right to receive a written outcome corresponding to each charge, any assigned sanctions, and a rationale for the outcome.
- Accused students have the right to appeal the outcome on the grounds provided in the Conduct Process portion of the Student Handbook.

All conduct hearings are closed unless all the complainants and accused students request otherwise in writing to the Chief Justice at least 24 hours prior to the hearing. All persons present, excluding Conduct Board members and the advisor, are excused from the hearing during the deliberation. Students who elect an administrative hearing will be given the option to accept responsibility for their actions and waive the Formal Conduct Process. The student and Student Conduct Officer will then come to an agreement on appropriate sanctions.

Conduct Process

1. An incident report is filed with the Student Conduct Officer by a Residence Assistant, Security Officer, other College official, or campus community member.
2. The Student Conduct Officer, or his/her designee, reviews the incident, determines charges, and notifies the accused student.
3. Students will have the opportunity to participate in an administrative hearing, formal hearing, and/or Student Conduct Board hearing. The Student Conduct Officer will assess the severity of the alleged incident to determine a recommended process for the student. Any student may request a Student Conduct Board hearing. During an administrative hearing the student will meet with a designee of the Student Conduct Officer and will have an opportunity to review the charge, review relevant information, and accept responsibility for the violation. A student wishing to contend responsibility will be deferred to a formal hearing with the Student Conduct Officer or the Student Conduct Board.
4. If the case is referred to the Conduct Board, 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 Conduct Board decision. If the student accepts the decision of Conduct Board, the case is closed and recorded. If the student does not accept the Conduct Board decision, the student may appeal the decision by following the appeals process outlined in the Appeals section. Appeals must take place within three (3) business days of the Board decision. If the case is appealed, it is sent to the Appeals Board.
5. The chairperson of the Appeals Board is notified and a meeting is scheduled. The accused student is notified of the Appeals Board decision.
6. An final appeal may be made to the Vice President and Dean of Students only in cases of suspension or expulsion. In circumstances where the Vice President and Dean of Students served as the Conduct Officer, and the outcome is suspension or expulsion, the appeal may be submitted to the President of the College.

STUDENT CONDUCT BOARD

The Student Conduct Board hears cases referred to it by the Student Conduct Officer. The Conduct 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 Conduct Board recommends the sanction to the Student Conduct Officer who takes final action. If the Student Conduct 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 in consultation with the Conduct Board.

In its hearings, the Conduct Board consistently follows a protocol for proceedings established by the Conduct 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 Office of Student Affairs as stated in the Student Records Policy (see Student Records, “Location of Student Records” in this Catalog).

The Student Conduct Board is composed of sixteen (16) members. A quorum requires the presence of at least 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 Conduct Board hearing. The Chief Justice (remove individual) does not have a vote, except to break a tie. Rather, the Chief Justice (remove but rather) serves an administrative function to convene the Conduct Board, assure that hearing procedures are followed consistently, generate proper records and facilitate the work of the Conduct 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 as an Advisor to the Conduct Board, along with the Student Conduct Officer. (remove as Advisor to the Conduct Board.) Both advisors are (remove This person is a) non-voting member who attends (remove all) hearings and advises the Conduct Board on (remove legal) policy and procedural matters. If an advisor is unable to attend, the Chief Justice may select an alternate from among the faculty and staff, in consultation with the Student Conduct Officer and/or the Vice President and Dean of Students. A member of the Office of Student Affairs attends hearings involving potential suspension or expulsion to advise the Conduct Board as needed.

CAMPUS APPEALS BOARD

The Campus Appeals Board hears all appeals beyond the Student Conduct Board. Reasons for appeal may include but are not limited to procedural matters, suspected bias, inappropriate or excessive sanctions, and new evidence. Students seeking review of a Student Conduct Board decision may do so through the Campus Appeals Board by submitting a written appeal to the Student Conduct Officer within three (3) business days of the Conduct 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 Conduct Board, or
- Remand the case back to the Conduct Board with an explanation and recommendations for further hearing.

A student may make a final appeal to the Vice President and Dean of Students only in cases involving suspension or expulsion from the College. Such an appeal must be presented to the Vice President and Dean of Students in writing within 24 business 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 Student Conduct Officer 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.

CONDUCT SANCTIONS

Campus conduct 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.

Conduct 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 conduct 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, but is not required to do so.
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 HARASSMENT & SEXUAL MISCONDUCT POLICY

OVERVIEW

Maryville College is committed to providing all individuals with an environment free of sexual harassment and misconduct. Maryville College prohibits all forms of sex discrimination including, but not limited to, dating violence, domestic violence, sexual assault, sex-based intimidation and/or harassment, sexual harassment, sexual misconduct, sexual violence, and stalking. Instances of sex discrimination, in any form, will not be tolerated. Should such issues arise, the College has established policies and procedures which are intended to handle these situations thoroughly, effectively, and in a timely manner. These policies are not and should not be construed to be a replacement or alternative for the criminal justice system. Rather, they provide avenues through which the campus community may work to create a better environment.

The College will:

- Seek to respond to and investigate every reported complaint in a timely manner.
- Provide involved parties with resources such as a connection to legal, mental and physical health care providers as well as campus policies on sexual harassment and/or sexual misconduct.
- Provide remedies when misconduct is discovered.
- Impose sanctions in a case-by-case manner.
- Protect the privacy of all those involved to the extent it is possible and where protecting that privacy does not put the individual or others at risk.

Maryville College is committed to addressing all forms of sexual misconduct through enacting preventative measures, educating the campus community, and the establishment of thorough grievance procedures. Maryville College employees at all levels are responsible for taking reasonable and necessary action to prevent, address and respond to sexual misconduct as permissible by their professional guidelines, which are based on the capacity in which they were

hired by the College. For example, those hired as mental health counselors may be exempt from reporting instances of sexual assault if the individual does not pose a threat to themselves or the campus community. However, a faculty member who may hold a degree in counseling would still be required to report as he/she was hired by the College in the capacity of faculty rather than a mental health counselor.

Confidentiality

If a victim or employee are aware of an instance of sexual misconduct, the College encourages that a report be made. It has resources to offer and may be able to help. There are several options for reporting with different levels of privacy. Every effort is made to keep the report as private as reporters wish when feasible.

Certain employees, specifically those employed in a counseling capacity, can maintain complete confidentiality (unless there is a concern for personal safety or the safety of others) and are not required to share the details of the incident with anyone else. Other employees are required to share certain details of the report with specific professional staff on campus. Likewise, in certain situations the College has federal reporting requirements which must be followed. In these cases information will be shared with as few people as possible and every effort will be made to maintain individual privacy.

Staff or faculty members who are unsure about reporting requirements should ask. This policy is intended to make individuals aware of the various reporting and confidential disclosure options available so that individuals can make informed choices about where to turn should they become a victim of or are aware of sexual misconduct.

All individuals involved in an investigation or adjudication will be informed of the importance of confidentiality and privacy and asked to sign a confidentiality statement.

Definitions

There are many terms used in the issues of sexual misconduct. The following will provide some common definitions and examples.

Awareness Programs: Community-wide or audience-specific programming, initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.

Bystander Intervention: Positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene.

Coercion: Coercion is unreasonable pressure for sexual activity.

Complainant: The alleged victim or individual reporting the issue of sexual misconduct.

Consent: Consent is the active giving of permission to engage in sexual activity. Consent is clear, knowing and voluntary. Consent is given with a sober affirmative yes. Silence should not be interpreted as consent. Absence of protest is not consent. Previous history does not imply consent for future activity. Likewise, consent to one activity does not imply consent to another. Consent to engage in sexual activity with one person does not imply consent to

engage in sexual activity with another. Consent can be withdrawn at any time. Consent cannot be given under pressure, force, threats, intimidation, coercion or while incapacitated due to the influence of alcohol and/or drugs. In order to give consent one must be of legal age and in incapacitate mentally or physically. Lack of consent occurs when:

- A person is forced to submit
- The person does not expressively or implicitly agree with a sober verbal yes with the accused person's conduct under circumstances other than forcible compulsion or incapacity to consent
- A person is deemed to be incapable of consenting if he/she is less than 16 years old, is mentally challenged, suffers from mental illness, or is physically helpless or is totally incapacitated
- A person is rendered temporarily incapable of appraising or controlling his/her conduct as a result of a controlled or intoxicating substance administered to him/her with or without consent or knowledge
- A person is unable to consent when he/she is unconscious, or for any other reason is physically unable to communicate unwillingness to act.

Dating Violence: Federal statute 42 USCS § 13925(8) defines dating violence as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the reporting party. The existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.

For the purposes of this definition: dating violence includes, but is not limited to sexual and/or physical abuse of the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

For purposes of complying with the requirement of this section, any incident meeting this definition is considered a crime for the purposes of the Clery Act reporting.

Domestic Violence: Under Tennessee law, domestic assault is defined as an assault against a reporting party who is a family or household member including: a current or former spouse of the offender; a person with whom the offender resides or previously resided; a person who the offender is dating or previously dated or someone with whom the offender has or previously had a sexual relationship; someone with whom the offender is related by blood or adoption; a person with whom the offender is or was related by marriage, or an adult or minor child of the offender or a family or household member.

Under Federal law, domestic violence is a felony or misdemeanor crime of violence committed: by a current or former spouse or intimate partner of the reporting party; by a person with whom the reporting party shares a child in common; by a person who is cohabitating with or has cohabitated with the reporting party as a spouse or a partner; by a person similarly situated to a spouse of the reporting party under the domestic violence laws of the jurisdiction in which the crime of violence occurred; or by any other person against an adult or youth reporting party who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Force: The use of physical violence and/or imposing on someone physically to gain sexual access. Force includes threats, intimidation (implied threats) and coercion that overcome

resistance or produce consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is a result of force is by definition non-consensual, but non-consensual sexual activity is not by definition forced.

Incapacitation: Incapacitation is the state where an individual cannot make a rational or reasonable decision because he/she lacks the ability or information to understand the sexual interaction to the fullest extent. Incapacitation can result from mental or physical disabilities, drug or alcohol use, physical restraints, “date-rape” drugs, or anything that affects the individual’s ability to make a clear and informed decision. Incapacitation occurs anytime sexual activity takes place where the reporting party does not understand the “who, what, when, where, why and how.”

Intimidation: Intimidation is the act of using coercion, instilling fear or making threats to include submission, compliance or acquiescence from another.

Non-Consensual Sexual Contact: Non-consensual sexual contact is any intentional sexual touching, however slight, with any object, by a man or a woman upon a man or woman that is without consent and/or by force.

Ongoing Prevention and Awareness Campaigns: Programming, initiatives and strategies that are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual assault and stalking, using a range of strategies with audiences throughout the institution.

Primary Prevention Programs: Programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop dating violence, domestic violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions.

Proceeding: All activities related to a non-criminal resolution of an institutional disciplinary complaint, including, but not limited to, fact-finding investigations, formal or informal meetings, and hearings. Proceedings do not include communications and meetings between officials and reporting parties concerning accommodations or protective measures to be provided to the reporting party.

Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the reporting party.

Result: Any initial, interim, and final decisions by any official or entity authorized to resolve disciplinary matters with the institution. The result must include any sanction imposed by the institution. Notwithstanding section 44 of the General Education Provisions Act (commonly referred to as the Family Educational Rights and Privacy Act (FERPA)), the result must also include the rationale for the results and sanctions.

Sex Discrimination/Sexual Misconduct: Sex discrimination and sexual misconduct occurs anytime a person’s sex becomes a factor or basis in treating them unfairly. Sex discrimination may also occur when an individual is treated unfairly due to her/his connection with a group or organization that is typically associated with a certain sex. Sex discrimination includes behaviors such as sexual assault, sexual harassment, any non-

consensual behavior of a sexual nature, domestic or dating violence, and stalking. Such behaviors could be committed by force, intimidation or use of a reporting party's incapacity (physical, mental, or through the use of drugs or alcohol).

Sexual Assault: Sexual assault is defined as sexual intercourse or sexual contact with another person by forcible compulsion and/or without consent. Forcible compulsion may be committed by means such as physical power, coercion, or incapacitation. Acts of sexual assault include rape, oral and/or anal intercourse, and other sexual acts not involving intercourse to which participants are not both consenting.

Sexual Contact: Sexual contact includes intentional contact with the breasts, buttocks, groin, or genitals, or touching another with any of these body parts, or making another person touch an individual or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

Sexual Exploitation: Sexual exploitation occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include:

- Invasion of sexual privacy
- Nonconsensual video or audio-taping of sexual activity
- Going beyond the boundaries of consent (such as letting friends view an individual having consensual sex without the other party knowing)
- Sexually based stalking and/or bullying
- Engaging in voyeurism
- Knowingly transmitting a STI or HIV to another person

Sexual Harassment: Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience.
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual. This can also include retaliating against the reporting party by the accused or by friends of the accused or others who are sympathetic to the accused. In addition, retaliation directed toward a third party due to their participation in a grievance process or for supporting a grievance may be retaliatory harassment.
- Such conduct is sufficiently severe, pervasive and persistent so as to alter the conditions of, or have the effect of substantially interfering with, an individual's educational opportunity by creating an intimidating, hostile, or offensive environment.

Types of Sexual Harassment include:

Quid Pro Quo: When the submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education experience.

Retaliatory: Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual. The can also include retaliating against the reporting party by the accused or by friends of the accused or others who are sympathetic of the accused. In addition, retaliation directed toward a third party due to their participation in a grievance process or for supporting a complainant may be retaliatory harassment.

Hostile Environment: Such conduct is sufficiently severe, pervasive and persistent so as to alter the conditions of, or have the effect of substantially interfering with, an individual's educational opportunity by creating an intimidating, hostile, or offensive environment.

Stalking: Federal law defines stalking as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

For the purposes of this definition:

- Course of conduct means two or more acts, including, but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or professional treatment or counseling.
- Reasonable persons mean a reasonable person under similar circumstances and with similar identities to the reporting party.

Tennessee Stalking Laws: Stalking is defined by Tennessee law as willful conduct involving repeated harassment of someone that causes them to feel terrorized, frightened, intimidated, threatened, harassed or molested.

Such conduct is considered "aggravated stalking" if: the stalking involves the display of a weapon; the reporting party is under the age of 18 and the alleged stalker is over the age of 23; it is the alleged stalker's second stalking charge within 7 years; it involves a credible threat of death or serious harm to the reporting party or a member of their family; or a restraining order was in place.

Such conduct is considered "especially aggravated stalking" if the alleged stalker has already been convicted of stalking and the reporting party is the same; or the conduct constituted aggravated stalking and inflicted serious bodily harm on the stalking victim or a member of their family.

OPTIONS FOR ASSISTANCE

Assistance immediately after an incident of sexual misconduct

If a student or someone a student knows is a victim of sexual assault, the following procedures are encouraged:

- Go to a safe place.
- Call someone whom the student trusts and/or one of the individuals/organization cited below.
- Seek medical care at an emergency room or hospital of choice. It is important to have a medical exam to check for physical injuries and disease, to dispense pregnancy information and prophylaxis if necessary, and to collect evidence should the student decide to prosecute. If the student is planning on filing a criminal complaint, the medical exam must be done within 72 hours of the assault. The student may have the exam and then decide not to prosecute. It may be helpful for the student to ask for someone they trust, or a Maryville College staff member to go with them.
- Preserve evidence. If the student wants to prosecute there are steps they can take to help preserve evidence. If possible the student should avoid changing clothes, bathing, douching, urinating or defecating before arriving to the emergency room. Urine samples will be necessary to test for any date rape drugs. Do bring extra clothes as clothing may be held as evidence.
- Report any instance of sexual misconduct to campus personnel so the College may provide students with support, assistance, and resources. Campus personnel can also assist in contacting other resources both on and off campus.

Contact Information

- Campus Safety and Security: 865-981-8112. Available 24 hours a day, Campus Safety and Security can also connect reporting parties with a campus counselor or the Title IX Coordinator in after-hours emergencies
- Staff Member on Duty (SMOD): 865-981-8002
- Title IX Coordinator: 865-981-8194
- Director of Counseling: 865-981-8035
- Local Law Enforcement: 865-273-3700
- Blount Memorial Hospital: 1-800-448-0219
- Rape Crisis Center: 865-522-7273

The College will also offer remedies and /or accommodations for individuals reporting issues of sexual misconduct. No formal complaint or investigation, campus or criminal, need occur before these options are available.

In response to a report, the College will:

- Inform the reporting party of available resources and assist in accessing available resources both on and off campus such as mental health counseling, physical health care providers, legal assistance, and victim advocacy services.
- Inform the reporting party of the right to report to local law enforcement and provide assistance if the complainant so wishes.

- Offer other security and support services, such as:
 1. Issuing a campus no-contact directives to both parties and/or
 2. Arranging a change of living or working arrangements or academic accommodations so the reporting party need not face the accused. Academic accommodations will vary based on the situation and class, but may include things such as assignment rescheduling, taking an incomplete in a class, transferring class sections, temporary withdrawal, alternative course completion options, etc.

Ongoing Assistance

A reporting party may have needs for ongoing support and many questions in the days and weeks following an instance of sexual misconduct. Maryville College encourages utilization of the following resources. These resources are available to the reporting party whether or not they choose to make an official report or participate in an institutional disciplinary and/or criminal process.

Counseling and Advocacy Services

- On-Campus: Bruce Holt, Director of Counseling
- On Campus: Anne McKee, Campus Minister
- Off-Campus: Sexual Assault Center of East Tennessee, 865-522-7273
- Health Care Providers

On-Campus: Kaye Howell, College Nurse, 865-981-8716

Off Campus: Blount Memorial Hospital, 1-800-448-0219

Title IX Coordinator

The Title IX Coordinator for Maryville College is Jessica Boor, Director of Student Services. She can be reached 865-981-8194 or jessica.boor@maryvillecollege.edu. To reach her after hours or in an emergency contact Campus Safety and Security at 865-981-8112 The Title IX Coordinator is trained in issues of sexual misconduct and can connect the reporting party to resources, answer questions, and offer other forms of assistance as appropriate. The Title IX Coordinator can also assist in providing ongoing support with an institutional disciplinary process or a criminal process.

The Title IX Coordinator is responsible for the following:

- Providing oversight and implementation of the Sexual Misconduct policy including investigation and adjudication procedures.
- Ensuring all members of the investigation and adjudication teams for sexual misconduct are trained in issues specific to sexual misconduct.
- Educating the campus community on reporting requirements for sex based offenses including when and how to report instances of sexual misconduct.
- Coordinating training for the campus community (students and employees) on issues of sexual misconduct.

REPORTING SEXUAL MISCONDUCT

Overview

Maryville College encourages all members of the campus community to report instances of sexual misconduct. Individuals may report if they are a reporting party or if they are a third party who is aware of an issue of sexual misconduct. There are various avenues for reporting with varying levels of confidentiality and services available. Certain employees can maintain complete confidentiality and are not required to share the details of the incidents with anyone else unless there is concern for reporter safety or the safety of others. Other employees are defined as “responsible employee” as they are required to share reports with the Title IX Coordinator so that Maryville College may take any necessary steps to offer individuals with support services and to prevent the recurrent of sexual misconduct. In these cases information will be shared with as few people as possible and every effort will be made to maintain privacy. Regardless of the reporting avenue chosen, College personnel will make every effort to keep the report as private as possible.

If an individual is unsure of a staff or faculty members’ reporting requirement, they should ask. This policy is intended to make individuals aware of the various reporting and confidential disclosure options available so that they can make informed choices about where to turn should they become a victim of or aware of sexual misconduct. The reporting avenue, levels of confidentiality and other College reporting requirements are outlined below. Retaliation against any individual who makes a complaint or participates in the complainant process is strictly prohibited.

What to Expect When a Report is Made

Any employee of the College, excluding campus counselors and health care providers, will take the following actions:

- The employee will notify the Title IX Coordinator of the incident. The reporter may be contacted by the Title IX Coordinator regarding the incident.
- An investigation by a campus employee trained as a Title IX investigator may begin if the individual chooses or if the incident suggests there is an ongoing threat to the campus community. An investigation does not mean that the personal identity of the reporter will be revealed to the campus community nor does it mean that they would ever have to come face to face with the accused.
- The Title IX Coordinator will offer to connect the reporting party with local police, mental and physical health care providers, and legal resources if desired.
- If the accused is a member of the campus community, the Title IX Coordinator can order the accused to cease and desist from any intentional contact, direct or indirect, with the reporting party. The College may also be able to offer housing and/or classroom accommodations so that the complainant need not face the accused.
- The reporting party will also be given the opportunity to contact the Maryville College Counseling Center or another agency in the community such as a rape crisis center.
- The nature of the report (i.e. sexual assault) may be included in the College’s crime log. The crime log does not include personally identifiable information, just that a report of an issue such as sexual assault was taken. Likewise, should the nature of the report pose a threat to the campus community, general information may need to be shared. This is further explained in the Federal Reporting Obligations section.

- If the reporting party chooses to move forward with a campus conduct process, the individuals who facilitate that process will be notified, as well as the accused.

Should a member of the Student Counseling Center, Pastoral Counselor, and/or Health Care Provider (known as protected employee) be contacted:

- The protected employee will meet with the reporter on campus and provide support.
- The protected employee will not share any information of the incident with law enforcement or a member of the Maryville College Community without consent unless there is a clear threat to other members of the Maryville College Community or the individual makes statements of a suicidal/homicidal nature.
- The protected employee counselor will explain the options and support the reporter in whatever decisions they make regarding reporting or not reporting.
- If the reporter chooses to file a report with the Title IX Coordinator or law enforcement, a grievance counselor may accompany them and support them through the process if they so desire.

When the Maryville Police Department is contacted:

- Maryville police will either meet the reporter on campus, or request that they meet at their office to discuss the incident and create a report.
- The police will ask for details of sexual misconduct and explain the legal rights associated with the report.
- They may contact a victim advocacy service or the alleged perpetrator. Their actions will depend on what is reported and how the reporter wants to proceed.
- The police may contact the Campus Safety and Security Office to let them know they are on campus (if they choose to meet someone on campus).
- Contacting local police does not automatically start the Title IX process or Student Conduct process.

If the individual goes to the hospital for an exam:

- The individual may ask that a sexual assault exam be completed.
- A police officer may be contacted and the reporting party may be asked to make a report. The officer is there to collect any evident obtained during the exam.
- Parents will not be notified without consent for individuals who are 18 or older.
- Making a report and completing an exam preserves the option to prosecute, but does not commit an individual to pressing charges.

Investigation Procedures and Protocols

The College will investigate all reports of sexual misconduct. However, the level and scope of the investigation may, in some cases, be decided by the reporting individual. Responsibility for the investigation model is assigned to the Title IX Coordinator. The Title IX Coordinator oversees the training and implementation of the investigator team.

Formal Investigations

Formal investigations with willing participants provide the most thorough and effective process. They are also necessary for campus disciplinary proceedings. Formal

investigations of sexual misconduct will be handled using an investigator model. In this model, an investigator(s) serves as neutral fact finder who will interview the complainant, the accused, witnesses and gather any other evidence as necessary. The lead investigator will be assigned by the Title IX Coordinator and will be trained in issue of sexual misconduct. Issues such as impartiality, appropriateness based on involved parties, etc. will be considered in appointing the lead investigator on any case.

The lead investigator may interview the complainant, the accused, witnesses, any parties with potentially relevant information, review video footage, and investigate any other appropriate avenues that may provide pertinent information. The investigator will keep both the complainant and the accused apprised of their rights and the status of the process. The investigator will compile all the investigation material into a report. The report will be submitted to the Title IX Coordinator, who will work with the salient cabinet member, to make a determination of charges. Should a hearing be deemed necessary, the report will be given to the Title IX Coordinator to schedule adjudication.

Informal Investigations and Requests for Confidentiality

If a complainant discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all students, including the complainant.

If the College honors the request for confidentiality, a complainant must understand the College's ability to meaningfully investigate the incident and pursue disciplinary actions against the alleged perpetrator(s) may be limited.

Although rare, there are times when the College may not be able to honor a complainant's request not to investigate in order to provide a safe, non-discriminatory environment for all students. When weighing a complainant's request for confidentiality, or that no investigation or discipline be pursued, the College will consider a range of factors, such as the increased risk that the accused will commit additional acts of sexual or other violence. Factors to be used in making this determination include:

- Whether there have been other sexual violence complaints about the same accused;
- Whether the accused has a history of arrests or records from a prior school indicting a history of violence;
- Whether the sexual violence was committed by multiple perpetrators;
- Whether the sexual violence was perpetrated with a weapon;
- Whether the complainant is a minor;
- Whether the College possesses other means to obtain relevant evidence of sexual violence (e.g., security camera or personal, physical evidence); and
- Whether the complainant's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location by a particular group.

The presence of one or more of these factors could lead the College to investigate and, if appropriate, pursue disciplinary actions. If none of these factors is present, the College will likely respect the complainant's request for confidentiality.

If the College determines that it cannot maintain a complainant's confidentiality, the College will inform the complainant prior to starting an investigation and will, to the extent possible, only share information with the people responsible for handling the College's response.

The College may not require a reporting party to participate in any investigation or disciplinary proceeding. Because the College is under continuing obligation to address the issue of campus-wide sexual violence, reports of sexual violence (including non-identifying reports) will also prompt the College to consider broader remedial action such as increased monitoring, supervision or security at locations where the reported sexual violence occurred, increasing educations and prevention efforts, conducting climate assessments/victimization surveys and/or revisiting its policies and practices.

If the College determines that it can respect a complainant's request for confidentiality, the College will also take immediate action as necessary to protect and assist the complainant. The College will offer remedies and/or accommodations for the complainant. No formal complaint or investigation, campus or criminal, need occur before these options are available.

Confidentiality

All individuals involved in an investigation and/or adjudication process will be informed of the importance of confidentiality and privacy and will be asked to sign a confidentiality statement. Conversations and information that result from an investigation or disciplinary proceeding are private and should not be shared.

Time Frames

Investigations will be conducted in reasonable and prompt timeframes. Certain issues, such as the point in the semester when the incident is reported may result in prolonged investigations. For example, conducting interviews during semester breaks may be more challenging as students, faculty, and staff may be away. Every effort will be made to find resolution within a 60 day time frame. If the incident is also being investigated by the local law enforcement, the campus process need not wait for the outcome of the criminal justice system process before making a final determination.

ADJUDICATION PROCEDURES

Adjudication

Upon completion of an investigation, a complete report will be provided to the Title IX adjudication board, comprised of trained faculty and staff. This report will be reviewed and any questions or requests for additional information will be directed to the lead investigator. An in-person hearing will not be conducted unless deemed necessary by the adjudication board. 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.

Standard of Proof

The standard of proof used for hearing cases sexual misconduct will be preponderance of the evidence or “more likely than not.” Findings of responsible or not responsible for sexual misconduct cases will be made based on this standard proof in determining if a violation occurred.

Rights of Reporting and Responding Party :

- Prompt access to appropriate College services
- 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
- To request a change of academic or housing situations and to be notified of what options are available
- The College will make all reasonable efforts to ensure the preservation of confidentiality, restricting information to those who have a legitimate need for it
- The right not to have irrelevant prior sexual history admitted as evidence in a campus hearing
- The right to appeal the finding and sanction of the Appellate Committee in accordance with the standards for appeal
- The right to report incidents of sexual assault to a law enforcement agency, regardless of whether or not he/she is pursuing disciplinary options within the College community
- Be informed in writing of the outcome of any disciplinary proceeding

Notification of Outcome

In sexual misconduct cases, both the reporting and responding party will be notified simultaneously, in writing via campus email of the outcome within 48 hours of completion of the hearing. The reporting party will also be notified of any sanctions assigned to the responding party that may impact the reporting party. Compliance with these provisions does not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C. 1232g), commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA).

Appeals Process

Both the responding and reporting party are granted one opportunity for appeal. Appeals should be submitted in writing to the Title IX Coordinator within five (5) days of the notification of outcome.

Appeal requests may be made on the following grounds:

- An excessive or inappropriate sanction was given
- Procedural errors or bias existed in the hearing that were sufficient enough to deny a fair hearing process
- Lack of sufficient evidence to support the finding
- Admission of new material or evidence that is not merely collaborative repetitive and was not present at the time of the initial hearing
-

A request for an appeal does not necessarily mean that one will be granted. The President and the Title IX Coordinator will review the request for an appeal with the President as the appellant agent. The appellant agent may uphold the outcome or remand the case back to the original hearing committee with an explanation and recommendations for further consideration. Should an appeal be granted and heard, both parties will be informed of the outcome in writing via campus email within 48 hours of the decision.

PREVENTION AND EDUCATION

Maryville College has several avenues for preventing issues of sexual misconduct and educating the campus community. Some of the highlights are listed below:

- Bystander Intervention Training: The Director of Student Services facilitates yearly programming
- Awareness and Educational Campaigns: Several Student Affairs offices such as Residence Life, Student Programming Board, Student Government Association, and other student organizations, under faculty/staff supervision, conduct programs throughout the year on topics such as consent, dating violence, sexual assault myths, making healthy choices, sexual violence awareness, etc.
- Orientation programming includes education for new students every fall on issues of sexual misconduct and Maryville College's sexual misconduct policies and procedures.
- The Title IX Coordinator educates the campus employees on issues of sexual misconduct and how and when to report these issues. Likewise, the Title IX Coordinator trains campus employees on how to sensitively handle such reports.
- Maryville College provides ongoing prevention and awareness programs in the area of sexual misconduct, including dating violence, domestic violence, sexual assault, and stalking.

Maryville College is committed to ensuring all employees are trained in a trauma-informed approach to issues of sexual misconduct. Training for faculty and staff on issues of sexual misconduct is the responsibility of the Title IX Coordinator. Employees are trained annually on what constitutes sexual misconduct, their reporting responsibilities, and how to handle reports of sexual misconduct. Likewise, any individual involved in investigating or adjudicating issues of sexual misconduct undergoes training prior to engaging in such responsibilities. Trainings are conducted by the Title IX Coordinator, in collaboration with other experts versed in sexual misconduct issues.

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, guardian in the community, or have children who live with them. 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 or his/her designee.

Residence Life Organizations

Director of Student Services - The Director of Student Services 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 a 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.

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.

Residence Hall Association (RHA) – RHA exists to address residential student concerns and provide programs for residential students. RHA determines how unallocated hall association dues will be spent programmatically each year.

PROCEDURES

Appliances

Refrigerators must be 4.5 cubic feet and under 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 with 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. Students who are living on campus during the summer may contact Security and receive a tag that will allow them to leave their bicycle on-campus during the summer. Bicycles left over the summer without a tag from Security 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 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 Student Services and will be subject to a \$25 guest fee per night. Any student who checks-in early without permission will be assessed a \$50 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.

Checkout

Students moving out of a residence hall must officially checkout by personally undergoing a checkout procedure with a member of the hall staff. At that time, residents will complete the checkout inspection that compares the condition of the room at that time with the documented condition at the beginning of the occupancy. Express checkout is also an option for students – please see the RA about this option. All personal possessions must be removed from the room before checkout. Improper checkout 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 “un-loft” 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 footlockers 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 within 30 days of the student’s departure.

Residence halls close for underclassmen at 9 p.m. on the last day of finals. Exceptions to this policy will be made on an individual basis by the Residence Life Office and will be subject to a \$25 guest fee per night. All requests for exceptions must be made by 5 p.m. at least seven (7) days prior to 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 9 a.m. on the Sunday following graduation. Seniors remaining after 9 a.m. will be charged an automatic \$25 improper checkout fee and an automatic express checkout will be assumed by the student at that point. For every hour after 9 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 two (2) days in a seven (7)-day period.

Community Bath Facilities

Community bathrooms are designated for students based upon their gender identity. Students who identify as the gender related to the bathroom on a community bathroom floor may use the facilities. Guests who do not meet that requirement should not use the bathroom. Misuse of the bathroom will result in 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 Information Technology.

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 (2) nights at no charge. Overnight visitors of the same sex are welcome for two (2) nights in first-year halls, provided both roommates agree. Guests cannot stay more than two (2) nights in a seven (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 a.m.

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 the 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 by the host at all times.

