

# Maryville College

## 2022-23 Catalog

*Effective August 1, 2022 - July 31, 2023*



### *Navigate the Catalog*

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# College Information

The Academic Catalog is provided to students as a description of the policies, academic programs, degree requirements, and course offerings for the academic 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*

## 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 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and masters degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Maryville College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

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 Program for Nonprofit Leadership is certified by the Nonprofit Leadership Alliance

## Statement of Nondiscrimination

Maryville College is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law. Maryville College is an equal opportunity employer and does not discriminate in the provision of educational opportunities, employment practices, or benefits. For additional information on nondiscrimination policies and concerns about violations, contact the Director of Disability Resources and Compliance, Thaw Hall Lower Level, (865) 981-8124.

## About Maryville College

Maryville College is a co-educational, liberal arts college that offers undergraduate and graduate degree programs. 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.

## Academic Calendar

Academic Calendar

## 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. Bryan F. Coker

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 and Chief Diversity Officer: Dr. Melanie V. Tucker

Vice President for Finance: Ms. Kelly Leonard

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, first-year students 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 student, 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
- While not required, students may submit scores from American College Testing Program (ACT) or the Scholastic Assessment Test (SAT) or Classic Learning Test (CLT) to be considered for increased scholarship opportunities.
- 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/or scores from either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT) of the College Entrance Examination Board, or Classic Learning Test (CLT).

## 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.

**The language of instruction at Maryville College is English.** If English isn't an official language in your country and your first language, you may need to complete an English proficiency test.

Due to US immigration law (and because we want you to be successful!), in addition to meeting the admissions requirements for undergraduate study, international applicants must also meet English language proficiency requirements. If all admissions requirements except for language proficiency are met, applicants may be offered conditional admission. Full admission will only be offered when we receive evidence of language proficiency.

Proof of proficiency can be provided in a variety of ways:

### Accepted Tests and Scores

If you are not a native English speaker and have taken one of the following tests, please send us the results.

- **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
- **Duolingo English Test** score of 90
- **ACT Composite Score of 24/21 English** (Maryville's ACT test code: 3988)
- **SAT Evidence Based Reading/Writing 540** (Maryville's SAT test codes: 1454)

### Exemptions

You may be exempt from the language proficiency requirement if you can provide one of the following.

- **IB Diploma**
- **Diploma from American, British or English-based Curriculum & International Schools** (*contact us to confirm – case by case evaluation*)
- **AP** (English Language & Composition/English Literature & Composition – 4 or better)
- **WAEC/WASSCE** grade of B or 4 better on English language
- **General Certificate of Secondary Education (GCSE) —or—International General Certificate of Secondary C in English** language (not English as a Second Language)
- **Attending a US high school** (and who did not need ESL classes in high school)
- **U.S. College or University:** Successfully completed a minimum of one year (two full-time semesters) of academic coursework at a U.S. college or university including completion of English Composition I with a grade of B- or higher.
- **Are a Citizen of the following countries:** American Samoa, Anguilla, Antigua & Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Canada, Cayman Islands, Dominica, Falkland Islands, Fiji, Gambia,

Ghana, Gibraltar, Grenada, Guam, Guyana, Ireland, Jamaica, Kenya, Lesotho, Liberia, Malta, Marshal Islands, Montserrat, Namibia, New Zealand, Nigeria, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, St. Helena, St. Kitts & Nevis, St. Lucia, St. Vincent & the Grenadines, Tanzania, Trinidad & Tobago, Turks & Caicos Islands, Uganda, United Kingdom, USA, US Virgin Islands, Zambia, Zimbabwe.

If you do NOT have any of the above proof of language proficiency, we can invite you to take the Duolingo English Test online, on demand from your home. All you need is an internet connection and a computer with a camera and microphone. You should be in a quiet, well-lit room with your computer for about an hour. Find out your test results within 48 hours of taking it.