Hall Sports

Throwing, bouncing, and/or kicking of sports equipment, toys, 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 checkout during posted holiday or vacation periods. Students may request to stay during the break periods provided there is staff coverage during that time. Students may be subject to a guest fee of \$15/day and must sign up with the RD at least one week in advance of the halls officially closing for the break period. Those who fail to check out properly will be charged a minimum \$25 fine and/or be subject to disciplinary action.

Keys and Student ID Cards

Room keys are issued on arrival. Requests to change locks and keys, when considered necessary, will be submitted by the Residence Life staff, safety and security personnel, and/or the Office of Student Affairs. 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 extent of time they are a student at Maryville College (remove four (4) 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 free of charge when the damaged card is presented to the Residence Life Office.

Laundry Facilities

The cost of laundry service is included in the room fees for residential students. Laundry machines are located in all residence buildings and are operated free of charge for students who reside in the residence halls. .

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 are subject to disciplinary action.

Maintenance/Housekeeping Requests

Residents should email the Resident Director 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 their RD.

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 that will ascertain the owner's

knowledge and ability to care properly 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, and it is required to be removed within 48-hours. If after 48-hours, the pet remains or reappears in any student room, the original owner will be fined an additional \$25 for each day the pet remains on-campus and the animal will be taken to a pet adoption center as soon as staff can facilitate such an action. Students with disabilities requiring the assistance of animals within the residence hall, such as service animals and/or emotional support animals should contact disability services.

Quiet Hours

Quiet hours are Sunday - Thursday, 11 p.m. - 10:00 a.m., and Friday - Saturday, 1 .am. - 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 the Quiet Hours 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, radios, 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 Residence Life 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, nor 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 if it's a product made for easy removal (e.g. 3M). Nothing should be taped or affixed to the ceiling. Wooden doors 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 as 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, and Housing Coordinator. Unauthorized room changes carry a \$25 fee. Room changes must be made within 48-hours of approval.

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 students 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, and/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.

Trash

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

Vending Machines

Vending machines are located near the lounge or kitchen area in each residence hall. Tampering with vending machines will lead to disciplinary action.

Wellness Building

Gibson Hall and Pearsons Hall have been designated as wellness buildings. Alcohol (including empty containers), tobacco, and illegal drugs are not allowed anywhere on the premises.

LEARNING BY EXPERIENCE

Every student's program of study centers on the familiar work of the classroom, laboratory, library, and studio. Yet important learning also takes place in less familiar settings where students are called upon to adapt to a new environment, to act without their customary support system, and to develop trust in their 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

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 service. The Director of Community Engagement facilitates placement for students with a variety of

nonprofit agencies in the East Tennessee region. Service opportunities include tutoring, adult literacy, work in social service agencies, environmental projects, and many other possibilities depending on student interests and passions. For assistance in finding community engagement activities and projects, please visit the Center for Campus Ministry. Further information about community engagement at Maryville College can be found in the Student Life section of the catalog.

EDUCATION ABROAD

Mark Twain once wrote, “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.

Education abroad programs are offered through the Center for International Education. Detailed information about education 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. Every Maryville College student has the opportunity to travel abroad during their academic program.

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 three-week class terms and spring break 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 Education 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 & Service Learning 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 the academic advisor and the Director of International Education. Approval for education 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 education abroad website

<http://www.maryvillecollege.edu/studyabroad> and through the Center for International Education at International House.

Education Abroad Scholarships & Aid

Students on any Maryville College affiliated education 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.

Education Abroad Transfer Credit and Grades

The Center for International Education facilitates the pre-approval process for all education abroad programs and coursework. Credits earned through Maryville College approved semester and summer education abroad 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 education abroad programs will appear on the Maryville College transcript, but grades will not calculate into the Maryville College GPA. If approved, Culture/Intercultural Domain credit in the Core curriculum may be earned for Maryville College approved programs of at least 6 weeks duration. Certain programs that are three or more weeks in duration may be used for a students' *significant practical experience* (SPE) associated with the Maryville College Works program when pre-approved for this purpose.

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.

INTERNSHIPS

Internships are available in all major fields and 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.

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. 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 area 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.

Various Mountain Challenge activities include:

- Alpine Tower
- Bicycle Trips
- Caving
- Camp 4 – Outdoor Fitness Activities
- Hiking
- Map and Compass
- Mountain Trips and Expeditions
- Outdoor or Environmental Related Service Projects
- Paddling Trips
- Rafting
- Ropes Courses

NONPROFIT LEADERSHIP ALLIANCE

The Nonprofit Leadership Alliance program affords opportunities for a variety of internships in nonprofit organizations, organizations that focus on environmental interests, and international non-governmental organizations. Upon fulfillment of the prescribed set of competencies, Maryville College, in partnership with Nonprofit Leadership Alliance (a national alliance of colleges, universities and nonprofit organizations), credentials the student as a Certified Nonprofit Professional (CNP).

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.ora.gov/orise/educ.htm. Further information is available in the Division of Natural Sciences.

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.

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.

WASHINGTON EXPERIENCES

For the student who wishes to study or work in the nation's capital, many options are available. Maryville College's Career Center assists students in exploring a range of possibilities, including

semester-long programs, summer internships, and work opportunities. Career Center staff members are available and experienced in working with students to identify programs related to their interests, regardless of major.

ACADEMIC PROCEDURES AND REGULATIONS

STATEMENT OF STUDENT RESPONSIBILITY

Each student is expected to be thoroughly familiar with the academic requirements of the College as stated in the Catalog. The responsibility for meeting all requirements for graduation rests entirely upon the student. Faculty advisors, 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 First-Year Seminar (FYS 110) serves as the student's advisor for most of the first year. When a major is declared, usually in February 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 understand clearly 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 Composition and Speech II (*ENG120*) 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 *ENG120*.
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 preemptorily 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. Schedule the hearing as soon as possible after the offense is detected, unless mitigating circumstances (e.g., education abroad) require a delay. In no case should an initial hearing take place more than one year after the offense is detected
4. Notify appropriate parties 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

ADMINISTRATIVE WITHDRAWAL

A complete administrative withdrawal from Maryville College may be initiated when a student ceases to attend all registered classes for a period of 10 consecutive class days, without prior approval, at any point within the regular semester. Such a withdrawal follows established College course withdrawal deadlines and associated refund policies. Prior to the course withdrawal deadline, administratively withdrawn students receive a grade of “W” in each enrolled course. After the course withdrawal deadline, administratively withdrawn students receive a grade of “F” in each enrolled course. The College will determine the withdrawal date if no notice is provided by the student.

Withdrawal decisions may be appealed to the Vice President and Dean of the College or an appointed designee.

Charge Reduction Policy:

https://www.maryvillecollege.edu/media/dsx/manager/Documents/Financial_Aid/Maryville%20College%20Charge%20Reduction%20Policy%20Revised%205-4-2018.pdf

Dates & Deadlines:

<https://www.maryvillecollege.edu/academics/registrar/dates-deadlines/>

All unpaid costs associated with attending the College remain the student’s responsibility after such a withdrawal. In addition, all College property in a student’s possession must be returned or the student may be charged for its full replacement value. Students living on-campus must arrange with the Office of Residence Life to vacate the property within a reasonable time as determined by residence life staff and appropriately checkout in order to avoid an improper checkout fee.

In order to enroll in subsequent semesters, students who are administratively withdrawn from the College for non-attendance must apply for readmission.

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. Refer to Administrative Withdrawal section in this catalog.

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. May 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, a five-week session, or 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, approved by the advisor and the Registrar, to complete all requirements during May term, the summer or fall semester of that calendar year. Degrees will be conferred upon completion of all requirements in either May, August or December. Students may participate in Commencement exercises only once, during the year in which they complete their degree requirements.

COURSE LOAD

To complete a degree in four years, students must earn an average of 30 credits each year. Programs of study requiring more than the minimum 120 hours require higher semester course loads to complete the degree within four years. No more than four credit hours may be taken in any one of the three-week periods.

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 that include proficiency exams offered by Maryville College faculty, the Advanced Placement program, the

International Baccalaureate program, Excelsior College Examinations, the College Level examination Program (CLEP), and the 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.

Advanced Placement Program (AP)

AP exams are offered in a variety of subjects. In order to receive college credit, students must score a four or a five on the AP examination. Course credit provided for each test score of a four or five is listed below. Questions about credit should be referred to the College Registrar.

| <u>AP Exam Name</u> | <u>Score of 4 or 5 recorded as:</u> |
|-------------------------------------|--------------------------------------|
| Fine Arts: | |
| Art History | ART 111 (3 credit hrs.) |
| Music Theory | MUS 101 (3 credit hrs.) |
| Studio Art: 2-D Design | ART 102 (4 credit hrs.) |
| Studio Art: 3-D Design | ART 103 (4 credit hrs.) |
| Studio Art: Drawing | ART 110 (4 credit hrs.) |
| Languages and Literature: | |
| English Language and Composition | ENG 110 (3 credit hrs.) |
| English Literature and Composition | ENG 110 (3 credit hrs.) |
| Both English exams listed above | ENG 110 & ENG160 (6 credit hrs.) |
| Chinese Language and Culture | CHN110/120 (8 credit hrs.) |
| French Language and Culture | FRN110/120 (8 credit hrs.) |
| German Language and Culture | GER110/120 (8 credit hrs.) |
| Italian Language and Culture | ITA110-120 (8 credit hrs.) |
| Japanese Language and Culture | JPN110/120 (8 credit hrs.) |
| Latin | LAT110/120 (8 credit hrs.) |
| Spanish Language and Culture | SPN110/120 (8 credit hrs.) |
| Spanish Literature and Culture | SPN110/120 (8 credit hrs.) |
| Both Spanish exams listed above | SPN110/120 & SPN149 (11 credit hrs.) |
| Social Science: | |
| Human Geography | GEN149 (3 credit hrs.) |
| Comparative Government and Politics | PLS211 (3 credit hrs.) |
| Macroeconomics | ECN149 (3 credit hrs.) |
| Microeconomics | ECN149 (3 credit hrs.) |
| Both Economics exams listed above | ECN149 & ECN 201 (7 credit hrs.) |
| U.S. Government and Politics | PLS122 (3 credit hrs.) |
| Behavioral Science: | |
| Psychology | PSY101 (3 credit hrs.) |

Humanities:

| | |
|------------------|--------------------------------|
| European History | HIS149/221 (6 credit hrs.) |
| U.S. History | HIS149/131/132 (6 credit hrs.) |
| World History | HIS149/242/243 (6 credit hrs.) |

Natural Science:

| | |
|--------------------------------------|----------------------------|
| Biology | BIO111 (4 credit hrs.) |
| Chemistry | CHM111 (4 credit hrs.) |
| Environmental Science | BIO149 (3 credit hrs.) |
| Physics 1: Algebra Based | PHY101 (4 credit hrs.) |
| Physics 2: Algebra Based | PHY102 (4 credit hrs.) |
| Physics B | PHY101/102 (8 credit hrs.) |
| Physics C: Mechanics | PHY201 (4 credit hrs.) |
| Physics C: Electricity and Magnetism | PHY202 (4 credit hrs.) |

Math and Computer Science:

| | |
|-----------------------------|----------------------------|
| Calculus AB | MTH125 (4 credit hrs.) |
| Calculus BC | MTH125/225 (8 credit hrs.) |
| Computer Science A* | CSC111 (3 credit hrs.) |
| Computer Science Principles | CSC149 (3 credit hrs.) |
| Statistics | STA120 (4 credit hrs.) |

* *The AP Computer Science A course is taught in Java while CSC111 uses C++. Students who wish to continue on in computer science related fields should contact the computer science program coordinator to discuss options.*

International Baccalaureate (IB)

IB credit may be earned in a variety of subjects. In order to receive college credit for IB courses completed in high school, students must score a four on the IB examination. Questions about credit should be referred to the College Registrar.

Excelsior College Examinations (ECE)

Excelsior College Examinations are offered in many disciplines. College credit is available when a score equivalent to a grade of C is attained. Most ECE exams are 3-hour tests administered via computer at Pearson VUE Testing Centers. Excelsior College, formerly called Regents College, replaced the ACT-PEP (American College Testing Proficiency Examination Program) exams.

College Level Examination Program

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.

Composition and Literature:

American Literature
Analyzing and Interpreting Literature
College Composition
English Literature
Humanities

Introductory Psychology
Introductory Sociology
Social Sciences and History
Western Civilization I
Western Civilization II

Foreign Languages:

French I & II¹
German I & II¹
Spanish I & II¹

Science and Mathematics:

Biology
Calculus²
Chemistry
College Algebra
College Mathematics
Natural Sciences
Precalculus³

History and Social Sciences:

American Government
History of the United States I
History of the United States II
Human Growth and Development
Introduction to Educational
Psychology
Principles of Macroeconomics
Principles of Microeconomics

Business:

Financial Accounting
Introductory Business Law
Principles of Management
Principles of Marketing

¹ Six credit hours are awarded.

² Four credit hours are awarded.

DSST (Formerly DANTES Subject Standardized Test)

Maryville College accepts credit from the DSST credit by examination program. Credit allotments and minimum acceptable scores are set according to the guidelines of the American Council on Education.

CREDIT HOURS

Credit hours are determined by the amount of interaction between students and the course/ credit bearing activity and are based on a normal 14-week semester. Expected academic activity is extrapolated from full semester expectations for academic pursuits that take place in May, summer, and other compressed terms. Credit hours are based on the following considerations:

- Regular classroom courses - One credit hour for each 50-minute class session throughout the semester – most commonly, three credit hour courses meet 150 minutes each week throughout the semester.
- Laboratory courses - One additional credit hour for each course related, weekly laboratory session throughout the semester
- Private music lessons - One credit hour for each 30-minute private music lesson and 3 hours practice time weekly throughout the semester - additional credit hours are associated with appropriate incremental lesson and practice expectations
- Fine arts ensembles/theatre production – One credit hour for participation in music ensemble or theatre production throughout the semester (may vary according to ensemble expectations)
- Internships - One credit hour for every 3 hours spent in internship site weekly throughout the semester

- Physical activity courses - One credit hour for two 50 minute sessions weekly throughout the semester
- Individualized study – One meeting weekly throughout the semester with faculty supervisor. The extent of related individualized assignments is based on credit hours enrolled
- Senior study – One meeting weekly with faculty supervisor throughout the semester with required individualized student research activity related to topic
- Honors – An additional credit hour option added to regular course based on significant and advanced work beyond the normal scope of the course – Permission required
- Maryville College Life Enrichment Program (Portfolio) – One credit hour for completion of each approved activity – Restrictions apply (See this Catalog for a full description of this program)

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. Individual faculty members are free to decide what means are appropriate for assessing student achievement during a semester that may include: quizzes scheduled whenever useful, term papers, written and oral reports, discussion assignments, course projects, examinations, etc. Instructors may also weigh these measuring devices in any fashion that is fair and clearly communicated to students in the course syllabus.

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 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 is left to the discretion of individual instructors, 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 authority to 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. In accordance with the Family Educational Rights and Privacy Act, grades are not sent to parents or guardians unless (1) the student submits a written request that this be done, or (2) the parent or guardian makes a request by providing documentation 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:

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

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

| Grade | # of Quality Points |
|-------|---------------------|
| A+ | 4.00 |
| A | 4.00 |
| A- | 3.70 |
| B+ | 3.30 |
| B | 3.00 |
| B- | 2.70 |
| C+ | 2.30 |
| C | 2.00 |
| C- | 1.70 |
| D+ | 1.30 |
| D | 1.00 |
| D- | 0.70 |
| F | 0.00 |

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, education senior studies (EDU 351 – 352), 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 45 days of classes. This grade does not affect grade point average.

GRADUATION HONORS

To qualify for graduation with honors, a student must have completed at least 60 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 |

Graduation honors are based on grades earned at the time of graduation and are not recalculated as a result of any coursework completed after graduation.

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 advisor. 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 advisor, the instructor, and the Associate Dean. Permission to enter a course after five class meetings is given only in rare circumstances.

MAY TERM

The annual three-week May Term offers students an attractive option for travel-study courses (in the U.S. and abroad) or a valuable opportunity to take a course on campus. Students interested in travel-study courses are referred to the study-abroad section of this catalog.

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

Full-time, first-year-in-college students who are placed on academic probation following the first fall semester must successfully complete a Maryville College Life Enrichment Program Portfolio Project in self-management through the Academic Support Center during the first spring semester. Students who fail to complete the project successfully are subject to suspension from the College.

At the end of each term careful consideration is given to the record of each student. Students who fall below minimum standards for credit hours and cumulative grade point average are not considered to be making normal progress toward a degree and are subject to suspension from the College or to a change from degree candidacy to special student status. These minimum standards are listed below.

Following a suspension, students may apply for readmission after at least a semester of satisfactory academic work at another institution or successful work experience. Students 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

| Credit Hours Attempted | Minimum GPA |
|------------------------|-------------|
| 0 – 30 | 1.00 |
| 31 – 60 | 1.60 |
| 61 – 90 | 1.92 |
| 91 and above | 2.00 |

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 WEEK AND MID-SEMESTER

Progress reports are completed twice each semester. During the third week of the semester, the Academic Support Center staff requests faculty of all 100-level courses to submit a progress report for any student who is having academic difficulty. At mid-semester, faculty submit a progress grade for all students to the Registrar. All three-week progress reports and mid-semester progress grades are shared with students' faculty advisor and other appropriate College staff. These reports are used to inform and counsel students and are not recorded on the official transcript. Students are expected to stay current in each course and to contact their professor if they have questions about their progress. Furthermore, students should not view a mid-semester progress grade as an implied final grade. Although early course success is often associated with a positive final grade, students should keep in mind that the majority of course assignments are typically completed and graded after the mid-semester 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, 30 credit hours
- For junior standing, 60 credit hours
- For senior standing, 90 credit hours

WITHDRAWAL

Withdrawal from a course during the first eight days of classes requires approval of the advisor. After that time, approval of both the advisor 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” (withdrew) during the first 45 class days of the semester. Course withdrawals after the 45th day of classes result in a grade of “F” for the course.

After the first eight days of classes, the hours for courses dropped are included in the total hours attempted.

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. Refer to the Administrative Withdrawal section of this catalog for further information.

Medical Withdrawals

Requests for medical withdrawal from the College are made to the Vice President and Dean of Students (Student Affairs 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 as described in this Catalog.

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.

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 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 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). Honors seminars are listed in the Schedule of Courses with enrollment normally limited to 15 students.

Honors Study within Existing Courses permits students of superior ability to pursue honors study in 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, performance or any combination of these. For successful completion of honors study in an existing 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 relevant academic division chair(s). The arrangements must be reported to the Registrar no 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 Academic Support 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.

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:

| | |
|--------------------------|-----------------|
| One primary subject area | 18 credit hours |
| Related subject area | 12 credit hours |
| Senior Study | 6 credit hours |

An individualized major must be approved by the 2nd semester of the 2nd year and a faculty sponsor in ***each*** subject area is required. Applications are available in the Registrar's Office.

INDIVIDUALIZED STUDY COURSES

Students who wish to pursue a topic in their major that is not available through a regular catalog course may request a program of individualized reading or experimental work. The academic division chair will consider requests 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. Students 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.

INTERNSHIPS

Students gain practical experience in their major field of study through a internships. These supervised experiences provide students opportunities to apply knowledge and skills in an operational setting, while testing interest in a particular profession. Settings for professional opportunities include academic institutions, government agencies, private companies, commercial and philanthropic organizations, and opportunities abroad. Though internships are typically pursued for academic credit, the Career Center and the Center for International Education may also arrange non-credit opportunities.

All academic divisions are required to follow guidelines as published in this Catalog and divisional guidelines that more specifically define the experiences. In order to make the most of these experiences, students receive mentoring and preparation that supports positive outcomes for both students and internship sites. The mentoring and preparatory process is provided by the faculty advisor/internship coordinator in some majors and in other majors is provided through a series of meetings with career center staff and the Director of the Maryville College Works program. 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 for credit bearing internships. Summer internships for zero credit hours are available to students who are using the experience in fulfilling their Maryville College Works significant practical experience (SPE) requirement. Although students are required to register for them, there is no tuition required. Students must register for the internship courses prior to the internship experience and the activity must take place in the term for which the students are registered for them.

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. Credit earned for internships is allocated in proportion to the scope and duration of the experience. 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. Zero-credit hour internships can only be done once and must be undertaken as the significant practical experience (SPE) of Maryville College Works. Furthermore, the zero-credit option requires a minimum of at least 45 hours of approved activity for a duration of a minimum of three weeks. Internships are graded on a

Satisfactory/Unsatisfactory basis. Internships that satisfy a major requirement must meet the required credit hours specified for that major.

While all majors offer internships, some major fields restrict enrollment in internships to students majoring in the field; therefore, special qualifications or circumstances may warrant application to the appropriate academic division chair for a waiver permitting enrollment by a non-major.

Remuneration may be permitted insofar as Catalog and Divisional guidelines for the learning experience are followed and faculty supervisors work closely with organizations and internship site supervisors to protect students and ensure the quality of the experience as an extension of the College curriculum.

Application and Approval Process

- A. Internship applications, approval processes, supervisory, and evaluation forms are available through Handshake. Department/divisions may have additional required paperwork.
- B. The initial application for an internship is to be submitted to and approved by the designated internship supervisor prior to the proposed experience.
- C. The application is to 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. An explanation of the content of the internship, objectives of the experience, and relevance to the student's degree program and professional goals
 6. A description of 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)
 7. The signed approval of the faculty supervisor
 8. A learning agreement form signed by the internship site supervisor that outlines the proposed internship arrangement, evaluation processes, and proposed list of the student's duties.

Student Responsibilities

1. Regularly reports progress to the staff or 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 Staff/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. Signs the learning agreement 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 through surveys.

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 the faculty supervisor with the approval of the division chair.

LIFE ENRICHMENT PROGRAM

The Maryville College Life Enrichment Program (MCLEP or “portfolio”) is a means to enrich and diversify students’ educational experience through a combination of curricular and co-curricular activities. In the program students work closely with a faculty or staff mentor to identify or design projects appropriate for their personal growth. Through completion of an individually designed project, students earn 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 education abroad-related portfolio credit in a cross-cultural experience. These circumstances include credit for an embedded education 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). First-year students admitted through the Academic Success Program must satisfactorily complete a portfolio in academic self-management during the first two semesters (0.5 credit hours each semester). Contact the Director of the Academic Support Center for more information.

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 *English 120* 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.

DEGREE REQUIREMENTS

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

BASIC REQUIREMENTS

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

At Maryville College, the **Bachelor of Arts (B.A.)** degree offers a broad-based program which is well suited for persons seeking a high degree of flexibility and greater interdisciplinary exploration. The **Bachelor of Science (B.S.)** and **Bachelor of Music (B.M.)** degrees are designed to provide students with 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 number of 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.

During transition from a 128 to a 120 credit hour minimum, graduation credits required are:

Graduates in 2019 – 124 credit hours

Graduates in 2020 – 122 credit hours

Graduates in 2021 – 120 credit hours

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. Approval of the appropriate academic division chairperson, Chair of Core Curriculum and the Registrar is required in advance. With rare exceptions, the following core curriculum domains must be completed by means of credit earned through Maryville College: U.S. Pluralism, Culture and Intercultural Dynamics, and Ethical Citizenship in the World.

In addition, as a minimum, each degree candidate must complete at Maryville College 42 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. 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 education 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 final reflection.

Specific requirements for the program include:

- Completion of a career-related career assessment and discussion of results with academic advisor
- Planning and engaging in a significant practical experience
- Completion of a career readiness educational program
- Submission of a final 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 divisions and majors. Some are developed entirely by the disciplinary faculty, 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 it 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 students 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 Academic Procedures and Regulations section of this catalog.

PLACEMENT ASSESSMENTS

First time, first year, and many transfer students take one or more placement assessments to ensure appropriate placement in course sequences.

1. Initial placement in **mathematics** is based on students' ACT/SAT Math score and/or transcript. Students are notified of placement via an email from the Registrar. This email will include contact information for the person responsible for student placement. Students may then choose to complete an online math review and assessment to improve their placement.

Students with an ACT score of 19 or below (SAT 510 or below) will be placed in Fundamentals Mathematics (MTH 105). Unless students demonstrate proficiency by testing out of this course, they must successfully complete MTH105 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 standardized and placement test results, Maryville College accepts for credit those courses in the mathematical sciences taken through dual enrollment, AP, or IB (An AP exam score of 4 or 5 grants credit hours associated with course content – refer to the Advanced Placement section in this catalog). Dual enrollment courses must be passed with a grade of C or higher to receive transfer credit.

2. Students will receive a preliminary placement in **composition** based on their ACT English score or SAT Writing score. This placement may be adjusted in the following ways:
 - Students with a score of 4 or 5 on the AP Examination in *either* English Language and Composition *or* English Literature and Composition earn credit for English 110: Composition and Speech I.
 - Students with an AP score of 4 or 5 on *both* English Language and Composition *and* English Literature and Composition earn credit for ENG 110: Composition and Speech *and* ENG 160: Early Western Literature Tradition.
 - Credit earned through dual enrollment or transfer from an accredited institution in Composition I or the equivalent course, with a grade of C or higher, is accepted for English 110: Composition and Speech
 - Credit earned through dual enrollment or transfer from an accredited institution for both Composition II (and the equivalent) and a course in public speaking, with grades of C or higher, is accepted for English 120: Composition and Speech II.
 - Credit earned through dual enrollment or transfer from an accredited institution with a grade of C or higher for Composition II is accepted for English 120: Composition and Speech II. Students with this credit who do not have course credit in public speaking must take English 150: Oral Rhetoric.
 - Credit earned through dual enrollment or transfer from an accredited institution with a grade of C or higher for a course in public speaking (without a course in Composition II), is accepted for English 150: Oral Rhetoric, but students must take English 120: Composition and Speech II.

Students whose ACT English scores or SAT Writing scores fall within selected ranges may take a challenge exam to attempt to place into the next higher level. Students who by means of the written challenge exam successfully place out of the writing portion of English 120 will be given the further opportunity to demonstrate proficiency in giving a five-minute speech (informative or argumentative) with oral citation of sources; passing this public speaking exam will result in exemption from English 120 (but not credit hours for it). For the student who has passed the written portion of the English 120 challenge exam, if there is room in an existing section of English 150: Oral Rhetoric, then the student may opt to take English 150 instead of taking the oral portion of the challenge exam.

3. All students are required to take a **second language** placement assessment unless fewer than 2 years (3-4 semesters) of the chosen language were completed in high school. In this case, the student may enroll in an introductory second language course (ASL CHN, FRN, GER, ITA, JPN, LAT, or SPN). Students with language proficiency developed through other means, including native proficiency, should complete the assessment or contact the chair of the Division of Languages and Literatures for an individual assessment. The results of the placement assessment may qualify a student for exemption from the second 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 accepts for elective credit those courses in a second language taken through dual enrollment, AP, or IB (An AP exam score of 4 or 5 grants three credit hours). Dual enrollment courses must be passed with a grade of C or higher.

4. Students desiring to enroll in **Chemistry** will initially be placed in Chemistry 111: Fundamentals of Chemistry or Chemistry 121: General Chemistry according to ACT math scores or other Chemistry readiness assessment. Students may appeal their placement with Dr. Mary Turner, Chemistry Coordinator or with Dr. Angelia Gibson, Chair of Natural Science.

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 either chosen from a group of topics of current interest or assigned by the English 120 instructor in connection with the student's research on a topic for debate. The essay is evaluated by two or more graders, who consider its organization, grammatical correctness, clarity, and overall quality.

The examination is given in English 120. Incoming students bringing transfer or dual enrollment credit for the equivalent of Composition II, and therefore exempted from English 120, will be enrolled in English 121: Syntax for Writing, at the start of which the English Proficiency Exam will be administered. Students earning a grade of Satisfactory in that sitting of the exam will be exempted from the course, and the passing grade of Satisfactory on the English Proficiency Exam will be recorded on the transcript. Students earning a grade of Unsatisfactory on that sitting of the exam will continue in the course, with an opportunity to retake the exam within the course. A student who fails the English Proficiency Exam within the course must repeat the course in subsequent semesters until the exam is passed. All students must pass the exam before enrolling in Senior Study, the culmination of work in the major field.

For a student who passes the written portion of the English 120 challenge exam, that exam will be accepted in lieu of the English Proficiency Exam, and the grade of Satisfactory for the English Proficiency Exam will be recorded on the student's transcript.

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 (Refer to the Individualized Major section in this Catalog).

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. However, the educator preparation 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.

Students may select a major by the end of the first college year, but the 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. Students

planning to pursue a major in a highly structured program, where the sequence of courses is an important consideration, are 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 advisor 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 educator preparation 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
- Chemistry*
- Child Development and Learning*
- Computer Science
- Counseling (See Track in Psychology)
- Criminal Justice
- Design
- Economics
- Engineering
- English*
- Environmental Studies
- Finance/Accounting
- Health and Wellness Promotion
- Health Care (Nursing)
- History*
- Human Resource Management
- International Business
- International Studies
- Management
- Marketing
- Mathematics*
- Music
- Outdoor Studies and Tourism

Philosophy
Physical Education/Health*
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

* *Educator Preparation Track available*

BACHELOR OF MUSIC

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

* *Educator Preparation Track available*

BACHELOR OF SCIENCE

Biology
Biochemistry
Business Analytics
Chemistry
Exercise Science
Mathematics
Neuroscience

COOPERATIVE, DUAL DEGREE MAJOR PROGRAMS

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. /B.S.N. - Health Care/Nursing

The cooperative, dual-degree program in nursing involves two years at Maryville College and two years at nearby Tennessee Wesleyan University (TWU). After program completion the B.A. in Health Care is received from Maryville College and the B.S.N. is received from TWU. Further information 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 and involves significant coursework above the 100-level. Minors in second languages require 15 credit hours above 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 educator preparation. 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
- Analytics
- Appalachian Studies
- Business
- Environmental Science
- Gender and Women’s Studies
- German*
- Japanese*
- Medieval Studies
- Statistics
- Sustainability Studies

* *educator preparation 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 first year students, 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 website and the Tartan.

Subject Listing

Accounting
American Sign Language and Deaf Studies
American Sign Language-English Interpreting
American Studies
Analytics
Appalachian Studies
Art
Biochemistry
Biological Sciences with a Pre-Veterinary Sciences Track
Biology
Biopharmaceutical Sciences
Business
Business Analytics
Chemistry
Child Development and Learning
Chinese
Counseling
Computer Science
Criminal Justice
Dance
Design
Economics
Education
Engineering
English
English as a Second Language
Environmental Science
Environmental Studies
Exercise Science
Finance/Accounting
Foreign Languages

French
Gender and Women's Studies
German
Health and Wellness Promotion
Health Care/Nursing
History
Human Resource Management
International Business
International Studies
Italian
Japanese
Latin
Management
Marketing
Mathematics
Medieval Studies
Ministry and Church Leadership Certificate Program
Music
Neuroscience
Non-Profit Leadership Certificate Program
Outdoor Studies and Tourism
Philosophy
Physical Education and Health
Physics
Political Science
Psychology
Religion
Sociology
Spanish
Statistics
Sustainability Studies
Teaching English as a Second Language
Theatre Studies
Writing Communication

The Maryville Curriculum

GENERAL EDUCATION

Associate Professor Mary Turner, 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 the intellectual skills 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 in a world of uncertainty and accelerating change.

General education is the centerpiece of any liberal arts degree and 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 51 credit hours. Some general education requirements are met 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:

- Course groupings that are closely aligned with specified educational goals of the College
- An integrated and sequenced set of foundational courses designed to assist in adjustment to college life, to attend to the developmental and learning issues unique to first year students, 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 and all aspects of the liberal arts
- A range of choices for students among courses that fulfill common curricular goals
- Required groupings of courses designed to extend the college learning experience beyond the major and provide integration of liberal learning using various modes of inquiry
- Recognition that knowledge in certain domains is fulfilled by courses within the major
- 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
- A curricular structure built upon groups of courses focusing on shared student learning outcomes that result in a broad liberal arts experience
- An integrated and sequenced set of vocational development activities and experiences

GENERAL EDUCATION REQUIREMENTS

Requirements in General Education are based on the four overarching educational goals of Maryville College. Each student must satisfy requirements for courses in each of the following instructional categories. Courses within domains share common student learning outcomes that guide teaching and learning within the group of courses.

Foundations (12 Credit Hours)

1. First Year Seminar (3 Credit Hours)
2. English 110 (3 Credit Hours)^a
3. English 120 (3 Credit Hours)^a
4. Quantitative Literacy (3 Credit Hours)^a

Category I Domains of Knowledge (15 Credit Hours) - A critical knowledge of self and informed understanding of other

1. Religion, Spirituality and Critical Thought (3 Credit Hours)
Completion of one of a selection of courses
2. Literary Studies (3 Credit Hours)
Completion of one of a selection of courses
3. Historical Reasoning (3 Credit Hours)
Completion of one of a selection of courses
4. Empirical Study of Person and Society (3 Credit Hours)
Completion of one of a selection of courses
5. Culture and Intercultural Dynamics (3 Credit Hours)
Completion of one of a selection of courses
6. U.S. Pluralism
Completion of a course that carries a “U.S. Pluralism” designation

Category II Domains of Knowledge (10-11 credit hours) - Proficiency in the use of evidence, empirical data, and quantitative analysis

1. Scientific Reasoning (7-8 Credit Hours)
One physical science course from a selected group of courses
One life science course from a selected group of courses
One of the above courses must have a laboratory component
2. Mathematical Reasoning (3-4 Credit Hours)
One of the following courses:
 - Statistics 120 (4)
 - CSC 111 (3)
 - Mathematics 125 (4)

Category III Domains of Knowledge (up to 11 Credit Hours) - Skill and discernment in producing and interpreting forms of human expression

1. Second Language (up to 8 Credit Hours) ^{a b}
Completion of a 120 course in a second language
2. Creative Arts (3 Credit Hours)
Completion of one of a selection of courses or three semesters of participation in a musical ensemble or three semesters of participation in theatre productions

Category IV Domain of Knowledge (3 Credit Hours) - The judgment and knowledge required for ethical citizenship of nation and world

1. Completion of Ethics 490: Ethical Citizenship in the World (3)

Notes on special conditions:

- ^a Placement examination results may result in exemption from the requirement.
- ^b 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.

Accounting

Associate Professor Sharon May, 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,
- Thirty (30) credit hours in accounting of which 24 hours must be upper division
- Twenty-four (24) credit hours in general business courses of which 12 hours must be upper division.

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
Lecturer, William White, 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 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 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 video 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 46 hours. A double major in American Sign Language and Deaf Studies *and* American Sign Language-English Interpreting is *not* permitted.

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
 - a. Demonstrate the ability to properly utilize handshapes while signing.
 - b. Demonstrate the ability to properly utilize location while signing.
 - c. Demonstrate the ability to properly utilize movement while signing.
 - d. Demonstrate the ability to properly utilize plan orientation while signing.
 - e. Demonstrate the ability to properly utilize non-manual markers 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
9. Demonstrate linguistic skills in American Sign Language

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.)

ASL299: Issues in Professional Development (1 hr.)

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.)
PSY 101: Introductory Psychology (3 hrs.)
PSY 211: Child Development (3 hrs.)
PSY 306: Language Development (3 hrs.)
One of the following courses:
 PSY 224: Cross-Cultural Psychology (3 hrs.)
 PSY334: Culturally Diverse and Exceptional Children (3 hrs.)
One of the following courses:
 SOC 202: Social Problems (3 hrs.)
 SOC 211: Cultural Anthropology (3 hrs.)
 PSY/SOC 221: Social Psychology (3 hrs.)

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

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

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

American Sign Language-English Interpreting

Professor Kathie Shiba, Chair, Division of Behavioral Sciences
Associate Professor Angela Myers, 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 video 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 interpretation and to provide diagnostic analysis.
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 52 hours beyond elementary American Sign Language (ASL 110: American Sign Language I and ASL 120: American Sign Language II). A double major in American Sign Language-English Interpreting *and* American Sign Language and Deaf Studies is *not* permitted.

Required courses include:

- ASL 203: American Sign Language III (3 hrs.)
- ASL 204: American Sign Language IV (3 hrs.)
- ASL299: Issues in Professional Development (1 hr.)
- 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.)
- PSY 101: Introductory Psychology (3 hrs.)
- PSY 306: Language Development (3 hrs.)

The following electives/program are strongly recommended:

- ENG219: Advanced Rhetoric and Grammar (3 hrs. or audit)
- PSY 211: Child Development (3 hrs.)
- PSY 224: Cross-Cultural Psychology (3 hrs.)
- SOC 211: Cultural Anthropology (3 hrs.)
- SOC 215: Sociology of Marriage and Family (3 hrs.)
- Nonprofit Leadership Program (Refer to that section in this Catalog for more details). The program includes:

- SLS 203: Introduction to Nonprofit Management (3 hrs.)
- BUS 201: Principles of Management (3 hrs.)
- Attendance at Nonprofit Leadership Alliance Management Institute (AMI)
- Internship: The AEI 337 Internship satisfies this requirement if the internship agency is non-profit.

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 advisors.

American Studies

Professor Sam Overstreet, Chair, Division of Languages and Literature
Associate Professor Will Phillips Coordinator

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

PLS122: American Government and Politics (3 hrs.)

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:

HIS 131: Early American History, 1500-1865 (3 hrs.)

HIS 132: Modern American History, 1865-Present (3 hrs.)

History/Business/Economics 251: Economic History of the United States (3 hrs.)

History 303: Studies in United States History (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 131: Early American History, 1500-1865 (3 hrs.)

HIS 132: Modern American History, 1865-Present (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.

Analytics

Professor Jeff Bay, Chair, Division of Mathematics and Computer Science
Assistant Professor Anna Engelone, Coordinator

Analytics is an interdisciplinary field combining mathematics, computer science and statistics that integrates knowledge needed to draw insights from data. A minor in Analytics is a valuable complement to majors in the biological sciences where sophisticated methods of data analysis are increasingly common and researchers with this expertise are in high demand. It is also a valuable addition to students majoring in a business-oriented field (see also the major in

Business Analytics), as businesses increasingly make use of data analysis, forecasting and optimization techniques to drive efficiency and profit. Students in other majors wishing to supplement and enhance their liberal arts education will find these skills to be broadly applicable and exceptionally marketable.

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

1. Communicate mathematical ideas with precision and clarity in both written and oral form to a variety of audiences.
2. Understand the logic behind statistical inference – the science of drawing conclusions from limited data -- and be able to assess the role of variability in estimations.
3. Confidently use software to store, organize, manipulate and analyze large quantities of data.

Students choosing the first option of courses (MTH 321 / CSC 314) will deepen their understanding of uncertainty and learn more advanced data-manipulation techniques whereas those choosing the second option of courses (MTH 305 / MTH 3xx) will learn to use mathematics to model and optimize real-life phenomena.

The **Minor in Analytics**, which involves study in mathematics and computer science and provides valuable analytical and quantitative skills for students interested in a variety of fields, requires 19 credit hours:

MTH 125: Calculus I (4 hrs.)

MTH 222: Regression Analysis (3 hrs.)

CSC 111: Introduction to Computer Science I (3 hrs.)

CSC 313: Database Management Systems (3 hrs.)

Either set of the following courses:

MTH 321: Probability and Statistics I (3 hrs.) and

CSC 314: Data Mining (3 hrs.)

Or

MTH 305: Mathematical Modeling (3 hrs.) and

A 300-level course in MTH (3 hrs.)

Appalachian Studies

Associate Professor, Phillip Sherman, 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. Required courses include:

SOC 222: Sociology of Appalachia (3 hrs.)

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.)

An appropriate experiential or special topics offering (3 hrs.)

With approval of the Appalachian Studies Coordinator and the appropriate academic division chair, various special topics courses (designated 149, 249 or 349) and Internship courses (designated 337) may satisfy requirements of the minor.

Art

Associate Professor Adrienne Schwarte, 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
8. Commitment to developing an understanding of critical vocabulary to analyze and evaluate one's own work as well as the work of others.

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 103: Introduction to Sculpture and Three Dimensional Design (4 hrs.)
ART 111: Survey of Ancient through Medieval Art (3 hrs.)
ART 212: Renaissance, Baroque and Modern Art (3 hrs.)
ART 299: Professional Practices Seminar (1 hr.)
ART 311: 20th Century Art (3 hrs.)
ART 351-352: Senior Study (6 hrs.)
Six additional courses in studio art or design

A minimum of 12 credit hours must be taken in a single area of concentration selected from painting and drawing, photography, 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:

ART102: Introduction to Two-Dimensional Design (4 hrs.)

or

ART 103: Introduction to Sculpture and Three Dimensional Design (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:

DSN 123: Design 1 (4)

DSN 223: Design 2 (4)

ART 323: Design 3 (4)

The major or minor in Art is not open to students majoring in Design.

Biochemistry

Associate Professor Angelia Gibson, Chair, Division of Natural Sciences and Coordinator

The curriculum in biochemistry affords the student sound training in the principles and techniques of modern biochemical theory and experimentation. The program integrates laboratory, theoretical, and research skills to provide the range of abilities needed by the practicing biochemist. Opportunities for research through the Oak Ridge Associated Universities and the University of Tennessee complement the curriculum.

The **Major in Biochemistry** provides a comprehensive curriculum for students planning careers in which biochemical knowledge plays a central role. With careful elective choice students may pursue careers as professional biochemists 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.

Because of required prerequisites and course placements, students entering the College with a math ACT score below 24 and those who satisfactorily complete CHM121 and CHM122 after the spring of their second year may require additional time to complete the degree and should work closely with their advisor to identify optional summer or additional semester course plans.

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: Professional Practices in Biology (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 (3 hrs.)
Either set of following courses:
 BIO 299: Professional Practices in Biology (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)
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 advisor 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 Angelia Gibson, 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 (UTCVM) 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 120, 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.

Because of required prerequisites and course placements, students entering the College with a math ACT score below 24 and those who satisfactorily complete CHM121 and CHM122 after the spring of their first year will require additional time to complete the degree and should work closely with their advisor to identify their best degree path and course schedule for veterinary graduate programs.

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. 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: Professional Practices in Biology (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 Angelia Gibson, Chair, Division of Natural Sciences
Professor Paul Threadgill, 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 biological 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 45-47 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 351-352: Senior Study: Research in Biology (6 hrs.)

CHM 121: General Chemistry I (4 hrs.)

CHM 122: General Chemistry II (4 hrs.)

One of the following field-based laboratory courses:

BIO 305: Plant Diversity (4 hrs.)

BIO307: Flowering Plants (4 hrs.)

BIO 321: Comparative Vertebrate Zoology (4 hrs.)

BIO 341: Comparative Invertebrate Zoology (4 hrs.)

BIO 403: Vertebrate Field Zoology (4 hrs.)

One of the following bench-based laboratory courses:

BIO 301: Cell and Tissue Biology (4 hrs.)

BIO 355: Microbiology (4 hrs.)

BIO 412: Animal Physiology (4 hrs.)

BIO 414: Developmental Biology (4 hrs.)

BIO 416: Advanced Biochemistry and Molecular Biology (4 hrs.)

Two additional 300 or 400 level Biology courses *excluding*:

BIO 311: Natural History of the Southern Appalachians (4 hrs.)

BIO 337: Internship in Biology (0-15 hrs.)

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: Professional Practices in Biology (1 hr.)
- BIO 351-352: Senior Study: Research in Biology (6 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 field-based laboratory courses:
 - BIO 305: Plant Diversity (4 hrs.)
 - BIO307: Flowering Plants (4 hrs.)
 - BIO 321: Comparative Vertebrate Zoology (4 hrs.)
 - BIO 341: Comparative Invertebrate Zoology (4 hrs.)
 - BIO 403: Vertebrate Field Zoology (4 hrs.)
- One of the following bench-based laboratory courses:
 - BIO 301: Cell and Tissue Biology (4 hrs.)
 - BIO 355: Microbiology (4 hrs.)
 - BIO 412: Animal Physiology (4 hrs.)
 - BIO 414: Developmental Biology (4 hrs.)
 - BIO 416: Advanced Biochemistry and Molecular Biology (4 hrs.)
- Three additional 300 or 400 level Biology courses *excluding*:
 - BIO 311: Natural History of the Southern Appalachians (4 hrs.)
 - BIO 337: Internship in Biology (0-15 hrs.)
- Two of the following courses (*Note prerequisites*)
 - CSC 111: Introduction to Computer Science I (3 hrs.)
 - CSC 112: Introduction to Computer Science II (3 hrs.)
 - MTH 125: Calculus I (4 hrs.)
 - MTH 225: Calculus II (4 hrs.)
 - MTH 221: Inferential Statistics (3 hrs.)
 - MTH 222: Regression Analysis (3 hrs.)
 - PHY 101: College Physics I (4 hrs.)
 - PHY 102: College Physics II (4 hrs.)

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 or Biological Sciences.

The **Major in Biology for Teacher Licensure** is designed for students planning careers as teachers of biology, general science, and physical science at the secondary level. The Major

in Biology for Teacher Licensure consists of 60 hours in major and major-related courses and 37 credit hours in courses related to educator preparation. 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 311: Natural History of the Southern Appalachians (4 hrs.)
BIO 321: Comparative Vertebrate Zoology (4 hrs.)
IO 412: Animal Physiology (4 hrs.)
CHM 121: General Chemistry I (4 hrs.)
CHM 122: General Chemistry II (4 hrs.)
MTH 115: Pre-Calculus Mathematics (4 hrs.)
PHY 101: College Physics I (4 hrs.)
PHY 102: College Physics II (4 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 101: Introductory Psychology (3 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
STA120: Introductory Statistics (4 hrs.)
EDU299: Contemporary and Professional Issues in Education (1)
EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (3 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)
EDU 333: Applied Pedagogy (3 hrs.)
EDU 351-352: Senior Study (6 hrs.)
EDU 401: Clinical Experience (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
EDU 411: Educational Assessment and Evaluation (3 hrs.)
EDU 412: Instructional Strategies for Diverse Learners (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: Professional Practices in Biology (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

B.A.: Maryville College and Pharm. D.: University of Tennessee College of Pharmacy - Senior Year in Absentia.
Associate Professor Angelia Gibson, Chair, Division of Natural Sciences and Coordinator

The program of study leading to 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 101 semester hours completed at Maryville College and includes a total of 55 hours of science (Chemistry, Biology, and Physics) classes, 8 hours of Mathematics, and 38 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.

Because of required prerequisites and course placements, students entering the College with a math ACT score below 24 and those who satisfactorily complete CHM121 and CHM122 after the spring of their first year will require additional time to complete the degree and should work closely with their advisor or the program to coordinator to identify their best degree path for pharmacy graduate 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

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.)
 STA120: Introductory Statistics (4 hrs.)

Business

Associate Professor Sharon May, Chair, Division of Social Sciences
Professor Jenifer Greene, 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.

Business Analytics

Professor Jeff Bay, Chair, Division of Mathematics and Computer Science
Assistant Professor, Anna Engelsone, Coordinator

In the age of Big Data, more data has been created in the last two years than in the entire history of the human race. Business analysts interpret and analyze this data with the goal of improving the functioning of businesses and organizations. These professionals are employed everywhere from Fortune 500 companies to hospitals, non-profit agencies, and government organizations. Successful business analysts possess a unique combination of domain knowledge and a solid foundation in mathematics, statistics, and computer science.

The Business Analytics major presents a creative and solid balance between mathematical techniques and business applications and provides flexibility to accommodate a variety of student backgrounds and interests. Combined with the strength of the Maryville College liberal arts curriculum, graduates of the program are able to meet the many challenges of today's data-driven business environment. The program aims to create experts who understand the complex issues facing organizations, gather, organize and analyze data from a variety of sources, suggest realistic solutions based on solid mathematical reasoning, and communicate findings to a variety of audiences.

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

1. Assess organizational performance with respect to the needs of the organization's various stakeholders
2. Understand the complexities, challenges and opportunities posed by the economic, political, technological and social/cultural context in which an organization operates.
3. Interpret, analyze and present financial and economic data.
4. Communicate complex ideas with precision and clarity in both written and oral form, to a variety of audiences.
5. Understand the logic behind statistical inference – the science of drawing conclusions from limited data -- and be able to assess the role of variability in estimations.
6. Confidently use software to store, organize, manipulate and analyze very large quantities of data.
7. Use mathematical techniques to produce realistic solutions to increase business efficiency and profitability.

The interdisciplinary Bachelor of Science degree in Business Analytics requires a minimum of 59 credit hours involving courses in business, computer science, and mathematics. Required courses are divided into three overarching categories: Domain Knowledge, Analytical Skills, and Professional Development.

Domain Knowledge:

BUS 201: Principles of Management (3 hrs.)
BUS 215: Principles of Accounting (3 hrs.)
BUS 242: Marketing (3 hrs.)
BUS 305: Organizational Behavior (3 hrs.)
BUS 344: Principles of Finance (3 hrs.)
ECN 201: Principles of Economics (4 hrs.)

Analytical Skills:

STA 120: Introductory Statistics (4 hrs.)
MTH 125: Calculus I (4 hrs.)
MTH 225: Calculus II (4 hrs.)
MTH 232: Linear Algebra (3 hrs.)
MTH 222: Regression Analysis (3 hrs.)
MTH 305: Mathematical Modeling (3 hrs.)
MTH 321: Probability and Statistics I (3 hrs.)
MTH 351-352: Senior Study (6 hrs.)
CSC 111: Introduction to Computer Science I (3 hrs.)
CSC 313: Database Management Systems (3 hrs.)
CSC 314: Data Mining (3 hrs.)

Professional Development (choose one):

SLS 299: Issues in Professional Development (2 hrs.)
or
CSC 299: Research Seminar (1 hrs.)

Chemistry

Associate Professor Angelia Gibson, 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.

Because of required prerequisites and course placements, students entering the College with a math ACT score below 24 and those who satisfactorily complete CHM121 and CHM122 after the spring of their second year may require additional time to complete the degree and should work closely with their advisor to identify optional summer or additional semester course plans.

Three distinct major programs are offered: the **Bachelor of Arts Degree in Chemistry**, the **Bachelor of Science Degree in Chemistry**, and the **Chemistry for Teacher Licensure Degree**.

Students successfully completing any one of these programs 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 **Bachelor of Arts Degree in Chemistry** consists of 51/53 hours of chemistry and related fields. The degree provides a broad based curriculum for students planning careers in which chemical knowledge plays a central role. With careful attention to electives, B.A. students may pursue careers as professional chemists, enter graduate school programs that lead to a variety of research-oriented careers, enter medical school, or pursue 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 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 advisor on Health-Related Professions is available to assist students planning careers in medicine and other health professions.

The **Bachelor of Science Degree in Chemistry** consists of 70 hours of chemistry and related fields. The Bachelor of Science degree in Chemistry is designed to prepare students for graduate school or professional work in the chemical industry. 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 365: Instrumental Methods (4 hrs.)
CHM 371: Inorganic Chemistry (3 hrs.)
CHM 316: Fundamentals of Biochemistry and Molecular Biology (4 hrs.)
CHM 381: Physical Chemistry I (3 hrs.)
CHM 391: Physical Chemistry II (3 hrs.)
CHM 399: Research Seminar (1 hr.)
CHM 351-352: Senior Research Project (6 hrs.)
CHM 425: Physical Chemistry Laboratory (2 hrs.)
BIO 115: Principles of Cellular Biology (4 hrs.)
BIO 221: Genetics (4 hrs.)
MTH 125: Calculus I (4 hrs.)
MTH 225: Calculus II (4 hrs.)
PHY 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 majors in chemistry. An advisor on Health-Related Professions is available to assist students planning careers in medicine or other health professions.

A **Major in Chemistry** (B.A. or B.S.) is not open to students majoring in **Biochemistry** (B.A. or B.S.).

The **Major in Chemistry for Teacher Licensure** is designed to accommodate students planning careers as teachers of chemistry and of general and physical science at the secondary level. The major consists of 52 hours in chemistry and related courses and 37 hours in educator preparation courses. Required coursework includes:

CHM 121: General Chemistry (4hrs.)
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.)
 or
 CHM 365: Instrumental Methods (4 hrs.)
BIO 311: Natural History of the Southern Appalachians (4 hrs.)
MTH 115: Pre-Calculus Mathematics (4 hrs.)
MTH 125: Calculus I (4 hrs.)

PHR 236: Health Issues in Education (2 hrs.)
PHY 101: College Physics I (4 hrs.)
PSY 101: Introductory Psychology (3 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
STA 120: Introductory Statistics (4 hrs.)
EDU 299: Contemporary and Professional Issues in Education (1)
EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (3 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)
EDU 333: Applied Pedagogy (3 hrs.)
EDU 351-352: Senior Study (6 hrs.)
EDU 401: Clinical Experience (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
EDU 411: Educational Assessment and Evaluation (3 hrs.)
EDU 412: Instructional Strategies for Diverse Learners (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 (4hrs.)
Either of the following courses:
CHM 399: Research Seminar (1 hr.)
or
BIO 299: Professional Practices in Biology (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 44 credit hours in psychology and 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. Demonstrates understanding of and respect for the experiences of diverse and socially marginalized groups.
 - b. Recognizes the wide variety of behavior that can be considered normal.
 - c. Articulates the multiple causes of varied behaviors

- d. Compares and contrasts major psychological systems
- e. 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

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 (4 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 35 credit hours in psychology and related courses and 40 credits in education. The professional courses are included below and in the Education section of this catalog

Required courses include:

PSY 101: Introductory Psychology (3 hrs.)
 PSY 211: Child Development (3 hrs.)
 PSY 218: Psychology of Adolescence (3 hrs.)
 PSY 306: Language Development (3 hrs.)
 PSY 315: Human Thought and Learning (4 hrs.)
 PSY 334: Culturally Diverse and Exceptional Children (3 hrs.)
 BIO 311: Natural History of the Southern Appalachians¹ (4 hrs.)
 ENG 212: Children's Literature² (3 hrs.)

One of the following courses³:

HIS 131: Early American History, 1500-1865 (3 hrs.)

HIS 132: Modern American History, 1865-Present (3 hrs.)

MTH 309: Math Content and Instructional Methods for Elementary Teachers (4 hrs.)

PHR 236: Health Issues in Education (2 hrs.)

EDU 299: Contemporary and Professional Issues in Education (1 hr.)

EDU 302: Educational Technology (3 hrs.)

EDU 303: Models of Classroom Instruction (3 hrs.)

EDU 305: Strategies for Classroom Management (3 hrs.)

EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)

EDU 323: Reading and Writing K-5 (3 hrs.)

EDU 324: Instructional Strategies for Teaching Science (3 hrs.)

EDU 325: Instructional Strategies for Teaching Social Studies (3 hrs.)

EDU 351-352: Senior Study (6 hrs.)

EDU 401: Clinical Experience (9 hrs.)

EDU 402: Professional Seminar on Teaching (3 hrs.)

EDU 411: Educational Assessment and Evaluation (3 hrs.)

EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

Standard First Aid and Community CPR certifications as offered by the American Red Cross are required for graduation in this major.

¹ *Fulfills the Scientific Reasoning – Life Science Core Domain for this major*

² *Fulfills the Literary Studies Core Domain for this major*

³ *Fulfills the Historical Reasoning Core Domain for 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 an education abroad experience from options available through the College Education 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 299: Professional Practices in the Mathematical Sciences (1 hr.)
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.)
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 **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.)

Counseling

Professor Kathie Shiba, Chair, Division of Behavioral Sciences
Assistant Professor Nikki Hilton, 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.

Criminal Justice

Associate Professor Sharon May, Chair, Division of Social Sciences
Assistant Professor Regina Benedict, Coordinator

The **Major in Criminal Justice** prepares students to work in a wide variety of careers, both public and private, at varying levels of responsibility.

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

1. Demonstrate an understanding of the operations of various components of the criminal justice system and how they relate to each other.
2. Recognize historical and current approaches to law enforcement, courts, and corrections.
3. Develop critical thinking skills, acquire knowledge in theoretical perspectives and methodological techniques, and gain from experiential learning opportunities.

The **Major in Criminal Justice** requires a minimum of 48 credit hours. Required courses include:

CRJ 101: Introduction to Criminal Justice (3 hrs.)

CRJ 204: Criminal Law & Procedure (3 hrs.)

CRJ 226: Investigative Forensics (3 hrs.)

CRJ 349: Selected Topics in Criminal Justice (3 hrs.)

CRJ 337: Internship (3 hrs.)

CRJ 351-352: Senior Study (6 hrs.)

PSY 101: Introductory Psychology (3 hrs.)
SOC 101: Introductory Sociology (3 hrs.)
PLS 322: Judicial Process (3 hrs.)
PSY 331: Abnormal Psychology (3 hrs.)
SLS 301: Social Science Research Methods (3 hrs.)
One course in Philosophy at the 200-level (3 hrs.)
Either of the following courses:
 SOC 202: Social Problems (3 hrs.)
 or
 PLS 211: Comparative Government and Politics (3 hrs.)
Either of the following courses:
 BUS 305 Organizational Behavior (3 hrs.)
 or
 PLS/INT 316 International Organizations & Law (3 hrs.)
Either of the following courses:
 MTH 221 Inferential Statistics (3 hrs.)
 or
 MTH 222 Regression (3 hrs.)

The **Minor in Criminal Justice** consists of a minimum of 15 hours. Required courses include:

CRJ 101: Introduction to Criminal Justice (3 hrs.)
CRJ 204: Criminal Law and Procedure (3 hrs.)
CRJ 226: Investigative Forensics (3 hrs.)
CRJ 349: Selected Topics in Criminal Justice (3 hrs.)
Three additional hours selected from the following courses:
 BUS 305: Organizational Behavior (3 hrs.)
 PLS 322: Judicial Process (3 hrs.)
 SOC 101: Introductory Sociology (3 hrs.)
 SOC 202: Social Problems (3 hrs.)
 PSY 101: Introductory Psychology (3 hrs.)
 PSY 331: Abnormal Psychology (3 hrs.)

Dance

Associate Professor Adrienne Schwarte, 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 Adrienne Schwarte, Chair, Division of Fine Arts and 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 50 credit hours in art, design, and art history. Required courses include:

- ART 102: Introduction to Two-Dimensional Design (4 hrs.)
- ART 103: Introduction to Sculpture & 3-Dimensional Design (4 hrs.)
- ART 111: Survey of Ancient through Medieval Art (3 hrs.)
- ART 212: Renaissance, Baroque, and Modern Art (3 hrs.)
- ART 299: Professional Practices Seminar (1 hr.)
- ART 311: 20th Century Art (3 hrs.)
- DSN 123: Design 1 (4 hrs.)
- DSN 223: Design 2 (4 hrs.)
- DSN 231: Typography (4 hrs.)
- DSN 317: History of Design (3 hrs.)

DSN: 319: Contemporary Theories in Design (1 hr.)
DSN 323: Design 3 (4 hrs.)
DSN 337: I (3 hrs.) - to be fulfilled in on-campus Design Lab or professional equivalent
DSN 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.

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.)
DSN 123: Design 1 (4 hrs.)
DSN 223: Design 2 (4 hrs.)
DSN 323: Design 3 (4 hrs.)
One of the following:
DSN 231: Typography (4 hrs.)
DSN 317: History of Design (3 hrs.)
DSN 337: Internship (2-6 hrs.)

The major or minor in Design is not open to students majoring in Art.

Economics

Associate Professor Sharon May, Chair, Division of Social Sciences and 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 46/47 hours in Economics and related fields. Required courses include:

- ECN 101: Contemporary Economic Issues (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)
- ECN 221: Economic Development (3 hrs.)
- ECN 321: Intermediate Macroeconomics (4 hrs.)
- ECN 322: Intermediate Microeconomics (3 hrs.)
- ECN 334: History of Economic Thought (3 hrs.)
- ECN 351-352: Senior Study (6 hrs.)
- SLS299: Issues in Professional Development (2 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 (3hrs.)
 - 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 **Minor in Economics** consists of 17 hours, including:

- ECN 201: Principles of Economics (4 hrs.)
- ECN 321: Intermediate Macroeconomics (4 hrs.)
- ECN 322: Intermediate 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

Associate Professor Cynthia Gardner, Chair, Division of Education and Coordinator

Educator Preparation Professional Courses

Educator preparation 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 all educator preparation 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 advisor for educator preparation in their major area as soon as possible. Clinical experience (student teaching) consists of 15 weeks of full-day responsibilities. Students are encouraged to pass the Praxis Subject Assessments before they are assigned to student teaching.

Educator Preparation Learning Outcomes

The Maryville College faculty and administration believe that the educator preparation program should provide students with the skills, dispositions, and knowledge needed to be successful first-year teachers. Our coordinated efforts are dedicated to provide an educator preparation 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

Screening

Students enrolled in an undergraduate program leading to initial teacher licensure must meet specific requirements to enter and progress through the Educator Preparation Program. Educator preparation candidacy is determined at three points within the curriculum.

Level I Screening meetings are held in August and January each year. Candidates are asked to provide a writing sample, professional recommendations, a self-evaluation, and a personal health report. The following are required for admission:

- Minimum 2.75 GPA
- Minimum 21 ACT, minimum 1080 SAT, or qualifying scores on all 3 subtests of the Praxis Core
- Satisfactory FBI/TBI background check
- Satisfactory interview with a screening team

Level II Screening takes place the year prior to clinical experience (student teaching) and serves as a mid-point check of competencies and dispositions required of teacher candidates.

Level III screening takes place at the end of education coursework and determines readiness for the clinical experience (student teaching). The process includes a written reflection of professional preparation followed by an interview with educator preparation faculty.

The Educator Preparation Screening Team considers all information gathered and determines each candidate's admission and continuation status. An individual meeting is held with candidates to share screening decisions.

Elementary Licensure:

For students who plan to teach in the elementary grades, Maryville College offers a program designed to prepare students for licensure in grades K-5. These students complete the **Major in Child Development and Learning for Teacher Licensure** offered through the Division of Behavioral Sciences.

Secondary Licensure:

Those interested in teaching at the secondary level (grades 6-12 and P-12/K-12) complete the appropriate major in the area in which they plan to teach. The following secondary licensure (grades 6-12) programs are available:

- Biology
- Chemistry
- English
- German
- History
- Mathematics
- Spanish

The following P-12 licensure programs are available:

- German
- Spanish
- Teaching English as a Second Language

The following K-12 licensure programs are available:

- Instrumental General Music
- Vocal General Music

- Physical Education/Health and Wellness
- Theatre Studies

Additional Endorsements

All candidates seeking initial endorsement in K-12, P-12, or secondary grades 6-12 areas of licensure should review the TN Educator Licensure Policy 5.502a as it applies to adding additional areas of endorsements. See Tennessee Department of Education Operating procedures for more information: Candidate Guidance for Additional Endorsements found at https://www.tn.gov/content/dam/tn/education/licensure/lic_adding_endorsements_quick_fa.cts.pdf

Post-Baccalaureate Program for Initial Teacher Licensure:

The Post-Baccalaureate for Initial Teacher Licensure program is designed for those holding a bachelor's degree from an accredited 4-year college or university who wish to obtain initial licensure. The Post-Baccalaureate program consists of a core of professional courses (approximately 40 credit hours; may require additional hours depending on major) that include one full semester of student teaching.

Admittance to the post-baccalaureate program requires the following:

1. Bachelor's degree or higher from a regionally accredited 4-year IHE in the same (or similar) content to the specialty area;
2. Minimum overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty hours earned at a regionally accredited IHE;
3. Qualifying score(s) on the required content assessment as defined in the State Board's Assessments for Tennessee Educators Policy; and
4. Successful completion of Level I screening.

Maryville College offers a Post-Baccalaureate Program for educator preparation in the following areas:

- Biology
- Chemistry
- Elementary Education
- English
- German
- History
- Mathematics
- Vocal General Music
- Instrumental General Music
- Physical Education/Health
- Spanish
- Teaching English as a Second Language
- Theatre Studies

Program Outcome Data Reports:

Student outcome data related to the Maryville College Educator Preparation Program can be accessed on the College website.

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 regionally accredited institutions if the student is able to make transfer arrangements.

After approximately four years of study, which include 92 semester hours from Maryville College and 28 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 enroll in 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, the 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 (1 hr.)

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 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 131: Early American History, 1500-1865 (3 hrs.)
- HIS 132: Modern American History, 1865-Present (3 hrs.)
- HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
- HIS 243: Modern World History, 1500-Present (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.)

An additional 12 credit hours in English* (see Notes below)

*Notes:

- These courses exclude 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.)
- A maximum of one core-eligible 100-level literature course (3 hrs.) may be counted toward the major (e.g. English 160 or 170).
- One course from the following may count for credit in the 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** is designed for students planning careers as teachers of English and related disciplines at the secondary level and requires 44 hours in major and major courses and 37 credit hours in educator preparation courses. 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.)
- HUM 201: Perspectives in the Humanities (3 hrs.)

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 131: Early American History, 1500-1865 (3 hrs.)

HIS 132: Modern American History, 1865-Present (3 hrs.)

HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)

HIS 243: Modern World History, 1500-Present (3 hrs.)

HIS 248: Appalachian Cultural and Social History (3 hrs.)

Six additional hours are to be selected from catalog offerings under English (see Notes*).

PHR 236: Health Issues in Education (2 hrs.)

PSY101: Introductory Psychology (3 hrs.)

PSY 218: Psychology of Adolescence (3 hrs.)

EDU299: Contemporary and Professional Issues in Education (1)

EDU 301: Models of Classroom Management and Instruction (3 hrs.)

EDU 302: Educational Technology (3 hrs.)

EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)

EDU 333: Applied Pedagogy (3 hrs.)

EDU 351-352: Senior Study (6 hrs.)

EDU 401: Clinical Experience (9 hrs.)

EDU 402: Professional Seminar on Teaching (3 hrs.)

EDU 411: Educational Assessment and Evaluation (3 hrs.)

EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

*Notes:

- These courses exclude 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.)
- A maximum of one core-eligible 100-level literature course (3 hrs.) may be counted toward the major (e.g. English 160 or 170).
- One course from the following may count for credit in the major:
 - ENG 213: Creative Writing: Poetry (3 hrs.)
 - ENG 214: Creative Writing: Fiction (3 hrs.)
 - ENG 314: Creative Nonfiction (3 hrs.)

The **Major in Teaching English as a Second Language** is offered as an initial endorsement educator preparation 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:

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.)

Other course offerings in literature with an ENG prefix. A maximum of one core-eligible 100-level literature course (3 hrs.) may be counted toward the minor (e.g. English 160, 170, or 180).

The **Minor in English for Additional 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 educator preparation program may be found in this catalog under the heading Teaching English as a Second Language. General information on educator preparation 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

Associate Professor Angelia Gibson, Chair, Division of Natural Sciences and Coordinator

Environmental Science is an interdisciplinary field integrating physical, biological, and informational sciences to study the environment and seek solutions to environmental problems. Students interested in pursuing this field should minor in Environmental Science and major in Biology, Chemistry, or Environmental Studies. This minor exposes students to courses in biology, chemistry, and environmental studies to prepare them to work in industry or pursue graduate study in areas such as ecology, environmental law, non-governmental organizations, or environmental policy. It is structured to introduce students both to field- and lab-based skills as well as current environmental issues and policies. Although this minor is particularly relevant for students in the Natural Sciences or Environmental Studies, it can be combined with any major.

The **Minor in Environmental Science** requires a minimum of 24 hours, including:

ENV 101: Environmental Issues and Foundations of Sustainability (3 hrs.)

EVS 101: Introduction to Environmental Science (3 hrs.)

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

Either of the following courses:

CHM111: Fundamentals of Chemistry

or

CHM121: General Chemistry (4 hours)

BIO 222: Ecology and Evolution (4 hrs.)

BIO 315: Geographic Information Systems (3 hrs.)

One course from the following list (students should carefully select this course to be applicable to their specific future employment or graduate school interests). Prerequisites apply.

BIO 403: Vertebrate Field Zoology (4 hrs.)

BIO/CHM 337: Internship in Biology/Chemistry (3 hrs. minimum)

CHM 264: Analytical Chemistry (4 hrs.)

ENV 345: Environmental Politics (3 hrs.)

ENV 349: Special Topics in Environmental Studies (3 hrs.)

All students pursuing this minor are also strongly encouraged to complete the following:

1. Seek a relevant summer internship (or significant practical experience/Maryville College Works) during their sophomore or junior summer by studying some aspect of ecology, biology, wildlife, fisheries, environmental science or earth sciences (geology, hydrology, soil science);
2. Conduct a senior study involving some aspect of ecology, biology, wildlife, fisheries, environmental science or earth sciences (geology, hydrology, soil science). This may be coupled with a relevant summer internship;

3. Seek additional electives to enhance their knowledge and skill-set. Students and advisors may contact faculty in the Natural Sciences Division for guidance regarding recommended courses.

Environmental Studies

Associate Professor Sharon May, Chair, Division of Social Sciences
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.)

or

CHM 121: General Chemistry (4 hrs.)

Either of the following courses:

BIO 222: Ecology and Evolution (4 hrs.)

or

BIO 311: Natural History of the Southern Appalachians (4 hrs.)

Either of the following courses:

MTH 221: Inferential Statistics (3 hrs.)

or

MTH 222: Regression Analysis (3 hrs.)

At least 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.)

OST 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 who minor 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

Professor Traci Haydu, Chair, Division of Health Sciences and Outdoor Studies and Coordinator

The Bachelor of Science degree in 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 concepts and principles relating to Exercise Science for both the enhancement of long-term health and wellbeing and for enhancing athletic performance.
 - b. Demonstrate an understanding of the underlying physiological concepts and principles relating to Exercise Science for both the enhancement of long-term health and wellbeing and for enhancing athletic performance.

- c. Demonstrate an understanding of the biomechanical concepts and principles relating to Exercise Science for both the enhancement of long-term health and wellbeing and for enhancing athletic performance.
- d. Demonstrate basic concepts and principles relating to motor behavior enabling them to know how humans best learn motor skills.
- e. Communicate the benefits and risk of physical activity in the general population
- f. Design a safe and effective exercise prescription to improve health and performance.
- g. Apply knowledge in a real world setting, integrating ethical standards and an appreciation of diversity in their professional lives.
2. Communicate effectively through oral and written means, in both one-on-one and group settings.
 - a. Develop professional skills, necessary to enhance scholarly pursuits and become lifelong
 - b. Demonstrate proficiency in writing research reports.
 - c. Demonstrate proficiency in communication through presentations in a classroom environment.
 - d. Develop critical thinking necessary to enhance scholarly pursuits and become lifelong learners
 - e. Develop statistical skills necessary to enhance scholarly pursuits and become lifelong learners
 - f. Develop reflective skills necessary to enhance scholarly pursuits and become lifelong learners
3. Respect persons from diverse cultures and backgrounds.
 - a. Demonstrate the ability to modify and adapt exercise programming for inclusion of all peoples in the promotion of lifetime health and wellness.
4. Demonstrate commitment to open-minded inquiry and lifelong learning to maintain best practice in the profession.
 - a. Participate in adequate level of physical activity
 - b. Create a plan to pursue certification or advanced training in exercise science and related fields.
 - c. Participate in professional/student organizations (kinesis) and meetings.

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

PHR 101: Human Health and Wellness (3 hrs.)
 PHR 177: Community First Aid and CPR (1 hr.)
 PSY 101: Introductory Psychology (3 hrs.)
 EXS 217: Human Anatomy and Physiology I (4 hrs.)
 EXS 218: Human Anatomy and Physiology II (4 hrs.)
 EXS 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.)
 BIO 115: Principles of Cellular Biology (4 hrs.)
 Either of the following courses:
 BIO 221: Genetics (4 hrs.)
 or
 BIO 412: Animal Physiology (4 hrs.)
 EXS 311: Athletic Training (3 hrs.)
 EXS 332: Kinesiology (3 hrs.)
 EXS 337: Internship (3 hrs.)
 EXS 342: Research Methods in Physical Activity (3 hrs.)

EXS 345: Physiology of Exercise (3 hrs.)
EXS 351-352: Senior Study (6 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.)

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

Finance/Accounting

Associate Professor Sharon May, 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 48 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.)
SLS299: Issues in Professional Development (2 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 seven foreign languages; majors are offered in Spanish and American Sign Language & Deaf Studies; minors are offered in German, Spanish, and Japanese and American Sign Language and Deaf Studies. Course descriptions for languages offered can be found under listings for American Sign Language, Chinese, French, German, Italian, Japanese, Latin, and Spanish. Greek and Hebrew 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 an education abroad experience from options available through the College Education Abroad programs.

Gender and Women's Studies

Associate Professor Sharon May, Chair, Division of Social Sciences
Associate Professor Frances Henderson, Coordinator

The **Minor in Gender and Women's 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. Required courses include:

GWS 101: Introduction to Gender and Women's Studies (3 hrs.)

GWS 337: Internship in Gender and Women's Studies (3 hrs.)

GWS 401: Seminar on Gender and Women's Studies (3 hrs.)

And at least two additional courses (six additional credit hours) selected from:

ART 311: Survey of 20th Century Art (3 hrs.)

ENG 181: Women's and Minority Literature (3 hrs.)

HIS 342: Studies in Pre-Modern History (3 hrs.)*

PSY 218: Psychology of Adolescence (3 hrs.)

PSY 228: Human Sexuality (3 hrs.)

PLS/SOC 328: Global Feminisms (3 hrs.)

SOC 215: Sociology of Marriage and Family (3 hrs.)

SOC 315: Social Inequality (3 hrs.)

**When topic is relevant, e.g., medieval love*

With approval of the Gender and Women's Studies Coordinator and the appropriate academic Division Chair, various experiential courses, special topics courses (designated 149/249/349), or internship courses (designated 337) may satisfy requirements of the minor.

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 education 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 education abroad.

German is offered for initial P-12 educator preparation in conjunction with another licensure area.

Health and Wellness Promotion

Professor Traci Haydu, Chair, Division of Health Sciences and Outdoor Studies and Coordinator

The Bachelor of Arts degree in Health and Wellness Promotion is designed for students interested in careers and graduate study in fields related to health, fitness, athletic training, coaching, and/or recreation. In contrast, the Bachelor of Science degree in Exercise Science involves significant study in the natural sciences and prepares students for graduate education and careers in physical therapy, occupational therapy, exercise physiology, etc.

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

1. Exhibit effective oral, written and critical thinking skills regarding subjects related to HWP in an individual and group setting
 - a. Each student will be able to Define and explain health and wellness.
 - b. Each student will be able to Explain how different areas of health are interrelated (i.e., a holistic view of health).
 - c. Students should be able to demonstrate public health information literacy.
2. Describe the behavioral (physical activity, nutrition), environmental and genetic risk factors for chronic disease.
3. Evaluate and integrate critical concepts and skills acquired in the HWP program to common public health issues
 - a. Demonstrate understanding of the concept of health disparity/inequality and factors that might lead to differences in health outcomes across populations.
 - b. Identify and address public health policy.
 - c. Demonstrate competencies in public health communication.
4. Utilize statistical and measurement concepts (qualitative, quantitative, program effectiveness) to reduce risk of disease and improve quality of life across the lifespan
5. Demonstrate knowledge of the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.
6. Apply knowledge, skills and critical program solving for their prospective career/vocation
7. Apply health-related knowledge to create a health promoting lifestyle that will result in reduced risk of disease and improved quality of life.

The **Bachelor of Arts Degree in Health and Wellness Promotion** requires a minimum of 60 credit hours. Required courses include:

PHR 101: Human Health and Wellness (3 hrs.)
PHR 177: Community First Aid and CPR (1 hr.)
PHR 231: Motor Development and Motor Learning (3 hrs.)
PHR 321: Physical Education and Recreation for Special Populations (3 hrs.)
PHR 336: Community Health (3 hrs.)
EXS 217: Human Anatomy and Physiology I (4 hrs.)

EXS 218: Human Anatomy and Physiology II (4 hrs.)
EXS 219: Principles of Human Nutrition (3 hrs.)
EXS 221: Nutrition Across the Lifespan (3 hrs.)
EXS 241: Population Health and Disease Prevention (3 hrs.)
EXS 332: Kinesiology (3 hrs.)
EXS 337: Internship (3 hrs.)
EXS 342: Research Methods in Physical Activity (3 hrs.)
EXS 345: Physiology of Exercise (3 hrs.)
EXS 351-352: Senior Study (6 hrs.)
BUS 201: Principles of Management (3 hrs)
PSY 101: Introduction to Psychology

Either of the following courses:

EXS 222: Sport and Exercise Nutrition (3 hrs.)

or

EXS 242: Physical Activity and Chronic Disease (3 hrs.)

One course selected from the following:

EXS 311. Athletic Training (3 hrs.)

EXS 365. Pediatric Exercise Physiology (3 hrs.)

EXS 411. Exercise Testing and Prescription (3 hrs.)

EXS 412. Biomechanics of Human Movement (3 hrs.)

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 beyond the minimum required for the B.A. in Health and Wellness Promotion.

This major is not open to students majoring in Exercise Science.

The **Minor in Health and Wellness Promotion** consists of 15 credit hours. Required courses include:

PHR 101: Human Health and Wellness (3 hrs.)

EXS 219: Human Nutrition (3 hrs.)

Three additional credit hours selected from among 200-level courses in Exercise Science

Six additional credit hours selected from among 300 or 400-level courses in Exercise Science

This minor is not open to students majoring in Exercise Science.

Health Care/Nursing

Professor Traci Haydu, Chair, Division of Health Sciences and Outdoor Studies
Assistant Professor Jennifer Oody, Coordinator

The program of study leading to the Bachelor of Arts in Health Care from Maryville College and the Bachelor of Science in Nursing from Tennessee Wesleyan University consists of four semesters (two academic years) at Maryville followed by four semesters (two academic years) at Tennessee Wesleyan. All general education courses, major and major-related courses must be completed by the end of the sophomore year at Maryville. During the sophomore year, the

student makes application to Tennessee Wesleyan for admission to the institution and to upper-division nursing. Admission is determined entirely by Tennessee Wesleyan University. A GPA of 2.75 is required for consideration with no grade below a C in any prerequisite course. Following the fourth year and after the completion of 131 credit hours, the student receives the B.A. in Health Care from Maryville College and the B.S.N. from Tennessee Wesleyan.

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:

BIO112: Principles of Microbiology (4 hrs.)
BIO/EXS 217: Human Anatomy and Physiology I (4 hrs.)
BIO/EXS 218: Human Anatomy and Physiology II (4 hrs.)
CHM 111: Fundamentals of Chemistry I (4 hrs.)
EXS 219: Principles of Human Nutrition (3 hrs.)
PSY 101: Introductory Psychology (3 hrs.)
PSY 211: Child Development (3 hrs.)
STA 120: Introductory Statistics
WRC 370: World Cultures (3 hrs.)
One of the following courses:
HIS242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
HIS243: Modern World History: 1500-Present (3 hrs.)
REL212: World Religions (3 hrs.)

A total of 67 credit hours must be completed at Maryville College. Recommended electives include courses in psychology, sociology, and physical education/health.

A total of 64 credit hours is taken at Tennessee Wesleyan University (TWU). Courses include the following:

NU 300: Foundations of Nursing (6 hrs.)
NU 301: Pharmacology (4 hrs.)
NU 303: Health Assessment (4 hrs.)
NU 306: Role Preparation (2 hrs.)
NU 310: Psychiatric/Mental Health Nursing (4 hrs.)
NU 312: Maternal/Newborn Nursing (5 hrs.)
NU 315: Professional Issues (2 hrs.)
NU 320: Adult Health Nursing I (5 hrs.)
NU 405: Research in Nursing (2 hrs.)
NU 412: Pediatric Nursing (5 hrs.)
NU 415: Community Health Nursing (4 hrs.)

NU 320: Adult Health Nursing II (5 hrs.)
NU 430: Advanced Nursing (6 hrs.)
NU 440: Leadership/Management (6 hrs.)
NU 441: Nursing Synthesis (4 hrs.)

History

Associate Professor Phillip Sherman, 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 Teacher Licensure)

The **Major in History** consists of 47 hours, including 39 in history and 8 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 46 hours.

Required courses include:

- HIS 149: Topics in History (3 hrs.) *(or other History course meeting core requirement in the Historical Reasoning Domain)*
HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)

HIS 243: Modern World History, 1500-Present (3 hrs.)
HIS 262: Theory and Method in the Study of History (3 hrs.)
HUM 299: Issues in Professional Development (1 hr.)
HUM 347: Research in the Humanities (1 hr.)
HIS 351-352: Senior Study (6 hrs.)

Six credit hours selected from the following courses

HIS 131: Early American History, 1500-1865 (3 hrs.)
HIS 132: Modern American History, 1865-Present (3 hrs.)
HIS 248: Appalachian Cultural and Social History (3 hrs.)
HIS 251: Economic History of the United States (3 hrs.)

Three credit hours selected from the following courses

HIS 221: Europe and the World in the 20th Century (3hrs).
HIS 224: Latin America and the United States (3 hrs.)

Twelve credit hours selected from the following courses

HIS 303: Studies in United States History (3 hrs.)
HIS 305: African American History, 1500-Present (3 hrs.)
HIS 307: History of the US South, 1600-Present (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 341: Medieval Love (3 hrs.)
HIS 345: Studies in World 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 38 hours in major and related fields and 37 credit hours in courses related to educator preparation. Required coursework includes:

HIS 131: Early American History (3 hrs.)

HIS 132: Modern American History, 1865-Present (3 hrs.)

HIS 149: Selected Topics in History (3 hrs.)^[SEP] (or other History course meeting core requirement in the Historical Reasoning Domain)

HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)

HIS 243: Modern World History, 1500-Present (3 hrs.)

HIS 262: Theory and Method in the Study of History (3 hrs.)

Three credit hours selected from the following courses:

HIS 221: Europe and the World in the 20th Century (3hrs.)

HIS 224: Latin America and the United States (3 hrs.)

Nine credit hours selected from the following courses:

HIS 303: Studies in United States History (3 hrs.)

HIS 305: African American History, 1500-Present (3 hrs.)

HIS 307: History of the U.S. South, 1600-Present (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 341: Medieval Love (3 hrs.)

HIS 342: Studies in Pre-Modern History (3 hrs.)

HIS 345: Studies in World History (3 hrs.)

HIS 349: Topics in History (3 hrs.)

PHR 236: *Health Issues in Education* (2 hrs.)

PSY 101: Introductory Psychology (3 hrs.)

PSY 218: *Psychology of Adolescence* (3 hrs.)

EDU299: Contemporary and Professional Issues in Education (1)

EDU 301: Models of Classroom Management and Instruction (3 hrs.)

EDU 302: Educational Technology (3 hrs.)

EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)

EDU 333: Applied Pedagogy (3 hrs.)

EDU 351-352: Senior Study (6 hrs.)

EDU 401: Clinical Experience (9 hrs.)

EDU 402: Professional Seminar on Teaching (3 hrs.)

EDU 411: Educational Assessment and Evaluation (3 hrs.)

EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

Additional teaching endorsement in **Geography** may be earned through completion of the following courses:

INT 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 48 hours in major and related courses and 37 credit hours in courses related to educator preparation. Required courses include:

- HIS 131: Early American History, 1500-1865 (3 hrs.)
- HIS 132: Modern American History, 1865-Present (3 hrs.)
- HIS 149: Selected Topics in History (3 hrs.)^[SEP] *(or other History course meeting core requirement in the Historical Reasoning Domain)*
- HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)
- HIS 243: Modern World History, 1500-Present (3 hrs.)
- HIS 262: Theory and Method in the Study of History (3 hrs.)
- ECN 201: Principles of Economics (4 hrs.)^[SEP]
- ECN 251: Economic History of the United States (3 hrs.)
- ECN 332: Money and Banking (3 hrs.)
- Three credit hours selected from the following courses:
 - HIS 221: Europe and the World in the 20th Century (3hrs.)
 - HIS 224: Latin America and the United States (3 hrs.)
- Nine credit hours selected from the following courses:
 - HIS 303: Studies in United States History (3 hrs.)
 - HIS 305: African American History, 1500-Present (3 hrs.)
 - HIS 307: History of the US South, 1600-Present (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 341: Medieval Love (3 hrs.)
 - HIS 342: Studies in Pre-Modern History (3 hrs.)
 - HIS 345: Studies in World History (3 hrs.)
 - HIS 349: Topics in History (3 hrs.)
- PHR 236: Health Issues in Education (2 hrs.)
- PSY 101: Introductory Psychology (3 hrs.)
- PSY 218: Psychology of Adolescence (3 hrs.)
- EDU299: Contemporary and Professional Issues in Education (1)
- EDU 301: Models of Classroom Management and Instruction (3 hrs.)
- EDU 302: Educational Technology (3 hrs.)
- EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)
- EDU 333: Applied Pedagogy (3 hrs.)
- EDU 351-352: Senior Study (6 hrs.)
- EDU 401: Clinical Experience (9 hrs.)
- EDU 402: Professional Seminar on Teaching (3 hrs.)
- EDU 411: Educational Assessment and Evaluation (3 hrs.)
- EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

Additional teaching endorsement in **Geography** may be earned through completion of the following courses:

- INT 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/Government for Teacher Licensure** requires 47 hours in major and related courses and 37 credit hours in courses related to educator preparation. Required coursework includes:

HIS 131: Early American History, 1500-1865 (3 hrs.)

HIS 132: Modern American History, 1865-Present (3 hrs.)

HIS 149: Selected Topics in History (3 hrs.) (*or other History course meeting core requirement in the Historical Reasoning Domain*)

HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)

HIS 243: Modern World History, 1500-Present (3 hrs.)

HIS 262: Theory and Method in the Study of History (3 hrs.)

PLS 121: Contemporary Political Issues (3 hrs.)^{SEP}

PLS 122: American Government and Politics (3 hrs.)

Three credit hours selected from the following courses:

HIS 221: Europe and the World in the 20th Century (3hrs.)

HIS 224: Latin America and the United States (3 hrs.)

Nine credit hours selected from the following courses:

HIS 303: Studies in United States History (3 hrs.)

HIS 305: African American History, 1500-Present (3 hrs.)

HIS 307: History of the US South, 1600-Present (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 341: Medieval Love (3 hrs.)

HIS 342: Studies in Pre-Modern History (3 hrs.)

HIS 345: Studies in World History (3 hrs.)

HIS 349: Topics in History (3 hrs.)

Either of the following courses:

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

or

PLS 212: International Politics (3 hrs.)

PHR 236: Health Issues in Education (2 hrs.)

PSY 101: Introductory Psychology (3 hrs.)

PSY 218: Psychology of Adolescence (3 hrs.)

EDU299: Contemporary and Professional Issues in Education (1)

EDU 301: Models of Classroom Management and Instruction (3 hrs.)

EDU 302: Educational Technology (3 hrs.)

EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)

EDU 333: Applied Pedagogy (3 hrs.)

EDU 351-352: Senior Study (6 hrs.)

EDU 401: Clinical Experience (9 hrs.)

EDU 402: Professional Seminar on Teaching (3 hrs.)

EDU 411: Educational Assessment and Evaluation (3 hrs.)

EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

Additional teaching endorsement in **Geography** may be earned through completion of the following courses:

INT 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:

Either of the following courses:

HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)

or

HIS 243: Modern World History, 1500-Present (3 hrs.)

One History course at the 300 level

Six hours in other courses in history.

The **Minor in History for Additional Teaching Endorsement** requires the completion of 18 hours in History. Required courses include:

HIS 131: Early American History, 1500-1865 (3 hrs.)

HIS 132: Modern American History, 1865-Present (3 hrs.)

HIS 262: Theory and Method in the Study of History (3 hrs.)^[SEP]

HIS 242: World Civilization from Earliest Times to 1500 C.E. (3 hrs.)

HIS 243: Modern World History, 1500-Present (3 hrs.)

HIS 2xx or 3xx (3 hrs.) *An additional 3-hour course in history at the 200 or 300 level excluding internships and senior study)*

Human Resource Management

Associate Professor Sharon May, Chair, Division of Social Sciences
Professor Jenifer Greene, 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 51 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.)
 SLS299: Issues in Professional Development (2 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 Sharon May, 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 an education 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.)
SLS299: Issues in Professional Development (2 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 Education 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 Education 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 education abroad. Education 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 Education 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 Sharon May, Chair, Division of Social Sciences
Associate Professor Scott Henson, Coordinator

The Major in International Studies combines work across disciplines with advanced language study and education 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 education 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.)
 INT401 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 Education Abroad (0-1 hrs.)
 INT 351-352: Senior Study (6 hrs.)
 Either of the following”
 PLS 211: Comparative Government and Politics (3 hrs.)
 or
 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.)
 or
 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: Modern World History, 1500-Present (3 hrs.)
 SPN 303: 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: Modern World History, 1500-Present (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. Education 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 203: Conversational Spanish (3 hrs.)

SPN 303: Civilizations and Cultures of the Hispanic World (3 hrs.)

SPN 304: Introduction to Literature in Spanish (3 hrs.)

SPN 313: Topics in Spanish Peninsular Literature (3 hrs.)

SPN 314: Topics in Latin American Literature

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: Modern World History, 1500-Present (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.)

Courses taken abroad in Hispanic or Iberian literature, culture, religion, history or advanced language beyond the 200-level. Education 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 education abroad requirement upon approval of the division chair.

The education abroad requirement will ideally be one full semester or full year at an institution outside the United States as described under Education Abroad in this catalog, and will typically take place during the Spring semester of the junior year. The requirement for education 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 education abroad coursework and study for which academic credit from Maryville College is to be awarded, and that courses taken during education 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 education abroad. Education 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: Modern World History, 1500-Present (3 hrs.)

SPN 303: 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.)

Education 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.

Italian

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

Beginning Italian language courses are offered. Please refer to the Course Descriptions section of this catalog for specific course information. Students seeking additional study in Italian language or culture should consider an education abroad experience from options available through the College Education Abroad programs.

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.)

Completion of an approved education abroad program

Japanese 201-202 are prerequisites for students who intend to complete their Japanese minor by studying abroad.

Japanese is offered for initial P-12 educator preparation in conjunction with another licensure area.

Latin

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

Beginning and intermediate Latin language courses are offered, as enrollment warrants. Refer to the Course Listings section of this catalog for specific course information.

Management

Associate Professor Sharon May, Chair, Division of Social Sciences
Professor Jenifer Greene, 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 242: Marketing (3 hrs.)
BUS 305: Organizational Behavior (3 hrs.)
BUS 329: International Business (3 hrs.)
BUS 333: Human Resource Management (3 hrs.)
BUS 341: Business Law (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.)
SLS299: Issues in Professional Development (2 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: Finance/Accounting, Human Resource Management, International Business, Marketing, and Management.

Marketing

Associate Professor Sharon May, Chair, Division of Social Sciences
Assistant Professor Wei Fu, 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 51 hours in business and related fields. Required courses include:

BUS 201: Principles of Management (3 hrs.)
BUS 215: Principles of Accounting (3 hrs.)
BUS 242: Marketing (3 hrs.)
BUS 244: Consumer Behavior (3 hrs.)
BUS246: Marketing and Retail Management (3 hrs.)
BUS 305: Organizational Behavior (3 hrs.)
BUS 319: Marketing Research (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.)
PSY 101: Introductory Psychology (3 hrs.)
SLS299: Issues in Professional Development (2 hrs.)

One course in economics at the 300-level
Either of the following:

MTH 221: Inferential Statistics (3 hrs.)

or

MTH 222: Regression Analysis (3 hrs.)

One course from the following:

ENG 317: Public Relations Writing and Practice (3 hrs.)

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.

The **Minor in Marketing** consists of 15 hours and requires the following courses:

BUS 201: Principles of Management (3 hrs.)

BUS 242: Marketing (3 hrs.)

BUS 244: Consumer Behavior (3 hrs.)

BUS 246: Marketing and Retail Management (3 hrs.)

BUS 319: Marketing Research (3 hrs.)

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 **Bachelor of Arts in Mathematics** consists of 51/52 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 351-352: Senior Study (6 hrs.)
CSC 111: Introduction to Computer Science I (3 hrs.)
CSC 231: Discrete Structures (3 hrs.)
CSC 299: Professional Practices in the Mathematical Sciences (1 hr.)
PHY 201: General Physics I (4 hrs.)
STA 120: Introductory Statistics (4 hrs.)
One of the following courses
CSC 112: Introduction to Computer Science II (3 hrs.)
MTH 221: Inferential Statistics (3 hrs.)
MTH 222: Regression Analysis (3 hrs.)
PHY 202: General Physics II (4 hrs.)

One of the following courses:

MTH 302: Modern Algebra (3 hrs.)
MTH 315: Advanced Calculus (3 hrs.)

One of the following courses:

MTH 305: Mathematical Modeling (3 hrs.)
MTH 321: Probability and Statistics I (3 hrs.)

One of the following:

A MTH course numbered MTH 302 or higher (*May include a second course from the choices given above but may not include MTH309 or MTH337*)

or

CSC 381: Theory of Computation (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 **Bachelor of Science in Mathematics** consists of 60/61 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 302: Modern Algebra (3 hrs.)
- MTH 305: Mathematical Modeling (3 hrs.)
- MTH 315: Advanced Calculus (3 hrs.)
- MTH 321: Probability and Statistics I (3 hrs.)
- MTH 351-352: Senior Study (6 hrs.)
- CSC 111: Introduction to Computer Science I (3 hrs.)
- CSC 231: Discrete Structures (3 hrs.)
- CSC 299: Professional Practices in the Mathematical Sciences (1 hr.)
- PHY 201: General Physics I (4 hrs.)
- STA 120: Introductory Statistics (4 hrs.)
- One of the following courses
 - CSC 112: Introduction to Computer Science II (3 hrs.)
 - PHY 202: General Physics II (4 hrs.)
- One 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.)
- One of the following courses
 - One additional MTH course numbered MTH 303 or higher (*may not include MTH309 or MTH337*)
 - or
 - One of the following:
 - CSC 241: Data Structures (3 hrs.)
 - CSC 314: Data Mining (3 hrs.)
 - CSC 381: Theory of Computation (3 hrs.)

Students desiring more depth in the related fields of Analytics, Computer Science, or Statistics are encouraged to complete a minor in one or more of these areas. Students are also encouraged to minor in a discipline where their mathematical expertise may be applied.

The **Major in Mathematics for Teacher Licensure** provides preparation for students planning careers as mathematics teachers at the secondary level and consists of 38 hours in mathematics and related fields and 45 credit hours in educator preparation courses.

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 301: Principles of Geometry (3 hrs.)
MTH 305: Mathematical Modeling (3 hrs.)
MTH 321: Probability and Statistics I (3 hrs.)
PHY 201: General Physics I (4 hrs.)
STA 120: Introductory Statistics (4 hrs.)

One of the following courses:

MTH 302: Modern Algebra (3 hrs.)
MTH 315: Advanced Calculus (3 hrs.)

One of the following

One additional MTH course numbered MTH303 or higher (*may include a second course from the choices above but may not include MTH309 or MTH337*)

or

CSC381

PHR 236: Health Issues in Education (2 hrs.)

PSY 101: Introductory Psychology (3 hrs.)

PSY 218: Psychology of Adolescence (3 hrs.)

EDU299: Contemporary and Professional Issues in Education (1)

EDU 301: Models of Classroom Management and Instruction (3 hrs.)

EDU 302: Educational Technology (3 hrs.)

EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)

EDU 333: Applied Pedagogy (3 hrs.)

EDU 351-352: Senior Study (6 hrs.)

EDU 401: Clinical Experience (9 hrs.)

EDU 402: Professional Seminar on Teaching (3 hrs.)

EDU 411: Educational Assessment and Evaluation (3 hrs.)

EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

A **Minor in Mathematics for Additional 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.)

Six additional credit hours in mathematics above MTH 225 (May include CSC 231)

(The following courses may not be used to meet this requirement:

MTH 309: Math Content and Instructional Methods for Elementary Teachers (4 hrs.)

MTH 337: Internship in Mathematics

The **Minor in Mathematics** requires a minimum of 17 credit hours. Required courses include:

MTH 125: Calculus I (4 hrs.)

MTH 225: Calculus II (4 hrs.)

MTH 232: Linear Algebra (3 hrs.)

Six additional credit hours in mathematics above MTH 225 (May include CSC 231)

The following courses may not be used to meet this requirement:

MTH 309: Math Content and Instructional Methods for Elementary Teachers (4 hrs.)

MTH 337: Internship in Mathematics

Medieval Studies

Professor Sam Overstreet, Chair, Division of Languages and 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 15 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.) *

LAT 110: Elementary Latin I (4 hrs.)

LAT 120: Elementary Latin II (4 hrs.)

LAT 201: Intermediate Latin I (3 hrs.)

LAT 202: Intermediate Latin II (3 hrs.)

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.) *

*Accepted only when the course focus is sufficiently medieval; requires permission of the Coordinator of the minor

Ministry and Church Leadership Certificate Program

Rev. Dr. 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.)
or
BIB 140: The New Testament World and Culture (3 hrs.)
4. REL 228: Introduction to Christian Theology (hrs.)
5. One additional course outside of the student's major selected from the following: (3 credit hours):

BUS 201: Principles of Management (3 hrs.)
PSY 211: Child Development (3 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 222: Adult Development & Aging (3 hrs.)
PSY 333: Counseling (3 hrs.)
SOC 215: Sociology of Marriage & Family (3 hrs.)
SOC 315: Social Inequality (3 hrs.)
REL 211: American Religious Experience (3 hrs.)
REL 212: World Religions (3 hrs.)
REL/SOC 325: Sociology of Religion (3 hrs.)

Music

Associate Professor Adrienne Schwarte, Chair, Division of Fine Arts
Professor William Swann, 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: Musicianship: Theory I (3 hrs.)
- MUS 102: Musicianship: Theory II (3 hrs.)
- MUS 111: Musicianship: Ear Training I (1 hr.)
- MUS 112: Musicianship: Ear Training II (1 hr.)
- MUS 201: Musicianship: Theory III (3 hrs.)
- MUS 202: Musicianship: Form and Analysis (3 hrs.)
- MUS 211: Musicianship: Ear Training III (1 hr.)
- MUS 212: Musicianship: Ear Training 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 (ordinarily through MUS KBD). This must be completed before senior study.

The **Minor in Music** consists of 18 credit hours in music, including:

MUS 101: Musicianship: Theory I (3 hrs.)
MUS 102: Musicianship: Theory II (3 hrs.)
MUS 111: Musicianship: Ear Training I (1 hr.)
MUS 112: Musicianship: Ear Training 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 60 credits in music and 30 credits of educator preparation. Required courses include:

MUS 101: Musicianship: Theory I (3 hrs.)
MUS 102: Musicianship: Theory II (3 hrs.)
MUS 111: Musicianship: Ear Training I (1 hr.)
MUS 112: Musicianship: Ear Training II (1 hr.)
MUS 201: Musicianship: Theory III (3 hrs.)
MUS 202: Musicianship: Form and Analysis (3 hrs.)
MUS 211: Musicianship: Ear Training III (1 hr.)

MUS 212: Musicianship: Ear Training IV (1 hr.)
 MUS 213: Choral Literature (2 hrs.)
 MUS 220: Elementary Music Methods (2 hrs.)
 MUS 299: Professional Development in Music Education (3 hrs.)
 MUS 313: Music History I (3 hrs.)
 MUS 314: Music History II (3 hrs.)
 MUS 315: Introduction to Ethnomusicology (3 hrs.)
 MUS 322: Conducting (3 hrs.)
 MUS 325: Advanced Choral Conducting (2 hrs.)
 MUS 326: Secondary Music Methods (2 hrs.)
 14 credit hours of applied music (on major instrument)
 7 credit hours of ensemble (at least 6 in choir)
 A senior recital is required
 Either of the following courses:
 EDU301: Models of Classroom Instruction (for secondary ed. / 3 hrs.)
 or
 EDU 303: Models and Methods of Instruction (for primary ed. / 3 hrs.)
 EDU 333: Applied Pedagogy (3 hrs.)
 EDU 351-352: Senior Study (6 hrs.)
 EDU 401: Student Teaching (9 hrs.)
 EDU 402: Student Teaching Seminar (3 hrs.)
 PSY 101: Introductory Psychology (3 hrs.)
 PSY 218: Psychology of Adolescence (3 hrs.)

Keyboard proficiency must be demonstrated (ordinarily through MUS KBD). This must be completed before senior study.

The **Major in Music Education for Teacher Licensure in Instrumental/General Music** consists of 66 credits in music and 30 credits of educator preparation. Required courses include:

MUS 101: Musicianship: Theory I (3 hrs.)
 MUS 102: Musicianship: Theory II (3 hrs.)
 MUS 111: Musicianship: Ear Training I (1 hr.)
 MUS 112: Musicianship: Ear Training II (1 hr.)
 MUS 201: Musicianship: Theory III (3 hrs.)
 MUS 202: Musicianship: Form and Analysis (3 hrs.)
 MUS 211: Musicianship: Ear Training III (1 hr.)
 MUS 212: Musicianship: Ear Training IV (1 hr.)
 MUS 220: Elementary Music Methods (2 hrs.)
 MUS 223: Percussion Methods (2 hrs.)
 MUS 224: Woodwind Methods I (2 hrs.)
 MUS 225: Woodwind Methods II (2 hrs.)
 MUS 226: Brass Methods I (2 hrs.)
 MUS 227: Brass Methods II (2 hrs.)
 MUS 299: Professional Development in Music Education (3 hrs.)
 MUS 313: Music History I (3 hrs.)
 MUS 314: Music History II (3 hrs.)
 MUS 315: Introduction to Ethnomusicology (3 hrs.)
 MUS 322: Conducting (3 hrs.)
 MUS 326: Secondary Music Methods (2 hrs.)

14 credit hours of applied music (on major instrument)
7 credit hours of ensemble (in instrumental ensembles or band)
A senior recital is required.

Either of the following courses:

EDU 301: Models of Classroom Instruction (for secondary ed. / 3 hrs.)

or

EDU 303: Models and Methods of Instruction (for primary ed. / 3 hrs.)

EDU 333: Applied Pedagogy (3 hrs.)

EDU 351-352: Senior Study (6 hrs.)

EDU 401: Student Teaching (9 hrs.)

EDU 402: Student Teaching Seminar (3 hrs.)

PSY 101: Introductory Psychology (3 hrs.)

PSY 218: Psychology of Adolescence (3 hrs.)

Keyboard proficiency must be demonstrated (ordinarily through MUS KBD). This must be completed before senior study.

Music Performance

The **Major in Piano or Vocal Performance** consists of a total of 78 credit hours including the following courses:

MUS 101: Musicianship: Theory I (3 hrs.)

MUS 102: Musicianship: Theory II (3 hrs.)

MUS 111: Musicianship: Ear Training I (1 hr.)

MUS 112: Musicianship: Ear Training II (1 hr.)

MUS 201: Musicianship: Theory III (3 hrs.)

MUS 202: Musicianship: Form and Analysis (3 hrs.)

MUS 211: Musicianship: Ear Training III (1 hr.)

MUS 212: Musicianship: Ear Training 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).

Keyboard proficiency must be demonstrated (ordinarily through MUS KBD). This must be completed before senior study.

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: Musicianship: Theory I (3 hrs.)
- MUS 102: Musicianship: Theory II (3 hrs.)
- MUS 111: Musicianship: Ear Training I (1 hr.)
- MUS 112: Musicianship: Ear Training II (1 hr.)
- MUS 201: Musicianship: Theory III (3 hrs.)
- MUS 202: Musicianship: Form and Analysis (3 hrs.)
- MUS 211: Musicianship: Ear Training III (1 hr.)
- MUS 212: Musicianship: Ear Training 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).

Keyboard proficiency must be demonstrated (ordinarily through MUS KBD). This must be completed before senior study.

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 lessons.

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 Science
Professor Lori Schmied, 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 Bachelor of Science degree in Neuroscience consists of 63 credit hours and is not open to students majoring in Psychology.

Students successfully completing the program of study in the **Neuroscience** 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

Required courses include:

NSC 244: Introduction to Neuroscience (3 hrs.)
NSC 402: Advanced Topics in Neuroscience (3 hrs.)
NSC 351-352: Senior Study (6 hrs.)
PSY 101: Introductory Psychology (3 hrs.)
PSY 222: Adult Development & Aging (3 hrs.)
PSY 299: Contemporary and Professional Issues in Psychology (2 hrs.)
PSY 306: Language Development (3 hrs.)
PSY 311: Research Design (3 hrs.)
PSY 312: Experimental Psychology (4 hrs.)
PSY 314: Cognitive Psychology (4 hrs.)
PSY 327: Sensation & Perception (4 hrs.)
PSY 331: Abnormal Psychology (3 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 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.)
PHL 249: Selected Topics in Philosophy (3 hrs.)

A double major in Neuroscience and Psychology is not permitted.

Nonprofit Leadership Program

Ms. Amy Gilliland, Director and Coordinator

The **Nonprofit Leadership Program** is a partnership between Maryville College and Nonprofit Leadership Alliance (NLA). The Nonprofit Leadership Alliance is a national organization that provides the Certified Nonprofit Professional (CNP) credential to students who complete the set of program requirements in addition to the requirements for their chosen major. The credential may be pursued by students in any major and is designed to prepare students to become skilled professionals and leaders in nonprofit organizations. Typically, all requirements for the major and the credential can be accomplished as a part of a student's overall course of study and should not normally add to the time required to graduate.

The CNP is widely recognized and accepted by nonprofit organizations around the world and is a valuable credential for students interested in working in the nonprofit sector. The credential is recognized as evidence of outstanding preparation for entry-level professional positions by a number of nonprofit organizations, such as the Y (YMCA and YWCA), Boys and Girls Clubs of America, Catholic Charities, Fair Trade Campaigns, the Boy Scouts, Make a Wish, Volunteers of America, 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 Nonprofit Leadership Program and their academic advisors to establish individualized curricular and co-curricular programs that fulfill the requirements for the credential. 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.

CREDENTIAL REQUIREMENTS:

The CNP credential is awarded to students who fulfill a prescribed set of competencies developed by the Nonprofit Leadership Alliance. A Nonprofit Leadership Alliance transcript is developed for each student showing the fulfillment of ten competencies. Competencies are primarily gained through work in four categories:

1. Coursework:
 - SLS 203: Introduction to Nonprofit Management (3 hrs.)
 - BUS 201: Principles of Management (3 hrs.)
2. Internship:

An internship of at least 300 clock hours must be completed at a nonprofit organization. The Program Director will recommend and approve internships, and may collaborate with academic departments and the Career Center for internships that are simultaneously fulfilling the NLA requirements and Maryville College Works or major requirements. Internships pursued for credit must follow all procedures and meet all requirements of academic departments. Credentialing requirements may be satisfied by internships with or without academic credit, and may be paid or unpaid.
3. Nonprofit Leadership Alliance Management Institute (AMI):

A national leadership institute is sponsored every January by the Nonprofit Leadership Alliance. It is attended by students from nearly 50 colleges and universities. To receive the credential, students must attend the Institute once during the college career. As an exercise in developing fund raising skills, students are required to raise a portion of their own travel funds and assist with the MC Nonprofit Fair. Typically, AMI serves as a capstone experience after students have completed the coursework, at least half of the internship, and have shown evidence of at least 50% of the competencies.
4. Fulfillment of Competencies:

All competencies must be fulfilled. Many are fulfilled by completion of the requirements listed above. Others are primarily fulfilled by completion of the Maryville College general education curriculum (ETH480 and WRC370). Others may be fulfilled by major courses or electives. Some competencies must be fulfilled by participation in workshops and seminars offered by Maryville College and by other approved organizations. To be considered in fulfillment of competencies, workshops and seminars must be approved by the Program Director.

Outdoor Studies and Tourism

Professor Traci Haydu, Chair, Division of Health Sciences and Outdoor Studies
Mr. Bruce Guillaume, Director of Mountain Challenge and Coordinator

Outdoor Studies and Tourism prepares students for careers that emphasize the importance of the natural environment, respectful enjoyment and interaction with nature, and the value of active, outdoor experiences. Graduates often pursue positions in the tourism industry, the management of outdoor programs and services, park management and law enforcement, or graduate study and work in the helping professions. Certification as a Wilderness First Responder is required.

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

1. Exhibit leadership skills necessary to create, manage, and facilitate safe and effective outdoor experiences.
2. Demonstrate knowledge and skills necessary to create and manage sustainable tourism programs in a variety of settings.
3. Display program skills necessary to create, manage, and evaluate programs that utilize outdoor natural settings to benefit human health.

The **Major in Outdoor Studies and Tourism** consists of a minimum of 53 hours that includes the following courses:

- OST 101 Introduction to Outdoor Studies (3 hrs.)
 - OST 102 Introduction to Hospitality and Tourism (3 hrs.)
 - OST 215 Natural Environments and Health (3 hrs.)
 - OST 301 Sustainable Tourism (3 hrs.)
 - OST 315 Wilderness Emergency Responder (3 hrs.)
 - OST 335 Outdoor Recreation Leadership (3 hrs.)
 - OST 337 Internship (9 hrs.)
 - OST 351 Senior Study I (3 hrs.)
 - OST 352 Senior Study II (3 hrs.)
 - PHR 235 Group Facilitation (3 hrs.)
 - BUS 201 Principles of Management (3 hrs.)
 - ENV 101 Environmental Issues & Foundations of Sustainability (3 hrs.)
- Five of the following outdoor activities:
- PHR 107 Paddling I (1 hr.)
 - PHR 108 Paddling II (1 hr.)
 - PHR 142 Personal Fitness (1 hr.)
 - PHR 172 Camping and Outdoor Education (1 hr.)
 - PHR 174 Map & Compass (1 hr.)
 - PHR 176 Fly-fishing (1 hr.)
 - PHR 188 Rockclimbing I (1 hr.)
 - PHR 189 Rockclimbing II (1 hr.)
- One of the following (noting relevant prerequisites):
- PSY 221 Social Psychology (3 hrs.)
 - PSY 224 Cross-Cultural Psychology (3 hrs.)

- PSY 333 Counseling (3 hrs.)
- SOC 249 Environmental Sociology (3 hrs.)
- One of the following (noting relevant prerequisites):
 - BIO 311 Natural History of the Southern Appalachians (4 hrs.)
 - BUS 342 Marketing (3 hrs.)
 - PHR 321 Physical Education for Special Populations (3 hrs.)
 - OST/PHR 349: Selected Topics (3 hrs.)

Students majoring in outdoor studies and tourism are encouraged to complete coursework for a minor in disciplines such as business, biology, psychology or sociology.

The **Minor in Outdoor Studies and Tourism** consists of at least 15 credit hours and involves coursework related to outdoor recreation, hospitality and tourism, health, and sustainability.

Required courses include:

- OST 101: Introduction to Outdoor Studies (3)
- OST 102: Introduction to Hospitality and Tourism (3)
- OST 215: Natural Environments and Health (3)
- OST 301: Sustainable Tourism (3)
- OST 337: Outdoor Studies and Tourism Internship (3)

Philosophy

Associate Professor Phillip Sherman, 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 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 348: Comparative Philosophy (3 hrs.)
PHL 351-352: Senior Study (6 hrs.)
HUM 299: Issues in Professional Development (1 hr.)
HUM 347: Research in the Humanities (1 hr.)

Two of the following courses:

PHL 207: Contemporary Philosophy (3 hrs.)
PHL 211: American Philosophy (3 hrs.)
PHL249: Selected Topics in Philosophy

Either of the following courses:

PHL 326: Philosophy of Religion (3 hrs.)

or

PHL 329: Modern Critiques of Religion (3 hrs.);

An additional 3 credit Philosophy course

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 of which at least nine must be above the 100-level.

Physical Education and Health

Professor Traci Haydu, Chair, Division of Health Sciences and Outdoor Studies

The program in Physical Education and Health is intended for students planning careers as K-12 teachers in the field. Three related majors, Exercise Science, Health and Wellness Promotion, and Outdoor Recreation are described in those sections of this catalog.

The **Major in Physical Education/Health for K-12 Teacher Licensure** consists of 41 credit hours in major and major-related courses and 37 credit hours in courses related to educator preparation.

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

1. Demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program
2. Are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness
3. Apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students
4. Engage students in meaningful learning experiences through effective use of pedagogical skills using e communication, feedback, and instructional and managerial skills to enhance student learning
5. Select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning
6. Demonstrate behaviors essential to becoming effective professionals who exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals
7. Demonstrate knowledge and application in health

Required courses include:

PHR 101: Human Health and Wellness (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 346: Physical Education in Games, Sports and Activities (3 hrs.)
EXS 217: Human Anatomy and Physiology I (4 hrs.)
EXS 218: Human Anatomy and Physiology II (4 hrs.)
EXS 219: Principles of Human Nutrition (3 hrs.)
EXS 332: Kinesiology (3 hrs.)
EXS 345: Physiology of Exercise (3 hrs.)
PSY 101: Introductory Psychology (3 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
EDU 299: Professional Seminar (1 hr.)
EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (3 hrs.)
EDU 321: Reading and Writing in the Content Classroom (3 hrs.)
EDU 333: Applied Pedagogy (3 hrs.)
EDU 351-352: Senior Study (6 hrs.)

EDU 401: Clinical Experience (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
EDU 411: Educational Assessment and Evaluation (3 hrs.)
EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

American Red Cross certifications in standard First Aid and Community CPR are required as part of this major.

Students should meet with the advisor for educator preparation in physical education as soon as possible. Refer to the Education section of this catalog for information related to Teacher Education screening processes.

Physics

Associate Professor Angelia Gibson, 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 Sharon May, Chair, Division of Social Sciences
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.)
- One of the following courses:
 - PLS 328: Global Feminisms (3 hrs.)
 - PLS 345: Environmental Politics (3 hrs.)
 - 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 Government/History for Teacher Licensure** leads to licensure in government with a secondary emphasis in history. The track requires 41 hours in major and related courses and 37 credit hours in courses related to educator preparation. 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 321: American Political Process (3 hrs.)
- PLS 322: The Judicial Process (3 hrs.)
- HIS 131. Early American History: 1492-1865 (3)
- HIS 132. Modern American History: 1865-Present (3)
- 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.)
- PHR 236: Health Issues in Education (2 hrs.)
- PSY 101: Introductory Psychology (3 hrs.)
- PSY 218: Psychology of Adolescence (3 hrs.)
- EDU299: Contemporary and Professional Issues in Education (1)
- EDU 301: Models of Classroom Management and Instruction (3 hrs.)
- EDU 302: Educational Technology (3 hrs.)
- EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)
- EDU 333: Applied Pedagogy (3 hrs.)
- EDU 351-352: Senior Study (6 hrs.)
- EDU 401: Clinical Experience (9 hrs.)
- EDU 402: Professional Seminar on Teaching (3 hrs.)

- EDU 411: Educational Assessment and Evaluation (3 hrs.)
- EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

Additional teaching endorsement in **Geography** may be earned through completion of the following courses:

- INT 201: Contemporary Global Issues (3 hrs.)
- Two different WRC 370: World Cultures course (3 hrs. each)
(One of these courses may be used to fulfill the general education requirement for World Cultures)

The **Minor in Political Science** consists of 15 hours and includes:

- PLS 121: Contemporary Political Issues (3 hrs.)
- PLS 122: American Government and Politics (3 hrs.)

Either of the following courses:

- PLS 211: Comparative Government and Politics (3 hrs.)
 - or*
 - PLS 212: International Politics (3 hrs.)
- Six additional credit hours in political science courses

Psychology

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

Psychology is the scientific study of behavior and mental processes. The **Major in Psychology** provides students 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. Demonstrates understanding of and respect for the experiences of diverse and socially marginalized groups.
 - b. Recognizes the wide variety of behavior that can be considered normal.
 - c. Articulates the multiple causes of varied behaviors
 - d. Compares and contrasts major psychological systems
 - e. Relates behavior to different developmental levels across the life-span
2. Critically reviews and analyzes psychological research.
 - f. Uses and interprets quantitative and qualitative information appropriately
 - g. Identifies relationships and synthesizes information
 - h. Considers ethical issues
 - i. 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

The **Major in Psychology** requires 47 credit hours with 37 hours in major courses and 10 hours in related areas. Required courses include:

PSY 101: Introductory Psychology (3 hrs.)
PSY244: Introduction to Neuroscience (3 hrs.)
PSY 299: Contemporary and Professional Issues in Psychology (2 hrs.)
PSY 311: Research Design (3 hrs.)
PSY 312: Experimental Psychology (4 hrs.)
PSY 351-352: Senior Study (6 hrs.)
BIO 111: Fundamentals of Biology (4 hrs.)
Either of the following courses:

SOC 101: Introductory Sociology (3 hrs.)

or

SOC 211: Cultural Anthropology (3 hrs.)

Nineteen (19) 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 (4 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 227: Intimate Relationships (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 53 credit hours with 40 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.)

One of the following:

PSY 227: Intimate Relationships (3 hrs.)
PSY 301: Theories of Personality (3 hrs.)

PSY 244: Introduction to Neuroscience (3 hrs.)

PSY 299: Contemporary and Professional Issues in Psychology (2 hrs.)

PSY 311: Research Design (3 hrs.)

PSY 312: Experimental Psychology (4 hrs.)

One of the following:

PSY 314: Cognitive Psychology (4 hrs.)
PSY 315: Human Thought & Learning (4 hrs.)

PSY 331: Abnormal Psychology (3 hrs.)

PSY 333: Counseling (3 hrs.)

PSY 335: Advanced Counseling (3 hrs.)

One of the following:

PSY 337: Internship (3 hrs.)
PSY Elective (3 hrs.)

PSY 351-352: Senior Study (6 hrs.)

BIO 111: Fundamentals of Biology (4 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 at least one 300-level course. The Minor in Psychology is not open to students majoring in Child Development and Learning, Psychology Counseling, or Neuroscience.

Religion

Associate Professor Phillip Sherman, 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:

REL162: 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 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: Modern World History, 1500-Present (3 hrs.)

PHI 211: American Philosophy (3 hrs.)

An additional 6 credit hours coursework

6 hours in Religion

or

3 hours in Religion *and* 3 hours in Philosophy

The **Minor in Religion** consists of 15 hours in religion, including no more than two 100-level courses.

Sign Language Interpreting

Professor Kathie Shiba, Chair, Division of Behavioral Sciences and Coordinator
Associate Professor Angela Myers, 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 Sharon May, Chair, Division of Social Sciences
Assistant Professor Andrew Gunnoe, 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 from 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 320: Development and Globalization (3 hrs.)
- SOC 351-352: Senior Thesis (6 hrs.)
- SOC 401: Social Theory (3 hrs.)
- MTH 221: Inferential Statistics (3 hrs.)
- SLS 301: Social Sciences Research Methods (3 hrs.)
- PSY101: Introductory Psychology (3 hrs.)
- Nine credit hours chosen from the following list:
 - SOC 202: Social Problems (3 hrs.)
 - SOC 211: Cultural Anthropology (3 hrs.)
 - SOC 215: Sociology of Marriage and Family (3 hrs.)
 - SOC 221: Social Psychology (3 hrs.)
 - SOC 222: Sociology of Appalachia (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 328: Global Feminisms (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 328: Global Feminisms (3 hrs.)
SOC 349: Selected Topics in Sociology and Anthropology (3 hrs.)
SOC 401: Social Theory (3 hrs.)
SLS 301: Social Science Research Methods (3 hrs.)

Spanish

**Professor 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 education 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 education 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 in major and related disciplines. Transfer students bringing 45 or more credit hours in transfer are exempted from HUM 299.

Required courses include:

- SPN 201: Intermediate Spanish (3 hrs.)
- SPN 202: Intermediate Spanish Grammar and Writing (3 hrs.)
- SPN 203: Conversational Spanish (3 hrs.)
- SPN 304: Introduction to Literature in Spanish (3 hrs.)
- SPN 305: Civilizations & Cultures of Latin America (3 hrs.)
- SPN 306: Civilizations & Cultures of Spain (3 hrs.)
- SPN 337: Internship (3 hrs.)
- SPN 351-352: Senior Thesis (6 hrs.)
- OVS 203: Cross-Cultural Preparation for Study Abroad (0-1 hrs)
- HUM 299: Issues in Professional Development (1 hr.)
- HUM 347: Research in the Humanities (1 hr.)

One of the following:

- SPN 313: Survey in Spanish Peninsular Literature (3 hrs.)
- SPN 314: Survey in Latin American Literature (3 hrs.)
- SPN 349: Selected Topics in Spanish (3 hrs.)

An additional 15 credit hours fulfilled through a combination of the following:

- Twelve hours of study during semester abroad (required)
- Three additional hours of internship
- An additional literature course in Spanish at the 300-level

Spanish majors spend a semester abroad in an approved full-time program in a Spanish-speaking country. 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 44-45 credit hours in major and related disciplines and 37 credit hours in courses related to educator preparation.

Required courses include:

SPN 201: Intermediate Spanish (3 hrs.)
SPN 202: Intermediate Spanish Grammar and Writing (3 hrs.)
SPN 203: Conversational Spanish (3 hrs.)
SPN 304: Introduction to Literature in Spanish (3 hrs.)
One of the following:
 SPN 305: Civilizations & Cultures of Latin America (3 hrs.)
 SPN 306: Civilizations & Cultures of Spain (3 hrs.)
SPN 337: Internship (3 hrs.)
One of the following:
 SPN 313: Survey in Spanish Peninsular Literature (3 hrs.)
 SPN 314: Survey in Latin American Literature (3 hrs.)
 SPN 349: Selected Topics in Spanish (3 hrs.)
ENG 312: Linguistic Theory and Second Language Acquisition (3 hrs.)
OVS 203: Cross-Cultural Preparation for Study Abroad (0-1 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 101: Introductory Psychology (3 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
EDU299: Contemporary and Professional Issues in Education (1)
EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (3 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)
EDU 333: Applied Pedagogy (3 hrs.)
EDU 351-352: Senior Study (6 hrs.)
EDU 401: Clinical Experience (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
EDU 411: Educational Assessment and Evaluation (3 hrs.)
EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

In addition to completing the courses above, Spanish majors for Teacher Licensure must spend a semester abroad in an approved full-time program in a Spanish-speaking country. Arrangements for study at foreign institutions are described under Study Abroad in this catalog.

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 (3 hrs.)
SPN 202: Intermediate Spanish Grammar and Writing (3 hrs.)
SPN 203: Conversational Spanish (3 hrs.)
SPN 304: Introduction to Literature in Spanish (3 hrs.)
Additional 3 credit hours in Spanish

The **Minor in Spanish for Additional Teaching Endorsement** requires the completion of 15 hours of Spanish above the 100-level. Required courses include:

SPN 201: Intermediate Spanish (3 hrs.)
SPN 202: Intermediate Spanish Grammar and Writing (3 hrs.)
SPN 203: Conversational Spanish (3 hrs.)
SPN 304: Introduction to Literature in Spanish (3 hrs.)
Additional 3 credit hours in Spanish

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.)

MTH 322: Probability and Statistics II (3 hrs.)

Sustainability Studies

**Associate Professor Sharon May, Chair, Division of Social Sciences
Professor Mark O'Gorman and Associate Professor Adrienne Schwarte,
Coordinators**

The **Minor in Sustainability Studies** is designed to engage students in an interdisciplinary and integrative study of sustainability by focusing on social, environmental, and economic disciplines. The program presents both global and local perspectives of sustainability, involves students directly with contemporary issues facing communities, and prepares students for professional work that facilitates and ensures sustainable futures in various forms of civic engagement, business, non-governmental organizations, and non-profit organizations.

Issues surrounding global climate change, social responsibility, urban planning, renewable energy, population, consumer mentality, and fair trade labor (to name a few) critically affect all businesses and organizations today; therefore knowledge and skills responding to these issues

are critical for future professional success. Since sustainability-related issues are far-reaching, complex, and solvable only through a multi-tiered, collaborative, and interconnected approach, this program aids students in preparing to address current and future environmental issues by being purposely interdisciplinary. The Sustainability Studies Minor is open to students from any major.

The **Minor in Sustainability Studies** requires a minimum of 16/17 credit hours. Required courses include:

SUS 101: Environmental Issues and Foundations of Sustainability (3 hrs.)

SUS 337: Internship in Sustainability Studies (3 hrs.)

SUS 401: Sustainability E-Portfolio (1 hr.)

Three additional courses selected from the following options - two choices must come from fields outside the student's major (9/10 hrs.):

One of the following courses

ART 200: Sustainable Art Processes (3 hrs.)

ENG 200: Words and the Land (3 hrs.)

OST 315: Wilderness Emergency Response (3 hrs.)

One of the following:

BIO 222: Ecology & Evolution (4 hrs.)

BIO 311: Natural History of the Southern Appalachians (4 hrs.)

Any of the following:

ECN/ENV 346: Environmental Economics (3 hrs.)

ENV 316/SOC 316: Population (3 hrs.)

ENV 345/PLS 345: Environmental Politics (3 hrs.)

HIS 248: Appalachian Culture and Social History (3 hrs.)

INT 201: Contemporary Global Issues (3 hrs.)

One of the following:

MTH 221: Inferential Statistics (3 hrs.)

MTH 222 Regression Analysis (3 hrs.)

One of the following:

OST 335: Outdoor Recreation Leadership (3 hrs.)

PHR 336: Community Health (3 hrs.)

One of the following:

PSY/SOC 221: Social Psychology (3 hrs.)

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

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 educator preparation program for teaching pre-kindergarten through twelfth grade. The major is interdisciplinary and requires the equivalent of the completion of a minor in a second language.

The Major in Teaching English as a Second Language requires 23 credit hours in major courses, 43 credit hours in courses related to educator preparation, and a minimum of 15 credit hours in one of the following foreign languages: American Sign Language, French, German, Japanese, or Spanish hours in major and related fields:

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.)
PSY 101: Introductory Psychology (3 hrs.)
PSY 211: Child Development (3 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
PSY 306: Language Development (3 hrs.)
PHR 236: Health Issues in Education (2 hrs.)
EDU299: Contemporary and Professional Issues in Education (1)
EDU 302: Educational Technology (3 hrs.)
EDU 303: Models of Classroom Instruction (K-6) (3 hrs.)
EDU 305: Strategies for Classroom Management (K-6) (3 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)
EDU 323: Reading and Writing (K-4) (3 hrs.)
EDU 333: Applied Pedagogy (3 hrs.)
EDU 351-352: Senior Study (6 hrs.)
EDU 401: Clinical Experience (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
EDU 411: Educational Assessment and Evaluation (3 hrs.)
EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

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

Clinical experience (student teaching) involves a full semester, with experiences in teaching English as a second language at both the pre-K-5 and 6-12 settings.

Theatre Studies

Associate Professor Adrienne Schwarte, Chair, Division of Fine Arts
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. Identify, describe, and compare major movements of theatre history and dramatic literature.
2. Analyze dramatic literature from the perspective of a theatre practitioner.
3. Apply acting vocabulary and techniques in auditions, the rehearsal process, and in performance.
4. Implement the principles of design, industry-standard construction techniques, and proper use of equipment in all areas of technical theatre.
5. Synthesize the artistic and practical methods of stage directors with a knowledge of acting and technical theatre in order to create a fully realized production.
6. Evaluate productions and communicate the results of those evaluations with precision and clarity.
7. Articulate the various roles of theatre in society, as well as a variety of perspectives regarding the value of theatre in society.

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 44 hours in major and major-related courses and 37 credit hours in course related to educator preparation. 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.)
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.)
PHR 236: Health Issues in Education (2 hrs.)
PSY 101: Introductory Psychology (3 hrs.)
PSY 218: Psychology of Adolescence (3 hrs.)
EDU299: Contemporary and Professional Issues in Education (1)
EDU 301: Models of Classroom Management and Instruction (3 hrs.)
EDU 302: Educational Technology (3 hrs.)
EDU 321: Reading and Writing in the Content Classrooms (3 hrs.)
EDU 333: Applied Pedagogy (3 hrs.)
EDU 351-352: Senior Study (6 hrs.)
EDU 401: Clinical Experience (9 hrs.)
EDU 402: Professional Seminar on Teaching (3 hrs.)
EDU 411: Educational Assessment and Evaluation (3 hrs.)
EDU 412: Instructional Strategies for Diverse Learners (3 hrs.)

Writing Communication

Professor Sam Overstreet, Chair, Division of Languages and Literature
Associate 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.)
 or
 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. A maximum of one core-eligible 100-level literature course (3 hrs.) may be counted toward the major (e.g. English 160 or 170).

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.)

COURSE LISTINGS

The following course descriptions are listed by disciplinary heading and represent only those courses offered with some regularity. Courses numbered 149/249/349 vary in content – descriptions are available via online registration.

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 299. Issues in Professional Development (1)

Prerequisites: ASL 203 or sophomore standing; open only to ASL and Deaf Studies and American Sign Language-English Interpreting majors

A course for new majors to examine contemporary and professional issues in the American Sign Language and Deaf Studies and American Sign Language-English Interpreting fields. Students will explore their vocational goals, including an investigation of options for the significant practical experience and senior study. The course will also provide a foundation in basic APA and research skills. Finally, each student will engage in activities that will enhance professional behaviors. (1 credit hour).

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: ASL 204 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 149/249/349. Selected Topics in American Sign Language (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

ASL 349. Seminar (3)

Selected topics in deaf studies/interpreting. Offered as demand warrants. (3 credit hours)

ASL 351-352. Senior Study (6)

Prerequisites: ENG120, English Proficiency Exam, Social Science 301 and junior standing

The Senior Study requirement is fulfilled with this two-course sequence. Independent study with the guidance of a faculty supervisor, with an emphasis on skills-based projects. (6 credit hours)

American Sign Language-English Interpreting

AEI 215. Translation and Interpreting Readiness (3)

Prerequisite: ASL 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: ASL 203, junior level preferred, sophomore level required, 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. Interpreting Skills I (3)

Prerequisite or co-requisite: AEI 215

This course emphasizes developing skills with prepared interpreting and transliterating using audio and video media. Expressive and receptive skills are developed in this course. Study for the course consists of group and pair skills practice as well as interpreting practice and receptive and expressive video recording in the laboratory. (3 credit hours)

AEI 303. Interpreting Skills II (3)

Prerequisite: AEI 302 or permission of the instructor

This course is a sequel to AEI 302 where students progress to spontaneous interpreting and transliterating skill development. Expressive and receptive skills are further developed. Study for the course consists of group and pair skills practice as well as interpreting practice and receptive and expressive video recording in the laboratory. (3 credit hours)

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: AEI 301 and AEI 302 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: AEI 301, AEI 302, and junior standing

Specialized areas of interpreting covered include legal, medical/mental health, deaf-blind, oral, and others. Attention is given to the protocols, texts, and vocabulary peculiar to each area, through the use of readings, guest lecturers, video recorded materials, skills laboratories, and as able, visits to off-campus sites.

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 149/249/349. Selected Topics in American Sign Language-English Interpreting (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

AEI 351-352. Senior Study (6)

Prerequisites: English 120, 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 110. Painting and Drawing I (4)

An introduction to fundamental aspects of painting and drawing including line, value, form, space, color and composition. Emphasis is placed on increasing visual awareness, developing proficiency in various media, and improving skills. (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 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 110 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)

ART140: Perspectives in Art (3)

Offered as a topic of study within the visual arts, this course engages students in an artistic process where historical and cultural contexts are examined and considered. The course topic is approached in terms of both form and content as students work toward an understanding of the relationship between the two. Also explored are art's values in and to society, which include the

importance of arts education and advocacy within and beyond one's community. (3 credit hours)

ART 210. Painting and Drawing II (4)

Prerequisite: Art 110

A problem-based, thematic continuation of Painting and Drawing 1 focused on direct observation. Emphasis is placed on refining observation skills, exploring new and mixed media and techniques, and developing meaningful content. (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 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 299. Professional Practices Seminar (1)

Prerequisites: Sophomore standing

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 310. Painting and Drawing III (4)

Prerequisite: Art 210

A problem-based, thematic continuation of Painting and Drawing 2. Students concentrate on one medium, theme or genre. Emphasis is placed on refining and expanding meaningful content. (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 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 210, 224, or 225 or 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 149/249/349. Selected Topics in Art (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

ART 351-352. Senior Project (6)

Prerequisites: ENG120, 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 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 111. Fundamentals of Biology (4)

Prerequisites: Mathematics 110

An introduction to basic biological concepts. The course covers four concepts: (1) evolution, (2) structure and function, (3) information flow, exchange, and storage, and (4) pathways and transformations of energy and matter. Additionally, the course will assure that students attain three competencies: (1) ability to apply the process of science, (2) ability to use quantitative reasoning, and (3) ability to use modeling. Significant depth of study is provided in both classroom and field/laboratory settings. *Intended for*

students not majoring in the biological or pre-health sciences. (4 credit hours)

BIO 112. Principles of Microbiology (4)

Prerequisite: Math 110

An overview of microbiology, with particular emphasis on the role of microbes in human health and disease. Core concepts of evolution, cell structure and function, metabolism, genetics, microbial systems, and the impact of microorganisms on humans will be covered, and competencies in the application of the process of science, and use of quantitative reasoning will be developed. After students master sterile technique and safe laboratory practices, the laboratory portion of the course will focus on the development of microscopy, culture, and bacterial identification techniques. *Intended for students not majoring in the biological sciences. Meets the microbiology requirement for health care/nursing majors, but is not an adequate microbiology prerequisite for most pharmacy programs. (4 credit hours)*

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. *Intended for students majoring in the biological, psychological, or pre-health sciences and for non-majors who want or need a more challenging introductory course in biology. (4 credit hours)*

BIO 115. Principles of Cellular Biology (4)

Prerequisite or Co-Requisite: Chemistry 111 or Chemistry 121

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. *Intended for students majoring in the natural sciences, pre-health sciences, or psychological sciences and for non-majors who want or need a more challenging introductory course in biology. (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 or Exercise Science 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 and Chemistry 111 or 121

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 315. Geographic Information Systems (GIS) (3)

Prerequisite: Junior Standing

This course is designed to introduce students to the basic technique of geographic information systems (GIS), including cartography, attribute data, map overlays, and geoprocessing, coordinate systems, editing, data queries, and the use of GIS for acquisition, manipulation, and analysis of data. Projects in this course emphasize the use of GIS in natural resource management, ecology, and conservation. The skills learned are universally applicable where GIS is utilized. (3 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 149/249/349. Selected Topics in Biology (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

BIO 351-352. Senior Study: Research in Biology (6)

Prerequisites: ENG120, 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 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 242. Marketing (3)

Prerequisite: Sophomore 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 244. Consumer Behavior (3)

Prerequisite: Business 242

Addresses fundamental areas such as decision-making, the consumption process, information processing, internal influences (motivation and involvement, personality, self-image, lifestyle, perception, learning, attitude formation and change), and external influences (culture, subculture, social class, reference groups and family, and the diffusion of innovations). The course also addresses the effects of business on consumer choice and purchases. (3 credit hours)

BUS 246. Marketing and Retail Management (3)

Prerequisite: Business 242

Familiarizes students with the interface between marketing and the retail industry, focusing especially on the decisions involved in managing a retail firm and the concepts and principles for making those decisions. While the course focuses on the retail industry, the content of the course is also useful for students interested in working for manufacturing companies that interface with retailers and for students with a general management or entrepreneurial interest. (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 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 149/249/349. Selected Topics in Business (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

BUS 351-352. Senior Study (6)

Prerequisites: ENG120, 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 with topics such as balance sheet presentation, income statement analysis, earnings management, statement of cash flows, and inventory. (3 credit hours)

BUS 366: Advanced Financial Reporting (3)

Prerequisite: BUS 365

Accounting standards covering accounting topics such as intangible assets, investments, liabilities, stockholders' equity, stock rights and warrants, and some advanced topics such as EPS, deferred taxes, accounting changes, and leases. (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 Analytics, Finance/Accounting, Human Resource Management, Management and Marketing. (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. *Intended primarily for students not majoring in the natural sciences, engineering, or pre-health sciences but also suitable for students majoring in the sciences whose math placements match the prerequisites for this course.* (4 credit hours)

CHM 121. General Chemistry I (4)

Prerequisites: Either CHM111 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. *Intended for students majoring in the natural sciences, engineering, or pre-health sciences and for non-majors who want or*

need a more challenging introductory course in chemistry. (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 phenomena 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 149/249/349. Selected Topics in Chemistry (3-4)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3-4 credit hours)

CHM 351-352. Senior Research Project (6)

Prerequisites: ENG120, 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 371. Inorganic Chemistry (3)

Prerequisite: Chemistry 224

An overview of the fundamentals of inorganic chemistry. The course covers such topics as atomic properties, molecular bonding, materials, descriptive chemistry of the elements, acid-base chemistry, coordination chemistry, organometallic chemistry, and bioinorganic chemistry. (3 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)

CHN 149/249/349. Selected Topics in Chinese (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to

meet the special interests, abilities, and needs of students. (3 credit hours)

Computer Science

CSC 111. Introduction to Computer Science I (3)

Prerequisite: Placement out of/ or satisfactory completion of Mathematics 105

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 299. Professional Practices in the Mathematical Sciences (1)

Prerequisite: Sophomore standing

This course focuses on professional practices, preparation, and presentational methods in computer science and mathematics. Topics will include identifying potential internships and other significant practical experiences, writing cover letters and resumes, networking, and interviewing. Students will attend talks given by upperclassmen, graduate students, and professionals from various fields in computer and mathematical sciences, and will be introduced to professional organizations and trends in professional issues. (1 credit hour)

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 111

A course in the design, function, and application of database management systems. (3 credit hours)

CSC 314. Data Mining (3)

Prerequisites: Computer Science 313 and Math 321

Data mining is concerned with the extraction of information from large amounts of data. This project-based course introduces the concepts, issues, tasks and techniques of data mining. Topics include data preparation and feature selection, classification, clustering, evaluation and validation, and data mining applications. (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 Computer Science 231 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 149/249/349. Selected Topics in Computer Science (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

CSC 351-352. Senior Study (6)

Prerequisites: ENG120, 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)

Criminal Justice

CRJ 101. Introduction to Criminal Justice (3)

This course provides a critical overview of the criminal justice system and its various components. It includes an examination of the police, criminal courts, legal and social institutions, and other correctional

programs. Students will also be tasked to consider issues of justice, morality, and discretion as they relate to criminal justice. (3 credit hours)

CRJ 204. Criminal Law & Procedure (3)

Prerequisite: Criminal Justice 101

This course examines the basic doctrines that underlie the state's punishment of criminal behavior. It explores topics such as the definition of crime, defenses based on justification, criminal liability, and the overall relationship between crime and punishment. Students will also engage in a critical examination of the laws and procedures governing the methods by which persons who are accused of committing crimes are processed through the criminal justice system. Coverage focuses on the limits imposed by the U.S. Constitution on the procedures used in both state and federal criminal prosecutions. (3 credit hours)

CRJ 226. Investigative Forensics (3)

Prerequisite: Criminal Justice 101

This course examines the practical applications of forensic science. It will provide an overview of the ideologies, procedures, and concepts of forensics. The goal is to understand the importance of forensic evidence to criminal investigations. Topics include the definition of forensic science, prevalence and significance of different types of evidence, abilities and limitations of modern crime labs, and the court history (and debate) pertaining to certain areas within forensic science. (3 credit hours)

CRJ 337. Internship (0-15)

Prerequisites: Junior standing and permission of the Division of Social Sciences Chair

Practical experience enabling students to apply classroom knowledge in work settings. One credit hour is associated with each three hours of work every week for a 14-week semester. (0 to 15 credit hours)

CRJ 149/249/349. Selected Topics in Criminal Justice (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

CRJ 351-352. Senior Study (6)

Prerequisites: ENG 120, English Proficiency Exam, junior standing and SLS 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)

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)

Design

DSN 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)

DSN 223. Design 2 (4)

Prerequisite: DSN 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)

DSN 231 Typography (4)

Prerequisite: DSN 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)

DSN 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)

DSN 323. Design 3 (4)

Prerequisite: DSN 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)

DSN 319. Contemporary Theories in Design (1)

Prerequisite: Design 223

The field of design is wide-reaching, complex, global, and significantly influential on culture and society. In order to gain a greater understanding of design thinking and methods, this course explores contemporary and future issues related to design, such as politics, diversity, sustainability, gender studies, cultural sensitivity, accessibility, ethics, copyright,

and new media. Students will review contemporary publications from designers, design theorists, and cultural design writers. (1 credit hour)

DSN 337. Internship (0-15)

Prerequisites: 4 credit hours of either DSN 223, 231, or 323 or 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 designers. 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)

DSN 149/249/349. Selected Topics in Design (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to

meet the special interests, abilities, and needs of students. (3 credit hours)

DSN 351-352. Senior Project (6)

Prerequisites: ENG120, English Proficiency Exam, 9 credit hours design and junior standing.

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)

Economics

ECN 101. Contemporary Economic Issues (3)

Study of the fundamental structure and dynamics of economies by focusing on contemporary economic issues and associated economic data. Topics may include balanced budgets and tax reform, unemployment, health care, poverty and income redistribution, immigration, environmental policy, and international trade policy. (3 credit hours)

ECN 201. Principles of Economics (4)

Prerequisite: Mathematics 110

A survey of micro- and macro-economic principles and economic 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. Intermediate 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. Intermediate 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 149/249/349. Selected Topics in Economics (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

ECN 351-352. Senior Study (6)

Prerequisites: ENG120, 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

EDU299: Contemporary and Professional Issues in Education (1)

Prerequisites: Psychology 101, declared major in an educator preparation program, or permission of instructor

A course for new majors to examine contemporary issues in education that include social and economic diversity, ethical and legal concerns, professional development, and credentialing. Foundational knowledge of pedagogy and disciplinary applications important to instruction will be introduced. Students will explore their vocational goals through a variety of methods that include guest speakers, field experiences, readings, and discussion (1 credit hour)

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 (3)

Prerequisites: Acceptance into educator preparation program or permission of the instructor

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 skills and confidence to develop and/or select materials to use with a variety of technology-based instruction (3 credit hours)

EDU 303. Models of Classroom Instruction (3)

Prerequisite: Acceptance into an educator preparation program or permission of the instructor

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 classroom instruction will be made explicit. Current trends and issues in instructional design will be explored. Integral components of the course include peer-teaching, microteaching, and field observations. (3 credit hours)

EDU 305. Strategies for Classroom Management (3)

Prerequisite: Acceptance into an educator preparation program, Education 303, or permission of instructor

This course prepares students to be successful in managing all aspects of the learning environment while emphasizing elementary classroom learners' ability to set goals that enhance their personal and academic growth. Students will explore systems of management related to assessment, grading, materials, school/classroom finances, and relationships. Successful application of theory and practice are essential course experiences. Course components may include peer-teaching, microteaching, and field observations. (3 credit hours)

EDU 321. Reading and Writing in Content Classrooms (3)

Prerequisites: Acceptance in an educator preparation program, Education 301 or 303, or permission of instructor

This course focuses on discipline specific literacy development and 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 texts and other printed material to facilitate reading comprehension and concept development.

EDU 323. Reading and Writing K-5 (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 324. Instructional Strategies for Teaching Science (3)

Prerequisites: Acceptance into educator preparation program, Education 303, or permission of instructor

This course will provide students with theory, research, and methodology related to appropriate and effective science instruction. Emphasis will be on modeling and practicing developmentally appropriate strategies to support meaningful integration of science, technology, engineering, and mathematics (STEM) in the context of real-world problem solving. (3 credit hours)

EDU 325: Instructional Methods in Teaching Social Studies (3)

Prerequisites: Acceptance into educator preparation program, Education 303, or permission of instructor

This class prepares students to use knowledge, skills, and dispositions from Social Studies to organize and provide integrated instruction for the study of major themes, concepts, and modes of inquiry reflected in the National Council for the Social Studies Thematic Strands. An emphasis is also placed on how to prepare elementary students to become productive citizens in a multicultural, democratic society. (3 credit hours)

EDU 333. Applied Pedagogy (3)

Prerequisite: Junior standing or permission

This course is designed for PK-12 and Secondary (6-12) licensure students (candidates) and will be completed before

EDU 351: Senior Study I. In this course, candidates will develop a proficient understanding of the critical concepts and principles of their academic discipline. Candidates will use discipline-specific practices to advance P/K-12 and 6-12 student learning, use discipline-specific research and evidence to analyze student progress and professional practice, analyze and discuss discipline-specific curriculum, model and apply technology, develop professional philosophies, and identify contemporary, professional issues. EDU 333 candidates will complete a minimum of 30 field experience hours in a local public-school classroom and will teach three lessons to these students. (3 credit hours)

EDU 149/249/349. Selected Topics in Education (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

EDU 351-352. Senior Study (6)

Prerequisites: ENG120, English Proficiency Exam, and senior standing or permission of the Director of Teacher Education

All licensure students will complete appropriate performance-based and subject-specific assessments as their Senior Study project. (3 credits each semester) Graded Pass/Fail.

EDU 401. Clinical Experience (9)

Prerequisite: Acceptance into Level III 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 the clinical experience. *Fee: To be applied.*

(9 credit hours)

EDU 402. Professional Seminar on Teaching (3)

Prerequisites: Acceptance into Level III of Teacher Education

This course is offered in conjunction with the clinical experience. 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)

EDU 411: Educational Assessment and Evaluation (3)

Prerequisites: Acceptance into an educator preparation program, Education 301 or 303, or permission of instructor

The course emphasizes use of individual and group measures of student progress and focuses on multiple and diverse methods of evaluation. Students will learn the purpose of various types of assessment as well as their application and delivery mechanisms. Specific classroom assessment techniques (CATs) are addressed. (3 credit hours)

EDU 412: Instructional Strategies for Diverse Learners (3)

Prerequisites: Acceptance into an educator preparation program, Education 301 or 303, or permission of the instructor

Recognizing the increasing plurality of learners in the United States, this course provides students with an understanding of classroom population diversity and emphasizes a variety of differentiated instructional strategies. Focusing on development of inclusive educational practices, students will be able to acknowledge and identify student differences and adapt instruction based on racial, ethnic, cultural, linguistic and socio-economic variations. (3 credit hours)

Engineering

EGR 351. Senior Study (3)

Prerequisites: English 120, 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 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 English 110 or 120.

ENG 108. Fundamentals of College Writing (3)

Prerequisite: Placement into the course

This course builds students' skills in engaged reading, critical thinking, essay organization and development, and grammar, with attention to all stages of the writing process from topic development through editing. Students write personal and persuasive essays and speeches, focusing on process and strategies vital to clear writing, including thesis, topic sentences, and choices in structure and supporting material. (3 credit hours)

ENG 110. Composition and Speech I (3)

Prerequisite: English 108 or placement into the course

This course develops students' skills in communicating clearly through writing and speech, with attention to all stages of the composing process, including analysis of the rhetorical situation, invention and drafting, choices of evidence, peer conferencing, and revision. Students complete a variety of essays and presentations, with emphasis on persuasion and basic research. Because ENG 110 particularly emphasizes grammatical proficiency, students identified as needing extra support in grammar and mechanics receive additional mandatory small-group or individualized instruction. (3 credit hours)

ENG120. Composition and Speech II (3)

Prerequisite: English 110 or placement into the course

This course hones students' skills in writing and speech, with particular emphasis on strategies and sources appropriate for academic and professional work. It also provides instruction in argumentation and library research that supports students' completion of an extended researched argument as well as multiple shorter writing assignments and presentations. (3 credit hours)

ENG 121. Syntax for Writing (1)

This course continues development of writing skills. It includes instruction on how to use the phrasal and clausal structures most common in English to craft grammatically correct sentences in paragraphs that show good variety of sentence openers, sentence structure, and sentence length. Open to all students, it is required of students who have earned a grade of U on the English Proficiency Exam. The course culminates in an administration of the proficiency exam. (1 credit hour)

ENG 150. Oral Rhetoric (3)

This course enhances students' communications skills through direct

instruction and practice in all stages of speech composition and delivery. Students make presentations for a variety of academic, professional, and community contexts, with emphasis on extemporaneous delivery. Instructional points include relationship of oral and written style, audience analysis, organizational strategies, verbal citation of sources, and creation and integration of presentation aids. Small-group conferences and collaborative projects provide additional opportunities for honing skills in clear communication. (3 credit hours)

English 160: The Early Western Literary Tradition (3)

Prerequisite: Placement into English 110 or higher, or completion of English 108

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 texts. This course fulfills the core requirement in literature. (3 credit hours)

ENG 162. Interpreting Literature (3)

Co-requisite: English 120

A genre approach with concentration on the forms of the short story, drama and poetry. The course is designed to cultivate skills in analysis and appreciation of works ranging from the classical Greek to the contemporary American and Continental. Through class discussion and oral and written reports the students model processes by which literature is taught and meaning enhanced. (3 credit hours)

English 170: The Modern Western Literary Tradition (3)

Prerequisite: Placement into English 110 or higher, or completion of English 108

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 texts. This course

fulfills the core requirement in literature. (3 credit hours)

ENG 180. Literature and the American Experience (3)

Prerequisite: Placement into English 110 or higher

Encompassing diverse perspectives on the American experience expressed through a variety of literary genres, this course introduces the basic tools of literary interpretation. (3 credit hours)

ENG 181. Women's and Minority Literature (3)

Prerequisite: Placement into English 110 or higher

Through a survey of women's and minority literature in the United States, this course introduces the basic tools of literary interpretation with a focus on gender and power structures. The reading list presents a variety of genres and a diversity of voices. This course fulfills core requirements in both Literary Studies and U. S. Pluralism (3 credit hours).

ENG 208. Modern Fantasy and Science Fiction (3)

Prerequisite: English 120

A close analysis of modern fantasy with attention paid to the formal structures of the genre and its roots in the romance tradition. The emphasis is on such writers as J.R.R. Tolkien, C.S. Lewis, Ursula Le Guin, and Isaac Asimov. (3 credit hours)

ENG 212. Children's Literature (3)

Prerequisite: English 120

An introduction to children's literature, with attention devoted to picture books, adolescent and intermediate fiction, nonfiction, and poetry. Specific topics discussed include literary styles, genres, the relationship of art and text, historical development of literature for children, criteria for evaluating contemporary literature, and ways of creating classroom experiences. (3 credit hours)

ENG 213. Creative Writing: Poetry (3)

Prerequisite: English 120

Students write poetry, including assignments on specific topics and poetic forms. Class work includes practice in-group critiques, discussion of assigned works, and oral presentation of students' poetry. (3 credit hours)

ENG 214. Creative Writing: Fiction (3)

Prerequisite: English 120

Students write short fiction, including one critical/analytical essay/oral report on a fiction writer of each student's choosing. The class includes writing exercises, in-class group critiques of student work, discussion of assigned works, and individual conferences. The course culminates in a class presentation/reading of revised, selected fiction. (3 credit hours)

ENG 216. Publications (1)

Prerequisite: English 120

Students work as staff members on *The Highland Echo* or *Impressions*. This course can be taken for a maximum of four credit hours, at one credit per semester of service. This course is offered on an S/U basis only. (1 credit hour)

ENG 217. Journalism (3)

Prerequisite: English 120

An introduction to writing and editing for the print media, including focus on reporting and writing, as well as on editing, layout and design. (3 credit hours)

ENG 219. Advanced Rhetoric and Grammar (3)

Prerequisite: English 120

A course in rhetoric and writing conventions based on a study of grammar and syntax. This course is designed to provide the student with rhetorical options based on an understanding of the function of sentence parts in their relation to one another and to meaning. (3 credit hours)

ENG 221. American Literature: Puritan through Romantic (3)

Prerequisite: English 120

An examination of the literary expressions of culture in America from the early Puritans through the Civil War. Special attention is paid to the coming of age of American literature in the mid-nineteenth century, with emphasis on the concept of self, transcendentalism, the frontier, and the meaning of symbol. (3 credit hours)

ENG 222. American Literature: Realism to the Present (3)

Prerequisite: English 120

An examination of the literary expressions of culture in America from Reconstruction through the 20th century, emphasizing shifting definitions of America and conflict within American culture over that time period. (3 credit hours)

ENG 241. Survey of British Literature I (3)

Prerequisites: ENG120

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: ENG120

A study of works by major British authors, ranging from the romantic period through the postmodern. By providing an overview of the development of British literary tradition, the course will enable students to situate works studied in advanced and period-specific courses within a broad context. Authors to be studied may include Blake, Austen, Wordsworth, the Brontes, Woolf, Yeats, Joyce, and Lessing. (3 credit hours)

ENG 311. History of the English Language (3)

Prerequisite: Junior standing

The history and development of the English language based on textual analysis of Old, Middle, and Early Modern English. (3 credit hours)

ENG 312. Linguistic Theory and Second Language Acquisition (3)

Prerequisite: English 219

Basic principles of linguistics, especially those pertaining to second language acquisition. A survey of the components of language such as syntax, semantics, morphology and phonology, and all major subfields of linguistics such as psycholinguistics and neurolinguistics. Studying relationships among psychological, social, and cultural issues that impact second language acquisition. (3 credit hours)

ENG 314. Creative Nonfiction (3)

Prerequisites: One course from English 213, 214, or 217 and Junior standing

An advanced study of a large body of peer and professional writing that builds upon requisite critical skills. Students will produce fact-based creative writing, including one major critical/analytical essay/oral report on a write of choice. Class will include writing exercises, in-class group critiques of student work, discussion of assigned works and individual conferences. (3 credit hours)

ENG 315. Business and Technical Writing (3)

Prerequisite: Junior standing

The study and practice of formats for business, scientific, and technical writing used in corporate and government contexts. Practice in information gathering, writing, editing, and speaking is emphasized in both individual and group work. (3 credit hours)

ENG 317. Public Relations Writing and Practice (3)

Prerequisite: Junior standing

An introduction to a variety of public relations writing styles, including copy for

newsletters, brochures, news releases, and speeches. Lecture/discussion sessions provide an overview of public relations principles and theory. The course builds toward a public relations campaign as the major final project. (3 credit hours)

ENG 322. Advanced Studies in American Literature (3)

Prerequisite: Junior standing

The course examines selected authors, periods and/or genres for thematic, formal, historical, and cultural issues. Course content and focus will vary. (3 credit hours)

ENG 331. Chaucer in Middle English (3)

Prerequisite: Junior standing

The major works of Chaucer read in Middle English, with lectures on the historical and literary backgrounds and on other important works of the Medieval Period, such as *Piers Plowman*, *The Pearl*, *The Wakefield Cycle*, and medieval lyrics. (3 credit hours)

ENG 332. Shakespeare (3)

Prerequisite: Junior standing

A study of Shakespeare's plays, with equal emphasis on the comedies, tragedies, and histories as well as attention to the literary and historical backgrounds of the period. (3 credit hours)

ENG 333. English Literature of the 17th Century (3)

Prerequisites: English 162 and Literature 270 or 290

A study of the poetry, drama, and prose of the 17th century to the Restoration, focusing on major themes and literary developments in their historical contexts. Special emphasis will be placed on interpretive methods as they apply to some of the major texts of the period. (3 credit hours)

ENG 334. English Literature of the Restoration and 18th Century (3)

Prerequisites: English 162 and Literature 270 or 290

A study of the poetry, drama, and prose of the "long" 18th century (1660-1815),

focusing on major themes and literary developments in their historical contexts. Special emphasis will be placed on interpretive methods as they apply to some of the major texts of the period. (3 credit hours)

ENG 335. English Literature of the 19th Century (3)

Prerequisites: English 162 and Literature 270 or 290

A study of the poetry and non-fiction prose of the English Romantic and Victorian periods, focusing on major themes in the respective historical periods. Special emphasis will be placed on interpretive methods as they apply to some of the major texts of the period.

ENG 336. British and American Literature of the 20th Century (3)

Prerequisites: English 162 and Literature 270 or 290

A study of selected 20th century British and American authors using multiple interpretive methods. Emphases will include building an understanding of some of the larger literary and theoretical movements of the 20th century through extensive reading of literature and criticism. (3 credit hours)

ENG 337. Internship (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 149/249/349. Selected Topics in Literature (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

ENG 351-352. Senior Study (6)

Prerequisites: ENG120, 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

ENG 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 English 110 or 120.

ESL 101: Introductory English I

An introduction 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 within well-defined contexts, developing 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 broader contexts such as past assumptions and speculations or real and unreal conditionals, expanding 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 broader contexts and structures that elicit more detailed and abstract 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 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 IV

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 Science

EVS 101. Introduction to Environmental Science (3)

Introduction to physical and ecological principles, concepts, and methodologies that serve as the foundation of

environmental systems and strategies for sustainable management of the earth's ecosystems. *Intended for students completing a minor in Environmental Science and for all students interested in a substantive introduction to environmental science.* (3 credit hours)

Environmental Studies

ENV 101: Environmental Issues and Foundations of Sustainability (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. This interdisciplinary course will use sustainability concepts, theories, and applications as avenues for approaching and practicing various ways of viewing our planet. (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 149/249/349. Selected Topics in Environmental Studies (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

ENV 351-352. Senior Study (6)

Prerequisites: ENG120, 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)

Ethics

Ethics 490: Philosophical and Theological Foundations of Ethical Thought (3)

Prerequisite: Senior standing.

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)

Exercise Science

EXS 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)

EXS 218. Human Anatomy and Physiology II (4)

Prerequisite: EXS 217 or BIO 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)

EXS 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)

EXS 221. Nutrition Across the Lifespan (3)

Prerequisite: Exercise Science 219

Examination of changes in nutrient needs that accompany growth and development from the prenatal stage through old age. Emphasis will be on high-risk groups and current issues affecting people at various stages of the life cycle. (3 credit hours)

EXS 222. Sport and Exercise Nutrition (3)

Prerequisite: Exercise Science 219

Explores the fundamental biochemical and physiological rationale for optimal nutrient intake for health, physical fitness, and athletic performance. Specifically, attention will focus on the relationship between nutrition and exercise, physical fitness, health, and athletic performance. (3 credit hours)

EXS 241. Population Health and Disease Prevention (3)

Prerequisite: PHR 101

This course will discuss causes of disease throughout the lifespan and interventions designed to prevent disease. Basic principles and methods used in epidemiology will be introduced. (3 credit hours)

EXS 242. Physical Activity and Chronic Disease (3)

Prerequisite: Exercise Science 241

This course examines the interaction of physical activity with pathophysiology and with the treatment of chronic diseases and conditions. (3 credit hours)

EXS 311. Athletic Training (3)

Prerequisites or Co-requisites: Exercise Science 217, Exercise Science 218, 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)

EXS 312. Advanced Athletic Training (3)

Prerequisite: Exercise Science 311

This course is designed for the student with plans to pursue a career in sports medicine. It covers 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 experience in a local sports medicine facility. (3 credit hours)

EXS 332. Kinesiology (3)

Prerequisites: Exercise Science 217 and Exercise Science 218

A study of human movement from anatomical and mechanical perspectives to include equilibrium, force, motion, leverage and fluid mechanics. (3 credit hours)

EXS 345. Physiology of Exercise (3)

Prerequisites: Exercise Science 217 and Exercise Science 218

Study of the physiological principles related to exercise and human movement to include health and sport related components of physical fitness. (3 credit hours)

EXS 149/249/349. Selected Topics in Exercise Science (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

EXS 337. Internship in Exercise Science (0-15)

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)

EXS 342. Research Methods in Physical Activity (3)

Prerequisite: STA 120

Introduction to fundamental principles underlying research methods in exercise science. Included will be basic procedures for conducting experimental, descriptive, historical, qualitative research, computer applications, basic measurement concepts, statistical methods, critical thinking, and scholarly writing. (3 credit hours)

EXS 365. Pediatric Exercise Physiology (3)

Prerequisite: Exercise Science 345

Physiological responses to exercise, methodologies for assessing physical fitness and physical activity, and promotion of physical activity in children and adolescents will be discussed. Current research in various topics related to exercise in children and adolescents will be explored. (3 credit hours)

EXS 351-352. Senior Study (6)

Prerequisites: ENG120, English Proficiency Exam, PHR341, 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)

EXS 411. Exercise Testing and Prescription (3)

Prerequisite: Exercise Science 345

Theory and practice of exercise prescription for healthy individuals, cardiac patients, and other special populations according to the American College of Sports Medicine (ACSM) guidelines. Assessment and application of the various aspects of exercise testing such as the assessment of risk stratification, cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility for both a general health and fitness population and a clinical population. The American College of Sports Medicine's Guidelines for Exercise Testing and Prescription will be emphasized

with specific focus on the knowledge, skills, and abilities for obtaining the Health Fitness Specialist (HFS) certification. (3 credit hours)

EXS 412. Biomechanical Principles of Human Movement (3)

Prerequisite: Math 115 and Exercise Science 332

The principles of classical mechanics are applied to the study of human motion to provide students with an understanding of the internal and external forces acting on the body during human movement. The role of muscle in generating force and controlling movement is emphasized. (3 credit hours)

First Year Seminar

FYS 110. First Year Seminar 110 (3)

This course introduces students to the academic expectations and practices of a liberal arts college by examining an instructor-selected topic from a variety of disciplinary approaches. Students will investigate the course topic enhancing their academic, critical thinking, and communication skills. Students will also engage in personal reflection and professional exploration. (3 credit hours)

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)

FRN120. Elementary French II (4)

Prerequisite: Placement into the course or French 110

A sequel to French 110, designed to increase knowledge of the basic language, culture, and geography of the Francophone world. Emphasis is also given to increasing students' capacity to converse, read, and write in French. Cultural concepts, grammatical structures, and vocabulary introduced in class are reinforced in small-group language practice sessions. (4 credit hours)

FRN 201. Intermediate French I (3)

Prerequisite: Placement into the course or French 120

A review and expansion of the grammar, culture, and vocabulary studied in elementary French. Linguistic tasks studied include describing, narrating, and giving opinions and information on a variety of topics. Emphasis is also given to strengthening reading and writing skills through a study of authentic Francophone texts, which may be drawn from the following media: film, newspapers, popular music, magazines, television, and literary prose and verse.

FRN 202. Intermediate French II (3)

Prerequisite: Placement into the course or French 201

A sequel to French 201, designed to increase students' facility to speak and write sentences of greater structural sophistication that are logically connected in paragraph-length discourse. Increased emphasis is placed on communicating in past, future, and hypothetical situations. Study of authentic Francophone texts from various media is continued. (3 credit hours)

FRN 225. Intermediate Conversation and Composition (3)

Prerequisite: French 201 or the equivalent

A course designed to help students improve oral and written proficiency in French, building on grammar and idioms studied in previous courses. Basic conversational skills are stressed. This course is required for all students who plan, as part of the Minor in

French, to study abroad in a French-speaking country. (3 credit hours)

FRN 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)

FRN 149/249/349. Selected Topics in French (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Gender and Women's Studies

GWS 101. Introduction to Gender and Women's Studies (3)

This course introduces students to the interdisciplinary fields of both Women's Studies and Gender Studies, which explore the ways that sex and gender manifest themselves in social, cultural, and political arenas. It draws upon scholarship in women's studies, masculinities studies, and queer studies, which themselves draw upon a variety of intellectual perspectives, including historical, psychological, rhetorical, sociological, literary, and biological. Students will use gender-based theory to look at the ways in which gender identification and representation influences individuals and societies. This course fulfills the core requirement in U.S. Pluralism. (3 credit hours)

GWS 337. Internship in Gender and Women's Studies (0-15)

Prerequisites: GWS 101 and sophomore standing

Students will participate in community organizations implementing theories studied. These will be organizations that understand and/or work toward gender equity, and/or sexuality equity. It will be undertaken through approved placement in an organization in the community or a student-defined project addressing these goals. The work culminates in written analysis of the internship experience in relation to coursework in GWS. All internships must be approved by the GWS Coordinator, but will be supervised by an appropriate faculty member within the GWS minor. 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)

GWS 401. Seminar on Gender and Women's Studies (3)

Prerequisites: GWS 101 and at least 3 additional hours in GWS coursework

This course is a capstone course that explores upper-level theory in the field. It includes feminist, gender studies, and queer theory. Students will apply feminist, gender or queer theory to their major field and attend faculty discussions that highlight the centrality of GWS to major fields. (3 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)

GER 149/249/349. Selected Topics in German (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

History

HIS 131. Early American History: 1492-1865 (3)

A survey of early Colonial settlement in North America, relations between Native Americans and Europeans, and the establishment of 13 colonies. Also includes the development of slavery, religious movements, the American Revolution, formation of the Constitution, the early American Republic, Jacksonian democracy, and the sectional crisis and the Civil War. (3 credit hours)

HIS 132. Modern American History: 1865-Present (3)

A survey of post-Civil War Reconstruction, the Gilded Age, immigration and urbanization, the Progressive era, the World Wars, the 1920s, the Great Depression. Also

includes, Cold War policy, post-WWII culture, social movements of the 1960s, crises of the 1970s, the age of Reagan, the post-Cold War order, the internet age, 9/11 and war in Iraq, and political culture in the twenty-first century. (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 224. Latin America and the United States (3)

Prerequisite: Sophomore standing
A survey of Latin American history emphasizing comparisons with and connections to the history of the United States. Topics include pre-colonial and colonial societies; the wars of independence and their aftermaths; 19th century nationalism and state formation; and the Cold War and post-Cold War periods. This course will also emphasize the complexity of relations between these parts of the American hemisphere. (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. Modern World History: 1500-Present (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, nationalism, and challenges to Western hegemony. Short papers that call for the interpretation of historical evidence, primary source analysis or critical review of globally-oriented historical accounts 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 262. Theory and Method in the Study of History (3)

Prerequisite: History 149 or equivalent, and sophomore standing

This course introduces major issues in the study of history, including the idea of historiography, important theoretical approaches informing historical research

and writing, historical methods, and challenges to the historical profession. (3

HIS 303. Studies in United States History (3)

Prerequisites: HIS 131 and HIS 132

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 305. African American History: 1500-Present (3)

Prerequisites: Junior status or permission of instructor

This course examines the African American experience from its beginnings in Africa to the present. Specifically, the course will explore the themes of the Atlantic slave trade, construction of African American identities in slavery, slave resistance, emancipation, struggles for civil and political equality, the great migration from the rural South to the urban North, and the African American experience since the civil rights movement. (3 credit hours)

HIS 307. History of the U.S. South: 1600-Present (3)

Prerequisite: Junior status or permission of instructor

This course explores the history of the American South, from the earliest European and African settlement in 1600 to today. It examines the place of the South in the nation and the world, social change over time in the South, and the differing peoples and power relations among those within the South. The course specifically addresses the development of Southern culture and folkways, religion, race relations, economic change, the Civil War and Reconstruction, the New South, and the emergence of the modern Sunbelt. (3 credit hours)

HIS 321. Studies in Modern European History (3)

Prerequisite: History 243 or Junior standing

This course will examine a particular theme or from the history of Europe since 1500, based on faculty expertise and student interest. Possible topics include: the Enlightenment and its aftermath, gender and class in modern Europe, political ideologies of modernity, and the crises of the twentieth century. (3 credit hours)

HIS 333. Studies in Asian History (3)

Prerequisite: History 243 or Junior standing

Note: students are strongly encouraged to enroll in Asian, Latin American or African history courses that study regions different from those they study in their World Cultures courses

This course will cover in depth the history of the modern period of a major region of Asia, including both internal issues and responses to European challenges. The region to be studied will be selected on the basis of faculty expertise and student interest. Possible regions are India, China, and the Islamic World. (3 credit hours)

HIS 334. Studies in Latin American History (3)

Prerequisite: Junior standing or History 243

Note: students are strongly encouraged to enroll in Asian, Latin American or African history courses that study regions different from those they study in their World Cultures courses

This course will examine a particular theme in Latin American history, depending on faculty expertise and student interest. Possible topics include: pre-Columbian Latin America, the Iberian conquest, Latin America and the United States, and the history of specific countries in Latin America. (3 credit hours)

HIS 335. Studies in African History

Prerequisite: History 243 or Junior standing

Note: students are strongly encouraged to enroll in Asian, Latin American or African history courses that study regions different from those they study in their World Cultures courses

This course will examine a particular theme, era, or locale in the history of Africa since the sixteenth century. Possible topics include the history of southern Africa, the African colonial experience, the history of West Africa, and the African social history. (3 credit hours)

HIS 337. Internship in History (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 341. Medieval Love (3)

Prerequisite: Junior standing or permission of instructor

This class explores the concept of love in the European Middle Ages with a special focus on the 12th and 13th centuries. Course materials will include religious and courtly literature, personal letters and visual sources. Through the study of these sources students will recognize a broad range of emotional realms from the sacred to the profane. As part of the study of love, the course will address the concepts of marriage, spirituality, and sexuality, as well as gender roles in society, familial relationships, and friendship.

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)

History 345. Studies in World History (3)

Prerequisite: Junior standing

This course presents an in-depth examination of a historical topic from a global or comparative perspective. It

requires a significant degree of synthesis of historical information across traditional geographical boundaries. Possible topics include, but are not limited to, environment and history, social and cultural movements, aspects of world trade such as the slave or drug trades, Tennessee in a global context, or global events such as the World Wars, the Great Depression, and others. (3 credit hours)

HIS 149/249/349. Selected Topics in History (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

HIS 351-352. Senior Study (6)

Prerequisites: ENG120, English Proficiency Exam, History 262, 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)

Humanities

HUM 201. Perspectives in the Humanities (3)

Prerequisite: English 120

An interdisciplinary course required for all majors in the Humanities. Students are introduced to important ideological and theoretical concepts that have shaped scholarship in the Humanities. Focus will be on major movements rather than on specific methodologies and will emphasize the ideas that underlie interpretation of texts in multiple areas of the Humanities. (3 credit hours)

HUM 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 149/249/349. Selected Topics in International Studies (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

INT 351-352. Senior Study (6)

Prerequisites: ENG120, 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 education 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.

Italian

ITA 110. Elementary Italian I (4)

Prerequisite: None

An introduction to Italian designed to give students the linguistic, cultural, and geographical background necessary to provide for their basic needs when they travel to Italy or other countries where Italian is spoken. Emphasis is also given to conversing in basic Italian within well-defined contexts, to reading short passages, and to writing simple sentences in Italian. Cultural and linguistic concepts are reinforced by means of a variety of practical applications. (4 credit hours)

ITA 120. Elementary Italian II (4)

Prerequisite: Placement into the course or Italian 110

A sequel to Italian 110, designed to increase knowledge of the basic language, culture, and geography of Italy and regions where Italian is spoken. Emphasis is also given to increasing students' capacity to converse, read, and write in Italian. Cultural and linguistic concepts are reinforced by means of a variety of practical applications. (4 credit hours)

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 149/249/349. Selected Topics in Japanese (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Latin

LAT 110. Elementary Latin I (4)

An introductory course in the Latin language. Students learn basic grammatical elements and linguistic principles of the Latin language (morphology, semantics, and syntax) and acquire a working vocabulary. Students engage in frequent discussions of classical art, literature, and history and examine Latin's role in the development of other world languages. (4 credit hours)

LAT 120. Elementary Latin II (4)

Prerequisite: Placement into the course or Latin 110

The second of two elementary courses in Latin. Students build upon basic knowledge of Latin vocabulary, grammar, and linguistic principles and continue discussions of art, literature, and history of the classical Roman and medieval civilizations and an examination of Latin's role in the development of world languages. (4 credit hours)

LAT 201. Intermediate Latin I (3)

Prerequisite: Placement into the course or Latin 120

The first of two intermediate-level Latin courses designed to augment knowledge of vocabulary, grammar, and prose idiom of classical and post-classical Latin. Students will expand understanding of the grammatical and linguistic principles (morphology, semantics, and syntax) of the language and examine the influence of Roman culture on Western arts, literatures,

and languages. Emphasis will be placed on reading original texts. (3 credit hours)

LAT 202. Intermediate Latin II (3)

Prerequisite: Placement into the course or Latin 201

The second of two intermediate-level Latin courses designed to augment knowledge of vocabulary, grammar, and prose idiom of classical and post-classical Latin. Students will expand understanding of the grammatical and linguistic principles (morphology, semantics, and syntax) of the language and examine the influence of Roman culture on Western arts, literatures, and languages. Emphasis will be placed on reading original texts. (3 credit hours)

Maryville College Works

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)

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 110: Quantitative Literacy (3)

Prerequisite: Placement out of/ or satisfactory completion of Mathematics 105

Through a problem-solving approach, students interpret quantitative information to make arguments and draw conclusions. Course content includes: percentages, fractions, ratios, and proportions; interpreting and creating representations of data; descriptive statistics for center and spread; correlation and causation; units and relative sizes of numbers; linear, exponential, and logarithmic growth patterns; and savings and borrowing models. (3 credit hours)

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 301. Principles of Geometry (3)

Pre- or co-requisite: Computer Science 231

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: Computer Science 231

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 305. Mathematical Modeling (3)

Prerequisite: Mathematics 125

A course in topics in mathematical modeling covering the modeling process from development to analysis and validation. Students will apply mathematical tools to analyze problems in a variety of disciplines with special attention on the natural and social sciences. Modeling topics will be chosen from discrete difference equations and compartment models, game theory, networks, and optimization among others.

MTH 309: Math Content and Instructional Methods for Elementary Teachers (4)

Prerequisites: Acceptance into an educator preparation program, Education 303, or permission from the Division Chairs of Mathematics/Computer Science and Behavioral Sciences

Students develop an understanding of essential mathematical knowledge that integrates content and instructional strategies appropriate for elementary grades. Content areas include mathematical processes, number/operations, and algebra, geometry, measurement, and data analysis and probability. Integral components include peer-teaching, microteaching, and field observations. (4 credit hours)

MTH 315. Advanced Calculus (3)

Prerequisites: Mathematics 235 and Computer Science 231

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 Computer Science 231 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 149/249/349. Selected Topics in Mathematics (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

MTH 351-352. Senior Study (6)

Prerequisites: ENG120, 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. Musicianship: Theory I (3)

Prerequisite: Placement during the audition process

Study of the basic elements and vocabulary of music, from pitch and rhythm to non-chord tones and second inversion chords. Practices for accuracy and fluency in use of materials in musical contexts. Includes analysis and composition. *May be attempted a maximum of three times.* (3 credit hours)

MUS 102. Musicianship: Theory II (3)

Prerequisite: Grade of C- or higher in MUS 101

Study of materials and vocabulary of music, from part-writing to modulation. Practices for accuracy and fluency in use of materials in musical contexts. Includes analysis and composition. *May be attempted a maximum of three times.* (3 credit hours)

MUS 111. Musicianship: Ear Training I (1)

Prerequisite: Placement during the audition process

Study of concepts and practice in dictation and sight-singing skills. Learning to identify and sing scales, intervals, basic rhythms, triads, and short melodic patterns. Melodic and rhythmic improvisation. *May be attempted a maximum of three times.* (1 credit hour)

MUS 112. Musicianship: Ear Training II (1)

Prerequisite: Grade of C- or higher in MUS 111

Study of concepts and further practice in dictation and sight-singing skills. Learning to identify and sing chords, melodies, rhythms, and longer melodic patterns. Melodic and rhythmic improvisation. *May be attempted a maximum of three times.* (1 credit hour)

MUS140: Perspectives in Music (3)

Offered as a topic of study within music, this course engages students in an artistic process where historical and cultural contexts are examined and considered. The

course topic is approached in terms of both form and content, as students work toward an understanding of the relationship between the two. Also explored are music's values in and to society, which include the importance of arts education and advocacy within and beyond one's community. (3 credit hours)

MUS 201. Musicianship: Theory III (3)

Prerequisite: Grade of C- or higher in MUS 102

Study of materials and vocabulary of music, counterpoint and 19th-century harmony to blues and jazz. Practices for accuracy and fluency in use of materials in musical contexts. Includes analysis and composition. *May be attempted a maximum of three times.* (3 credit hours)

MUS 202. Musicianship: Form and Analysis (3)

Prerequisite: Grade of C- or higher in MUS 201

Study of musical forms and analysis of music in various styles, with focus on the common practice period. Practices in form declension as well as analytical writing about music. *May be attempted a maximum of three times.* (3 credit hours)

MUS 211. Musicianship: Ear Training III (1)

Prerequisite: Grade of C- or higher in MUS 112

Study of concepts and further practice in dictation and sight-singing skills. Learning to identify and sing chromatic materials and music. Melodic, rhythmic, and harmonic improvisation. *May be attempted a maximum of three times.* (1 credit hour)

MUS 212. Musicianship: Ear Training IV (1)

Prerequisite: Grade of C- or higher in MUS 211

Preparation for independent study and practice in dictation and sight-singing skills. Techniques and methods for sight-singing and dictation at a musically functional pace. Focus on tonal and modal materials, including classical and popular genres. Melodic, rhythmic, and harmonic improvisation. Song transcription. *May be*

attempted a maximum of three times. (1 credit hour)

MUS 213. Choral Literature (2)

Prerequisite: MUS 102

A survey of literature from 1450 to the present with an introduction to the main choral forms: mass, motet, cantata, oratorio, passion, chanson, and madrigal. Historical perspectives and performance practice will be discussed. Students will have the opportunity to review and analyze a large body of current choral repertoire for a variety of voicings and ability levels. (2 credit hours)

MUS 220. Elementary Music Methods (2)

Prerequisite: MUS 102

A study of various strategies for teaching music at the primary/elementary level. Topics will include: child growth and development as it relates to principles of music learning, effective classroom and rehearsal management, assessment strategies, and various philosophical approaches to primary/elementary music education (Orff, Kodaly, Dalcroze). Emphasis will also be placed on the role of elementary music instruction in the musical life of students, and the role of elementary/primary music instruction as related to the larger curricular environment. (2 credit hours)

MUS 223. Percussion Methods (2)

Prerequisite: MUS 101

Emphasis is placed on elementary performing ability on percussion instruments sufficient to teach students effectively in elementary and secondary school performing groups. This course is designed for students in the METLI program, or for students who may have instructional duties with percussionists at some point in their career. Topics include: developmental characteristics of beginning percussionists, age-appropriate instruction, integration of reading vs. playing, proper techniques for playing throughout the percussion family, familiarity with scoring—including arranging for the percussion

family, basic maintenance/repair, and choice of equipment/implements. (2 credit hours)

MUS 224. Woodwind Methods I (2)

Prerequisite: MUS 101

Emphasis is placed on elementary performing ability on single-reed instruments (clarinet/saxophone) and flute sufficient to teach students effectively in elementary and secondary school performing groups. This course is designed for students in the METLI program, or for students who may have instructional duties with clarinetists/saxophonists/flutists at some point in their career. Topics include: developmental characteristics of beginning woodwind performers, age-appropriate instruction, integration of reading vs. playing, proper techniques for playing single-reed instruments, familiarity with scoring—including arranging for the woodwind family, basic maintenance/repair, and choice of equipment/reeds. (2 credit hours)

MUS 225. Woodwind Methods II (2)

Prerequisite: MUS 101

Emphasis is placed on elementary performing ability on double-reed instruments (oboe/bassoon) sufficient to teach students effectively in elementary and secondary school performing groups. This course is designed for students in the METLI program, or for students who may have instructional duties with oboists/bassoonists at some point in their career. Topics include: developmental characteristics of beginning woodwind performers, age-appropriate instruction, integration of reading vs. playing, proper techniques for playing double-reed instruments, familiarity with scoring—including arranging for the woodwind family, basic maintenance/repair, and choice of equipment/reeds. (2 credit hours)

MUS 226. Brass Methods I (2)

Prerequisite: MUS 101

Emphasis is placed on elementary performing ability on high-brass instruments (trumpet/horn) sufficient to

teach students effectively in elementary and secondary school performing groups. This course is designed for students in the METLI program, or for students who may have instructional duties with trumpeters/hornists at some point in their career. Topics include: developmental characteristics of beginning brass performers, age-appropriate instruction, integration of reading vs. playing, proper techniques for playing brass instruments, familiarity with scoring—including arranging for the brass family, basic maintenance/repair, and choice of equipment. (2 credit hours)

MUS 227. Brass Methods II (2)

Prerequisite: MUS 101

Emphasis is placed on elementary performing ability on high-brass instruments (trombone/tuba) sufficient to teach students effectively in elementary and secondary school performing groups. This course is designed for students in the METLI program, or for students who may have instructional duties with trombonists/tubists at some point in their career. Topics include: developmental characteristics of beginning brass performers, age-appropriate instruction, integration of reading vs. playing, proper techniques for playing brass instruments, familiarity with scoring—including arranging for the brass family, basic maintenance/repair, and choice of equipment. (2 credit hours)

MUS 299. Professional Development in Music Education (3)

Prerequisite: MUS 102

A study of multiple strategies for teaching music at various levels to diverse learners in a variety of classroom and ensemble settings. Topics will include: childrens' growth and development as it relates to principles of music learning, effective classroom and rehearsal management, and the ability to use equipment and technologies associated with music education. Emphasis will also be placed on the role of school music in the educational

institution, current issues in the field, and the relationship of school music to the larger cultural milieu. (3 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, Hemholtz, and Schopenhauer are included. The role of music in culture, including the aesthetic impetus for music making and music listening, are examined. Students are encouraged to engage in independent analysis, culminating in a substantial research project. (3 credit hours)

MUS 308. Pedagogy in the Applied Field (1)

A study of various teaching techniques and a practical introduction to materials and procedures. Includes observation and teaching. (1 credit hour)

MUS 312. History of Music in the United States (3)

Prerequisite: Music 101, or the music section of Fine Arts 140/340, or permission of instructor

A study of music in the United States from the Pilgrims to the present, including both the cultivated and the vernacular traditions. Reading, listening, analysis, and a research project are required. (3 credit hours)

MUS 313. History of Western Fine Arts Music to 1750 (3)

Prerequisite: Music 102

A study of the western fine arts tradition in music in ancient Greece, the Middle Ages, the Renaissance, and the Baroque Era. Reading, listening, analysis, and a research project are required. (3 credit hours)

MUS 314. History of Western Fine Arts Music from 1750 to the Present (3)

Prerequisite: Music 102

A study of the western fine arts tradition in music in the Classical, Romantic, and Modern eras. Reading, listening, analysis, and a research project are required. (3 credit hours)

MUS 315. Introduction to Ethnomusicology (3)

Prerequisite: Music 101 or Fine Arts 140/340 (Music Section) or permission of instructor

A study of non-art musics of the world from an ethnomusicological perspective. The course will introduce students to basic ethnomusicological concepts and methods, including field work, transcription, and analysis. Further areas of study may include historical, philosophical, and cultural study of non-art musics of the world. (3 credit hours)

MUS 321. Methods and Materials of Music Education K-12 (2)

Prerequisite: Music 202

The study of concepts and processes specific to and necessary for effective instruction in K-12 music education. Students explore various elementary and secondary music methods in both a classroom setting and in workshops by specialists in the field. Music 321 is an additional prerequisite for Education 343 for students majoring in Music Education for Teacher Licensure. (2 credit hours)

MUS 322. Conducting (3)

Prerequisite: Music 102

Conducting patterns, rehearsal techniques, and score reading, with practical applications through exercises and through

rehearsal and conducting of selected music literature. Students gain practical experience in conducting an ensemble along with their classroom work. (3 credit hours)

MUS 323. Orchestration and Arranging (2)

Prerequisite: Music 201

Aural and visual examination of writing techniques for string, woodwind, brass, and percussion instruments, with emphasis given to scoring applications appropriate for secondary school ensembles. Scoring for less frequently used instruments, including fretted instruments, and the human voice as an orchestral timbre. Includes computer-assisted scoring. (2 credit hours)

MUS 325. Advanced Choral Conducting (2)

Prerequisite: MUS 322

Continued development of conducting technique with emphasis on more complex styles and patterns. Other topics include developing an ideal sound, non-verbal communication, historical performance practice, issues of interpretation and score analysis. (2 credit hours)

MUS 326. Secondary Music Methods (2)

Prerequisite: MUS 102

A study of various strategies for teaching music at the secondary level. Topics will include: children's' growth and development as it relates to principles of music learning, decision-making and interpersonal skills for adolescents; effective classroom and rehearsal management for adolescents; assessment strategies for adolescents; requisite skills in conducting and musical leadership; and issues pertinent to the instruction and design of the secondary music program. Emphasis will also be placed on the role of secondary music instruction in the musical life of students, and the role of secondary music instruction as related to the larger curricular environment. This course is offered in two distinct sections: instrumental and vocal. (2 credit hours)

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 149/249/349. Selected Topics in Music (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

MUS 351-352. Senior Project (6)

Prerequisites: ENG120, 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. Musicianship: Keyboard Fundamentals (0)

Instruction in basic musicianship and keyboard technique designed to enable students to develop the skills necessary to pass the piano proficiency examination appropriate to their discipline. All music majors are required to pass proficiency levels I and II; Bachelor of Music majors are required to pass additional proficiency levels III and IV.

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 248 Drugs and Behavior (3)

Prerequisite: Psychology 101

Study of psychoactive drugs and their effects on brain and behavior. Topics include basic psychopharmacology, therapeutic and non-therapeutic psychoactive drugs, and related issues of substance abuse and impact on society and public policy. (3 credit hours)

NSC 337. Internship in Neuroscience (0-15)

Prerequisites: Junior standing and 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. Only 3 credit hours may be applied toward a major in neuroscience. (0 to 15 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 149/249/349. Selected Topics in Neuroscience (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

NSC 351-352. Senior Study (6)

Prerequisites: ENG120, 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 independent research or project and the preparation of a formal paper. (3 credit hours each)

Orientation

ORN 120. Transfer Orientation (1)

Note: Required of all transfer students

An orientation to Maryville College, including academic and student development programs. (1 credit hour)

Outdoor Studies and Tourism

OST 101. Introduction to Outdoor Studies (3)

This is the introductory course to the professional field of recreation and outdoor studies. Particular attention will be given to the relationships between humans and nature, the relationships between nature and health, and the benefits of green exercise. The roles of public (federal, state, and local) and private (for- and not-for-profit) providers of outdoor recreation, current issues and trends in the field, and career opportunities and professionalism will also be addressed. These various inquiries will be done in conjunction with the development of a personal environmental ethic. (3 credit hours)

OST 102. Introduction to Hospitality and Tourism (3)

Taught in partnership with the University of Tennessee, Knoxville

This course provides an introduction to the major concepts, issues, and theories of tourism and hospitality. This class will cover a broad range of topics related to the travel experience, such as business development and the linkages between tourism as an industry and the impacts it has on communities and places. The course will also introduce concepts such as sustainability, planning, and ethical responsibility. (3 Credit Hours)

OST 215. Natural Environments and Health (3)

Prerequisite: OST 101

Growing evidence shows that access to the natural environment improves health and wellbeing, prevents disease, and helps people recover from illness. Experiencing nature in the outdoors can help alleviate obesity, coronary heart disease, and mental health problems. This course examines the various uses of nature to improve health and wellbeing. (3 credit hours)

OST 301. Sustainable Tourism (3)

Prerequisites: OST 101 and OST 102

The concept, principles, and practice of sustainable management are now widely acknowledged as essential factors for the tourism, leisure, and event industries. This course focuses on the fundamental concepts of sustainability that have application to the management of all forms of these industries in developed and developing countries. The class aims to provide a theoretical and practical understanding to maintain environmental, social, and economic wellbeing of natural, built, and cultural resources while protecting natural ecosystems. (3 credit hours)

OST 315. Wilderness Emergency Response (3)

Prerequisites: Scientific Reasoning-Life Sciences 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)

OST 335. Outdoor Recreation Leadership (3)

Prerequisites: OST 101 and 2 outdoor activity classes

The study of outdoor recreation leadership skills, activity, and safety specific to the outdoor industry. The historical background, legal issues, and environmental impact of outdoor recreational activities are considered. Field experience is included. (3 credit hours)

OST 337. Outdoor Studies and Tourism Internship (3)

Prerequisites: OST 301 and junior standing
Supervised practical experience during the junior or senior year that enables students to apply methods, skills, and techniques learned in the classroom to outdoor studies and tourism field settings. (3 credit hours)

OST 149/249/349. Selected Topics in Outdoor Studies and Tourism (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

OST 351-352. Senior Study (6)

Prerequisites: English 120, English Proficiency Exam, 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)

Overseas Study

OVS 203. Cross-Cultural Preparation for Education Abroad (0-1)

Prerequisite: Nomination for Education Abroad program or permission of instructor.

Preparation for education 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 education 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: ENG120

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: ENG120

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: ENG120

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: ENG120

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: ENG120

An exploration of central themes, thinkers, and schools of thought in American philosophy, ranging from New England transcendentalists (Emerson & Thoreau) to pragmatists (Peirce, 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 149/249/349. Selected Topics in Philosophy (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

PHL 351-352. Senior Study (6)

Prerequisites: ENG120, 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 and Health

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 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 educator preparation 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 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 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 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 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 149/249/349. Selected Topics in Physical Education, Health, and Recreation (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

PHR 351-352. Senior Study (6)

Prerequisites: English 120, 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 135. Jogging

PHR 136. Cycling for Fitness

PHR 137. Mountain Biking

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

PHR122: Dance

PHR123: Tap Dance

PHR131: Yoga I

PHR132: Yoga II *(Prerequisite: PHR131)*

PHR 133. Stretching and Mindfulness for Body Awareness

PHR 134. Fitness Walking

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 that explores 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. *Intended for students majoring in the natural sciences or pre-health sciences and for non-majors who want or need a more challenging introductory course in physics.* (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 that explores 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. *Intended for students majoring in the natural sciences, engineering, mathematics, or pre-health sciences and for non-majors who want or need a more challenging introductory course in physics.* (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 149/249/349. Selected Topics in Physics (3-4)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3-4 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 328. Global Feminisms (3)

Prerequisite: Junior standing

For many people around the world, the word "feminism" is an ambiguous term and often carries a negative connotation. This course is designed to enable students to understand the diverse forms of feminisms around the globe in relation to philosophical and political issues. Students will study different types of feminism as they emerge from specific contexts and the impact of context on the articulation of feminist ideas. Questions such as the following will be explored: Why feminisms as opposed to feminism? How does feminism affect politics and political activity in different countries? These questions will lead to an examination of women's movements around the globe. (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 149/249/349. Selected Topics in Political Science (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

PLS 351-352. Senior Study (6)

Prerequisites: ENG120, 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 227. Intimate Relationships (3)

An integral part of the human experience is the ability to create and maintain interpersonal relationships. Intimate relationships with family, friends, and romantic others, are associated with academic performance, health, and general well-being. Understanding psychological, societal, and cultural factors that influence relationship expectations can help us achieve more meaningful relationships. Topics covered include: attraction, communication, love, sexuality, loss of relationships, and maintenance of relationships. (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 248 Drugs and Behavior (3)

Prerequisite: Psychology 101

Study of psychoactive drugs and their effects on brain and behavior. Topics include basic psychopharmacology, therapeutic and non-therapeutic psychoactive drugs, and related issues of substance abuse and impact on society and public policy. (3 credit hours)

PSY 299. Contemporary and Professional Issues in Psychology (2)

Prerequisites: Major in Psychology, Psychology with Counseling Track, Neuroscience, 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 311. Research Design (3)

Prerequisites: PSY 101 and STA 120

This course will build on the student's understanding of basic research design and statistics. Emphasis is on correlational research design, survey construction, and applied data analysis as used in the psychological sciences. Students will complete project-based assignments to apply data analytic skills to real world problems. (3 credit hours)

PSY 312. Experimental Psychology (4)

Prerequisite: Psychology 101

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 (4)

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. Includes a laboratory component. (4 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 335. Advanced Counseling (3)

Prerequisite: Psychology 333

An examination of advanced counseling theory and practice. Topics include counseling ethics, professional boundaries, counseling theory development, and professional practice. (3 credit hours)

PSY 337. Internship in Psychology (0-15)

Prerequisites: Junior standing and 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. Only 3 credit hours may be applied toward a major in psychology or child development. (0 to 15 credit hours)

PSY 149/249/349. Selected Topics in Psychology (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

PSY 351-352. Senior Study (6)

Prerequisites: ENG120, 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 independent research or project and the preparation of a formal paper. (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)

Religion

REL 130. Hebrew Bible World and Culture (3)

An introduction to the Hebrew Bible (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)

REL 140. The New Testament World and Culture (3)

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)

REL 162. Approaches to the Study of Religion (3)

An introduction to various modes of inquiry in the study of religion including theology, philosophy of religion, textual studies, and comparative religion. (3 credit hours)

REL 209. Religion in the Southern Appalachians (3)

A study of Appalachian mountain religion in its historical and cultural context. Appalachian denominations are examined to determine how they have developed into distinct forms of American Protestantism by analyzing southern Appalachian religious

music, preaching rhetoric, and worship practices. (3 credit hours)

REL 211. The American Religious Experience (3)

An introduction to religious studies which employs the American religious experience as its model. (3 credit hours)

REL 212. World Religions (3)

Prerequisite: Sophomore standing or permission of the instructor

Religion as a universal human phenomenon. Each offering of the course will examine several religious traditions such as Islam, Judaism, Hinduism, Taoism, Buddhism, and Christianity, as well as indigenous religions. (3 credit hours)

REL 228. Introduction to Christian Theology (3)

An examination of reflective thinking on basic Christian beliefs and practices. No experience in theology is required. (3 credit hours)

REL 325. Sociology of Religion (3)

Prerequisites: Sociology 101, Social Science 260, or permission of the instructor

A study of religion and the social order. Religion as an integral part of human culture, the building of a sacred cosmos. Religion and social organization, civil religion, secularization, religion and social change, cross-cultural comparisons. (3 credit hours)

REL 326. Contemporary Theology (3)

Prerequisite: Any religion course or junior standing

An examination of 20th century Christian thought, with special emphasis on current issues, approaches, and major thinkers. Attention is given to the social, political, and historical context of contemporary theology. (3 credit hours)

REL 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 149/249/349. Selected Topics in Religion (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

REL 351-352. Senior Study (6)

Prerequisites: ENG120, 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)

Social Sciences: Interdisciplinary Courses

SLS 203. Introduction to Nonprofit Management (3)

Prerequisite: Sophomore standing

An examination of the basic principles and processes of nonprofit management. Topics include board/committee development, recruitment, planning, marketing, risk management, budget management, fundraising and philanthropy. (3 credit hours)

SLS 299. Issues in Professional Development (2)

Prerequisites: Sophomore standing; open only to Business and Economics majors

A course for new majors to examine contemporary and professional issues in the social sciences. Students will explore their vocational goals, including an investigation of options for the significant practical experience and senior study. The course will also provide a foundation in basic MLA and research skills. Finally, each student will engage in activities that will enhance professional behaviors. (2 credit hours)

SLS 301. Social Sciences Research Methods (3)

Prerequisites: Statistics 120 and junior standing

The philosophy and methodology of the social sciences. Emphasis is on the philosophical underpinnings, basic research design, forms of data gathering and the analysis, presentation, and interpretation of data. Individual and/or group research

projects relate to various social science disciplines. (3 credit hours)

Sociology

SOC 101. Introductory Sociology (3)

Study of the fundamental structure and dynamics of human societies and the basic principles and concepts used in sociology. (3 credit hours)

SOC 202. Social Problems (3)

Analysis of social problems in the United States and other societies. Emphasis on social stratification, inequality, racial and ethnic relations, and deviant behavior. (3 credit hours)

SOC 211. Cultural Anthropology (3)

An application of the concept of culture to various societies, from primitive to modern. Cross-cultural analysis of various institutions. Extensive use of ethnographies. (3 credit hours)

SOC 215. Sociology of Marriage and Family (3)

A study of selected aspects of family structure and functions. Mate selection, family organization, sex roles, family breakdown, 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 Appalachia (3)

To study the historical development of the Appalachian region from its early

incorporation into the capitalist world system to the present day. The course examines the interplay of political-economic development and social constructions of the Appalachian region throughout the modern era. Social problems such as inequality, poverty, environmental degradation, absentee land ownership, and social movements will be addressed along with cultural analysis of the Appalachian region. (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 320: Development and Globalization (3)

Prerequisite: Sociology 101

Critical examination of development and social change in the modern world, emphasizing the inequities of our current era of globalization and the myriad social issues facing the global community in the 21st century. The course will include a review of major theories of development and their implications for future development trajectories. (3 credit hours)

SOC 325. Sociology of Religion (3)

Prerequisites: Sociology 101 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 328. Global Feminisms (3)

Prerequisite: Junior standing

For many people around the world, the word "feminism" is an ambiguous term and often carries a negative connotation. This course is designed to enable students to understand the diverse forms of feminisms around the globe in relation to philosophical and political issues. Students will study different types of feminism as they emerge from specific contexts and the impact of context on the articulation of feminist ideas. Questions such as the following will be explored: Why feminisms as opposed to feminism? How does feminism affect politics and political activity in different countries?

These questions will lead to an examination of women's movements around the globe. (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 149/249/349. Selected Topics in Sociology (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

SOC 351-352. Senior Study (6)

Prerequisites: ENG120, 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 basic needs when traveling to a Spanish-speaking country. Emphasis is also given to conversing in basic Spanish within well-defined contexts, to reading short passages, and writing simple sentences in Spanish. Cultural and linguistic concepts are reinforced by means of a variety of practical applications. (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 given to increasing students' capacity to converse, read, and write in Spanish. Cultural and linguistic concepts are reinforced by means of a variety of practical applications. (4 credit hours)

SPN 201. Intermediate Spanish (3)

Prerequisite: Placement into the course or Spanish 120

An 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 texts and short films. 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 Grammar and Writing (3)

Prerequisite: Placement into the course or Spanish 201/Corequisite Spanish 203

A sequel to Spanish 201, designed to increase students' mastery of intermediate and advanced grammatical concepts and writing ability. In addition, culture-related readings in Spanish will provide opportunities to learn new vocabulary and grammar in context by means of in-class discussions and compositions. (3 credit hours)

SPN 203: Conversational Spanish (3)

*Prerequisite: Spanish 201 or the equivalent/
Corequisite: Spanish 202 – Intermediate Spanish Grammar and Writing*

A course designed to develop speaking skills in Spanish by building on practical vocabulary and grammatical structures studied in previous courses. Conversational skills on a variety of topics and in a variety of situations are stressed in order to prepare students planning to study abroad. (3 credit hours)

SPN 304. Introduction to Literature in Spanish (3)

Prerequisites: Either Spanish 202 or Spanish 203 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 305. Civilizations & Cultures of Latin America (3)

Prerequisites: Spanish 202 or Spanish 203 or permission of the instructor

A survey of the historical, cultural, geographic, artistic, and political structures of Latin America through reading, discussion, and presentation. (3 credit hours)

SPN 306. Civilizations & Cultures of Spain (3)

Prerequisites: Spanish 202 or Spanish 203 or permission of the instructor

A survey of the historical, cultural, geographic, artistic, and political structures of Spain through reading, discussion, and presentation. (3 credit hours)

SPN 313. Topics in Spanish Peninsular Literature (3)

Prerequisite: SPN 304 or permission of the instructor

Selected texts from the medieval period to contemporary Spain. Students will examine these texts and contextualize them within literary, historical, social, and political trends. (3 credit hours)

SPN 314: Topics in Latin American Literature (3)

Prerequisites: SPN 304 or permission of the instructor

Selected texts from the pre-Columbian and colonial periods to contemporary Latin America. Students will examine these texts and contextualize them within literary, historical, social, and political trends. (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 149/249/349. Selected Topics in Spanish (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

SPN 351-352. Senior Study (6)

Prerequisites: English 120, 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)

Statistics

Statistics 120: Introductory Statistics (4)

Prerequisite: Mathematics 110 or satisfactory performance on the quantitative literacy assessment

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)

Sustainability

SUS 101: Environmental Issues and Foundations of Sustainability (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. This interdisciplinary course will use sustainability concepts, theories, and applications as avenues for approaching and practicing various ways of viewing our planet. (3 credit hours)

SUS 337: Internship in Sustainability Studies (3)

An experiential and/or practical experience enabling students to apply classroom knowledge in work settings. Internship proposals require faculty approval. The work experience is expected to take place during the student's junior or senior year. SUS337 may not be counted for an internship in the Environmental Studies major. (3 credit hours)

SUS 149/249/349. Selected Topics in Sustainability (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

SUS 401: Sustainability E-Portfolio (1)

Each student will be expected to collect and reflect on coursework, internship, and research and develop these reflective resources into an e-portfolio. The e-portfolio is expected to be submitted within a semester of the student's completion of all other requirements for the Sustainability Studies minor or concurrently with the last remaining requirement of the program. Students are referred to program faculty for detailed portfolio guidelines.

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)

THT140: Perspectives in Theatre (3)

Offered as a topic of study within theatre, this course engages students in an artistic process where historical and cultural contexts are examined and considered. The course topic is approached in terms of both form and content, as students work toward an understanding of the relationship between the two. Also explored are theatre's values in and to society, which include the importance of arts education and advocacy within and beyond one's community. (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. This course is offered on an S/U basis only. 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 149/249/349. Selected Topics in Theatre (3)

Prerequisites: Vary by course – See Course Description

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

THT 351-352. Senior Project (6)

Prerequisites: ENG120, 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)

World Culture

World Cultures 370: Topics in World Culture (3)

Prerequisites: English 120; one of the following: English 160, 170, 180 or 181; and 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)

DIRECTORY

(The year noted is that of first appointment.)

Principal Administrative Officers

William T. Bogart
President (2010)
B.A., Rice University;
Ph.D., Princeton University

Daniel E. Klingensmith
Interim Vice President & Dean of the College
Professor of History (1998)
Chair, Division of Humanities
A.B., Harvard University;
M.A., Ph.D., University of Chicago

Suzanne G. Booker
Vice President for Institutional Advancement (2013)
B.A., University of Tennessee, Knoxville;
M.A., University of York, UK;
CFRM, Lilly School of Philanthropy, Indiana University;
College of Science Leadership Series, Purdue University

Alayne Bowman
Vice President for Enrollment and Financial Aid (2004)
B.S. East Carolina University
M. Ed. Lincoln Memorial University

Jeffrey S. Ingle
Vice President for Finance and Administration (2014)
B.A., B.A., B.S., Belmont Abbey College

Melanie V. Tucker
Vice President & Dean of Students (2017)
Chief Diversity Officer
B.A., Eastern Washington University
M.Ed., University of New Orleans
Ed.S., Southeast Missouri State University
Ed.D., Northern Illinois University

Faculty

Aaron G. Astor
Associate Professor of History (2007)
B.A., Hamilton College;
M.A., Ph.D., Northwestern University.

Jeffrey M. Bay
Professor of Mathematics (1997)
Chair, Division of Mathematics & Computer Science
B.A., DePauw University;
M.A., University of Missouri;
Ph.D., North Carolina State University

Karen S. Beale
Associate Professor of Psychology (2006)
B.S., University of Virginia, College at Wise;
M.A., East Tennessee State University;
Ph.D., North Carolina State University.

Regina W. Benedict
Assistant Professor of Criminal Justice (2016)
B.A., Mississippi State University;
M.A., East Tennessee State University;
Ph.D., University of Tennessee, Knoxville

Jennifer R. Brigati
Associate Professor of Biology (2006)
B.S., Southampton College of Long Island University;
Ph.D., Auburn University

Sarah Beth Clinton
Assistant Professor of Finance (2018)
B.B.A., M.S. Texas A&M University
Ph.D. University of Georgia

Crystal Wright Colter
Professor of Psychology (2000)
B.A., University of Richmond;
M.A., Ph.D., University of California, Santa Barbara.

Lynn King Coning
Assistant Professor of English (1994)
B.A., Maryville College;
M.A., University of Tennessee, Knoxville

David Andrew Crain
Professor of Biology (1998)
B.S., Clemson University;
M.S., Ph.D., University of Florida

Angela DeLozier
Senior Lecturer in of Statistics (2014)
B.A., Maryville College;
M.M., University of Tennessee, Knoxville

Nathan Duncan
Associate Professor of Chemistry (2012)
B.S., Ph.D., Baylor University;
Post-Doctoral Fellow, Oak Ridge National
Laboratory

Anna Engelson
Assistant Professor of Mathematical Sciences
(2016)
B.A., Goshen College;
Ph.D., North Carolina State University.

Wei Fu
Assistant Professor of Marketing (2016)
B.S., Kunming University of Science and
Technology;
M.Acc., East Tennessee State University;
Ph.D., University of Tennessee, Knoxville

John B. Gallagher
Professor of Management (1998)
B.A., Boston College;
M.B.A., Ph.D., University of Tennessee,
Knoxville

Cynthia Crompton Gardner
Associate Professor of Education (2018)
Chair, Division of Education
B.A., M.A., Ed.D., University of South Carolina

Angelia Douglass Gibson
Associate Professor of Chemistry (2005)
Chair, Division of Natural Sciences
B.S., Ph.D., University of Tennessee, Knoxville

Carl R. Gombert
Professor of Art History (1993)
B.F.A., University of Akron;
M.F.A., Kent State University;
Ph.D., Texas Tech University

Jenifer King Greene
Professor of Management (2002)
B.S., University of North Carolina, Chapel Hill;
M.B.A., M.S., Ph.D., Clemson University

Irene Guerinot
Lecturer in Physics (2016)
B.S., M.S., M.S., University of Tennessee,
Knoxville

Andrew Gunnoe
Assistant Professor of Sociology (2015)
B.A., M.A., Ph.D., University of Tennessee,
Knoxville

Traci L. Haydu
Professor of Exercise Science (2004)
Chair, Division of Health Sciences and Outdoor
Studies
B.S., Eastern Michigan University;
M.S., Ph.D., University of Tennessee, Knoxville

Frances Beatrice Henderson
Associate Professor of Political Science (2007)
B.A., Syracuse University;
M.A., Cornell University;
Ph.D., Washington University in St. Louis

Raymond Scott Henson
Associate Professor of Political Science (2006)
B.A., Gardner-Webb University;
M.F.A., Queens University;
M.B.A., The Fuqua School of Business, Duke
University;
Harvard University;
M.A., Ph.D., Vanderbilt University

Daniel Nathan Hickman
Assistant Professor of Spanish (2008)
B.A., M.A., University of Tennessee, Knoxville;
M.A.T., Georgetown University
Ph.D., University of Tennessee, Knoxville

Angela Hilton
Assistant Professor of Psychology (2019)
B.A., New York University;
Ph.D., University of Tennessee, Knoxville

Zachary Himmelberger
Lecturer in Psychology (2017)
B.A., Rivier College;
M.A., A.B.D., University of Alabama

Andrew B. Irvine
Associate Professor of Philosophy (2007)
B.A., University of Sydney;
M.T.S., S.T.M., Ph.D., Boston University

Andrew Reeves Johnson
Assistant Professor of Economics (2017)
B.A., University of Kansas;
B.S., B.A., M.A., Ph.D., University of Missouri –
Kansas City

Kathryn Campbell Julian
Visiting Lecturer in History (2018)
B.A. Birmingham-Southern College
M.A. University of Tennessee, Knoxville
Ph.D., University of Massachusetts, Amherst

L. Gabie Kerr
Lecturer in Management
B.A. Huntingdon College
M.A. Bowie State University
Ph.D. Northcentral University

Nancy L. Locklin-Sofer
Professor of History (2000)
B.A., Hartwick College;
M.A., University of Wisconsin;
Ph.D., Emory University

Robert Lowe
Assistant Professor of Computer Science (2014)
B.S., Middle Tennessee State University;
M.S., Ph.D., University of Tennessee

Rebecca L. Lucas
Associate Professor of Education (2002)
B.S., Western Kentucky University;
Ph.D., University of Tennessee, Knoxville

Morgan Manning
Assistant Professor of Art (2017)
B.F.A., Savannah College of Art & Design;
M.F.A., University of Missouri, Columbia

Alicia R. Massie-Legg
Lecturer in Music (2015)
B.M., Radford University;
M.M., M.M., Ohio University;
Ph.D., University of Kentucky

Sheri L. Matascik
Associate Professor of Music (1995)
B.M., M.M., Youngstown State University;
Ph.D., Kent State University

Sharon Lee May
Associate Professor of Economics (2006)
Chair, Division of Social Sciences
B.A., Wilson College;
M.A., Maxwell School, Syracuse University;
M.A., Ph.D., Ohio State University

Heather Marie McMahon
Professor of Theatre (2003)
B.A., Belmont University;
M.S., Illinois State University;
Ph.D., Indiana University

William J. Meyer
Professor of Philosophy & Religion (1997)
Ralph W. Beeson Professor in Religion
B.A., Northwestern University;
B.D., University of Edinburgh;
M.A., Ph.D., University of Chicago

Ryan Douglas Mickey
Assistant Professor of Economics (2015)
B.S., Georgia College and State University;
M.A., Georgia State University

Geoffrey Scott Mitchell
Associate Professor of Spanish (2006)
B.A., Hillsdale College;
M.A., University of Missouri-Columbia;
Ph.D., Tulane University

Angela S. Myers
Associate Professor of American Sign Language-
English Interpreting
B.S., Indiana University;
B.S., University of New Mexico
M.S., Western Maryland College

Roger W. Myers
Associate Professor, Reference Librarian (1994)
B.S., M.S.L.S., University of Tennessee,
Knoxville

Nathaniel D. Norman
Visiting Lecturer in English (2015)
B.S., Appalachian State University;
M.A., Virginia Polytechnic Institute/State
University

Mark J. O’Gorman
Professor of Political Science (1997)
B.A., St. Lawrence University;
M.A., Ph.D., Syracuse University

Jennifer I. Oody
Assistant Professor of Exercise Science (2016)
B.S., Saginaw Valley State University;
M.S., Ph.D., University of Tennessee, Knoxville

Alesia Hicks Orren
Associate Professor, Elementary Education
(2000)
B.S., Virginia Polytechnic Institute / State
University;
M.Ed., University of North Carolina at
Greensboro;
Ph.D., University of Virginia

Samuel A. Overstreet
Professor of English (1990)
Chair, Division of Languages & Literature
Ralph S. Collins Professor in the Humanities
B.A., Yale University;
Ph.D., Cornell University

William M. Phillips
Associate Professor of English (2001)
B.A., University of the South;
M.A., Ph.D., University of North Carolina,
Chapel Hill

Angela Myatt Quick
Assistant Professor (2003)
Director of the Library
B.A., Northwestern University;
M.L.S., Simmons College

Kristin Riggsbee (2019)
Visiting Lecturer in Health Promotion
B.S., Tennessee Technology University;
Ph.D., University of Tennessee

Daniel J. Ross
Associate Professor of Mathematics (2010)
B.S., Martin Luther College;
M.S.T., Ph.D., University of Missouri

Harold A. Savage
Lecturer in Chemistry (2017)
B.S., Pennsylvania State University
M.S., University of Tennessee, Knoxville
Ed.S., Lincoln Memorial University

Lori Ann Schmied
Professor of Psychology (1989)
B.A., Ph.D., University of Tennessee, Knoxville

Ariane Schratte
Professor of Psychology (2000)
B.A., California State University, Sonoma;
M.A., California State University, Sacramento;
Ph.D. University of Tennessee, Knoxville

Josef Chad Schrock
Professor of Psychology (2002)
B.A., Mississippi State University;
Ph.D., University of California, Santa Cruz

Adrienne Renee Schwarte
Associate Professor of Art (2005)
Chair, Division of Fine Arts
B.A., Buena Vista University;
M.F.A., University of Minnesota

Christina Seymour
Lecturer in English (2014)
B.A., Pennsylvania State University;
M.F.A., West Virginia University

Phillip Michael Sherman
Associate Professor of Religion (2006)
Chair, Division of Humanities
B.A., Emory & Henry College;
Yale Divinity School;
M.Div., Candler School of Theology, Emory
University;
Ph.D., Emory University

Kathie E. Shiba
Professor of Psychology (1994)
Chair, Division of Behavioral Sciences
B.A., California State University;
M.A., Ph.D., University of California, Riverside

R. Eric Simpson
Assistant Professor of Music Education and
Director of Bands (2015)
B.M., Stetson University;
M.M., University of Cincinnati College,
Conservatory of Music;
Ph.D., Florida State University

Maria Siopsis
Associate Professor of Mathematics (2002)
B.A., Drew University;
Ph.D., University of Tennessee, Knoxville

Jesse Gerald Smith
Lecturer in Mathematics (2014)
B.A., Maryville College;
Ph.D., University of Tennessee

Douglas Osher Sofer
Associate Professor of History (2006)
B.A., Hartwick College;
M.A., Ph.D., University of Texas at Austin

Scott L. Steele
Assistant Professor of English Composition
(2001)
B.A., Maryville College;
M.Ed., University of Massachusetts, Amherst

Jeremy A. Steeves
Assistant Professor of Exercise Science (2015)
B.S., St. Francis Xavier University;
M.A., Ph.D., University of Tennessee, Knoxville;
M.P.H., Johns Hopkins Bloomberg School of
Public Health;
Post-Doctoral Fellow, National Cancer Institute

Rayanne Streeter
Assistant Professor of Sociology (2019)
B.A., Pacific Lutheran University;
M.S., Ph.D., Virginia Polytechnic Institute and
State University

Jerilyn Mitchell Swann
Associate Dean
Professor of Biology (1999)
B.S., M.S., Ph.D., University of Tennessee,
Knoxville

William E. Swann
Professor of Music (2000)
B.M., M.M., University of Tennessee, Knoxville;
D.A., University of Mississippi

Jannis F. Taylor
Assistant Dean
Senior Lecturer in English (2011)
B.S., Excelsior College;
M.A., Appalachian State University;
M.F.A., Goddard College

Paul Frederick Threadgill
Professor of Biology (1988)
B.S., M.S., University of Kentucky;
University of North Carolina;
Ph.D., University of Western Ontario;
Kerr Center for Sustainable Agriculture

Rebecca Broady Treadway
Associate Professor of Accounting (2006)
B.S., University of Tennessee, Knoxville;
M.B.A., Middle Tennessee State University;
Certification in Internal Auditing;
Certification in Public Accounting, TN

John Kimble Trevathan
Associate Professor of Writing Composition
(2002)
B.A., University of Louisville;
M.A., University of Illinois;
M.A., University of Wyoming;
M.F.A., University of Alabama

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

David Edward Unger
Associate Professor of Biology (2012)
B.S., Eastern College;
M.S., University of Wisconsin;
Ph.D., University of Kentucky

William Edward White Jr.
Visiting Lecturer in American Sign Language
and Deaf Studies (2018)
B.A. University of Tennessee, Knoxville
M.S. University of North Florida

Stacey Murphy Wilner
Senior Lecturer in Music (2015)
B.M., Concord College;
M.M., University of Tennessee, Knoxville

Chase Worley
Visiting Lecturer in Mathematics
B.A., Maryville College;
Ph.D., University of Tennessee, Knoxville

Professors Emeriti/Emeritae

Susan H. Ambler
Sociology
B.A., University of Oklahoma;
M.A., Ph.D., Ohio State University

Charlotte Hudgens Beck
English
B.Mus., M.A., Ph.D.,
University of Tennessee, Knoxville

Dean Allan Boldon
Sociology
B.A., Hanover College;
M.Div., Princeton Theological Seminary;
Ph.D., Vanderbilt University

Robert John Bonham
Music
B. Mus, Phillips University;
M.Mus., University of Kansas;
Ph.D., Ohio University

Charles Scott Brunger
Economics
A.B., Yale University;
Ph.D., New School for Social Research.

Terry Allan Bunde
Chemistry
On the Aluminum Company of America
Endowment
B.S., Rollins College;
Ph.D., University of Florida;
Baylor College of Medicine.

David Ray Cartlidge
Religion
A.B., College of Wooster;
B.D., McCormick Theological Seminary;
Th.D., Harvard University

Margaret Parks Cowan
Religion
B.A. Randolph-Macon Woman's College;
M.A., Saint Mary's University in San Antonio;
Ph.D., Vanderbilt University

William Hunter Dent
Mathematics
B.A., Maryville College;
M.S., University of Kentucky;
Ph.D., University of Tennessee, Knoxville

Mark A. Hall
Art
B.A., Hanover College;
M.A., University of Louisville;
M.Div., Christian Theological Seminary;
M.F.A., Indiana State University

Harry Lee Howard
Political Science
B.A., Tennessee Wesleyan College;
M.A., M.Th., Southern Methodist University;
Ph.D., University of Tennessee, Knoxville

Sally Elizabeth Jacob
Psychology
B.A., Shimer College;
M.A., Boston University;
M.S.E., University of Southern Maine;
Ph.D., University of Tennessee, Knoxville

Sherryl Davis Kasper
Economics (1990)
B.A., DePauw University;
M.P.A., University of Colorado;
M.A., Ph.D., University of Tennessee, Knoxville

Marcia Jeanne Keith
Education
B.A., The University of Massachusetts;
Ed.M., Harvard University;
Ph.D., University of Tennessee, Knoxville

Young-Bae Kim
Political Science
B.A., Yonsei University;
M.S., Indiana University;
Ph.D., University of Kansas

Robert James Naylor
Chemistry
B.S., Butler University;
Ph.D., Case Western Reserve University

John W. Nichols
Mathematics
B.S., Maryville College;
M.S., Ph.D., University of Tennessee, Knoxville

Susan Schneibel
Comparative Literature
B.A., Emmanuel College;
M.A., Rutgers University;
Oxford University;
Dr. Phil., University of Erlangen-Nurnberg

Terry Lynn Simpson
Education
B.A., Free Will Baptist Bible College;
B.A., M.S., University of Tennessee, Knoxville;
M.Div., Southwestern Baptist Theological
Seminary;
Ed.D., East Texas State University

Mary Kay Sullivan
Management
B.A., University of Arkansas;
M.A., Bryn Mawr College;
M.B.A., Ph.D., University of Tennessee,
Knoxville

Jerry Earl Waters
Psychology
B.A., Maryville College;
M.A., Ph.D., University of Kentucky

Barbara A. Wells
Sociology
B.A., Calvin College;
M.A., Ph.D., Michigan State University;

Administration

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

John K. Berry
Director of Information Technology (2014)

Jessica Boor
Director of Student Services (2017)
B.S., Ohio State University
M.A., University of Arizona

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

Cody Church
Head Baseball Coach (2014)
B.A. Lincoln Memorial University

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

Tessa Cortes, CPA
Director of Financial Reporting (2016)
B.A., Carson-Newman University

Reggie Dailey
Director of Physical Plant (2003)
B.S., North Carolina State University

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

Millicent Dunn
Co-Head Tennis Coach/Cheer Coach (2006)
B.A., Carson Newman College

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

Larry Ervin
Director of Multi-Cultural Affairs (1991)
B.A, Maryville College

Eric Etchison
Assistant Athletic Director for Communications
(1991)
B.A., Maryville College

Kathleen M. Farnham
Director of Church Relations (2001)
B.S., M.S., University of Tennessee, Knoxville

Pepe Fernandez
Head Men's and Women's Soccer Coach (1989)
B.A., Tennessee Wesleyan College
M.Ed., Lincoln Memorial University

Amy Gilliland
Director Community Engagement (2014)
B.A. and M.S., University of Tennessee,
Knoxville

Kristin Gourley
Assistant Dean of Students (2005)
B.S., M.S. University of Tennessee

Bruce Guillaume
Director of Mountain Challenge (1978)
B.A., Maryville College;
A.C.S.W., University of Tennessee, Knoxville

Leah Kelley
Head Softball Coach (2013)
A.S., Chattanooga State Community College
B.S., Maryville College

Angela “Angie” Harris
Director of Alumni Affairs and Stewardship
(2018)
B.A., Tennessee Technological University

Shaun Hayes
Head Football Coach (2012)
B.S., Maryville College

Bruce Holt
Director of Counseling (1995)
B.S., M.S., Florida State University

Chloe Kennedy
Assistant Director of Communications (2010)
B.S., M.A., University of Tennessee, Knoxville

Belinda Kenny
Director of Corporate Sales & Events (1991)
B.S., Marshall University

Christen Khym
Director of the Equestrian Center (2010)
B.A., Maryville College;
J.D., University of Tennessee, Knoxville

Randy Lambert
Athletics Campaign Coordinator (1980)
B.A., Maryville College
M.S., University of Tennessee, Knoxville

Keni J. Lanagan
Director of Human Resources (2003)
A.A., B.S., University of Florida

Christy McDonald
Director of Career Resources (2014)
B.A., Carson Newman College
M.A., The George Washington University

Anne D. McKee
Campus Minister (2001)
B.A., Rhodes College;
M.Div., Yale Divinity School
D.Min., Columbia Theological Seminary

John McMurtrie
Director of Safety & Security (2004)
B.S., Indiana University of Pennsylvania

Tyson Murphy
Head Cross Country Coach (2006)
B.A. Maryville College
M.S. University of Tennessee, Knoxville

Raul Placeres
Head Men’s Basketball Coach (2011)
B.A. Maryville College

Angela Myatt Quick
Director of the Library (2003)
B.A., Northwestern University;
M.L.S., Simmons College

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

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

Kirsten Sheppard
Director of International Education (2005)
B.A., University of Calgary;
M.A., School for International Training,
Vermont

Blake Smith
General Manager, Clayton Center for the Arts
(2013)
B.S., Arizona State University

Jerilyn Mitchell Swann
Associate Dean
Professor of Biology (1999)
B.S., M.S., Ph.D., University of Tennessee,
Knoxville

Jannis “Jan” Taylor
Assistant Dean for Academic Success (2000)
B.S., Excelsior College
M.A., Appalachian State University
M.F.A., Goddard College

Darrin Travillian
Head Women’s Basketball Coach (2009)
B.A., University of Kentucky;
M.Ed., North Central College

Kathi Wilson
Registrar (2010)
A.A., Belmont Technical College;
B.S., Covenant College;
M.A., Prescott College

Sharon Wood
Interim Associate Athletic Director (1989)
B.A., Maryville College;
M.S., University of Tennessee, Knoxville

Board of Directors

CLASS OF 2019

Mr. Jason D. Brooks, Alcoa, TN
Ms. Mary F. Crawford, New York, NY
Mr. Joseph M. Dawson, Walland, TN
Ms. Diane Humphreys-Barlow, Knoxville, TN
Mr. J. William Johnson, Maryville, TN
Ms. Virginia K. Morrow, Knoxville, TN
Mr. Alvin J. Nance, Knoxville, TN
Ms. Judith M. Penry, Knoxville, TN
Ms. Ann Little Rigell, Ten Mile, TN
Ms. Debra Willson, Athens, TN

CLASS OF 2020

Rev. Dr. Emily J. Anderson, Maryville, TN
Dr. Eric W. Barton, Louisville, TN
Dr. James Kulich, Chicago, IL
Ms. Cheryl S. Massingale, Knoxville, TN
Mr. Donald W. Story, Walland, TN
Dr. Mary Kay Sullivan, Knoxville, TN
Mr. Timothy A. Topham, Maryville, TN
Dr. Kenneth D. Tuck, Roanoke, VA
Rev. Sharon K. Youngs, Louisville, KY

CLASS OF 2021

Dr. William Kenneth Bell, Maryville, TN
Mr. Hulet Chaney, Knoxville, TN
Mr. Carle M. Davis, Jr., Maryville, TN
Ms. Jenny L. Erwin, Pacifica, CA
Judge W. Neal McBrayer, Brentwood, TN
Mr. Adriel D. McCord, Maryville, TN
Dr. Jennifer M. McCafferty-Fernandez,
Miami, FL
Mr. Charles Wright, New York, NY

Maryville College Catalog Addendum
Veterans Benefits and Transition Act of 2018
(Title 38 US Code Section 3679(3) School Compliance)

VETERANS (P. 9)

In order to enroll for the period of entitlement to educational assistance from the VA, veterans must have on file with the School Certifying Official a copy of their Certificate of Eligibility and DD214.

PAYMENT POLICY (P. 11)

No penalty will be imposed, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement of borrowing additional funds, on any covered individual due to the delayed disbursement funding from VA under Chapter 31 or 33.