All international students are required to take an English writing 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:

1. Application form (online MVP Portal).
2. Official/certified copies of high school/university.
  - Transcripts in English and any National Exam Results (if your country has a national examination system – for example WASSCE/WAEC).
  - Copies should be certified by a school official.
  - We may also ask you to send your records to an outside education credentials Evaluator.
3. A personal statement or resume that discusses the student's reasons for choosing to study at Maryville College.
4. Proof of Language Proficiency: This may be done by meeting our language proficiency requirements or through conditional admission.
5. OPTIONAL: We have a Test Optional Policy for Standardized Tests like ACT/SAT. Students are

not required to submit scores, but you may choose to send SAT or ACT results. (Maryville's test codes are SAT: 1454, ACT: 3988).

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](tel:865.981.8183) or <mailto:international@maryvillecollege.edu?subject=Information Request>

## 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.

Students using their Post-9/11 GI Bill® benefits at Institution of Higher Learning (IHL) and Non-College Degree (NCD) facilities who receive a Monthly Housing Allowance (MHA) and/or kicker payment are required to verify their enrollment each month to continue receiving their payments.

## VA Pending Payment Compliance

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33)\* or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

*\*GI Bill® is a registered trademark of the Department of Veterans Affairs (VA).*

## 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 May 1 for the following fall term and December 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:  
<https://www.tn.gov/collegepays/money-for-college/tn-education-lottery-programs/dual-enrollment-grant.html>

## 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:

<https://www.maryvillecollege.edu/admissions/apply/>

## Readmission

Students who leave the College for any reason during the academic year 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. May and summer terms are assessed separately.

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 \$100 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 \$35 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.

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.

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 2022-2023 the basic annual costs are:

Tuition	\$36,880
Fees	\$878
Room	\$6,142
Board	\$6,474

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 but are not limited to 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 mental health services.

*\*Premium room and additional meal plans will*

*change these basic costs; check with the Business Office for details.*

## Charge Reduction Policy

College registration is considered a contract binding the student for charges for the entire semester. However, if it becomes necessary for a student to officially withdraw from school, the following actions must be taken. Students must complete and return a withdrawal form to the Registrar's Office to be officially withdrawn. If a student is unable to withdraw in person, they may do so by notifying the Registrar's Office and the Office of Student Affairs in writing. The withdrawal date is defined as follows:

1. IN GENERAL- In this section, the term 'day the student withdrew' –
  - a. is the date that the institution determines—
    - i. the student began the withdrawal process prescribed by the institution;
    - ii. the student otherwise provided official notification to the institution of the intent to withdraw; or
    - iii. 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; or
2. SPECIAL RULE- Notwithstanding paragraph (1), 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 and 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 May-Term and Summer Session

For a student who formally withdraws from a class or the College during a 3-week May-Term or summer session, the session's tuition, room, and board charges will be reduced in accordance with the following schedule, **if you were 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.

### Academy Online Courses

The online courses offered through Academy College Consortium are currently priced the same as summer school courses. Payment for these courses is due in full three business days before the course start date or the student will be dropped from the course. Additionally, no tuition refunds will be provided after the course drop date.

### 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 60% 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, and have physical 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 you drop your meal plan after 30% of the semester has been completed, meaning there was 70% unused, you would only receive a 35% reduction in your 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 <https://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.

If a student is unable to withdraw in person, they may do so by notifying the Registrar's Office and the Office of Student Affairs in writing.

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 Charge Reduction Policy located on the College website. 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

Campus Safety, Security and Emergencies

## 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 questionnaires and surveys; interviews and focus groups; cognitive and perceptual experiments; analysis of specimens; or other research involving intervention or interaction with human subjects or the collection of identifiable information from human subjects) 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 and procedures 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 ethical and legal research standards are upheld. All researchers submitting applications—including faculty supervising student research—must demonstrate an understanding of the ethical and legal guidelines governing the use of human participants by completing an IRB-approved training prior to the approval of any human subjects

research.

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:

- Research is supported by sound rationale and purpose;
- Participants are not placed at undue risk;
- Training and experience of researchers is adequate;
- 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, projects, senior study, 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), (<https://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.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 (<https://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](tel: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	Director of Academic Support Center	Thaw Hall
Financial Documentation	Director of Financial Aid	Fayerweather Hall
Housing Records	Director of Campus Life	Bartlett Hall
Library Records	Library Director	Thaw Hall
Medical Records	Student Affairs Staff	Bartlett 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

## Student Life

Maryville College encourages student involvement and upholds community standards through policies and procedures that are found in the Student Handbook. Please refer to the Student Handbook for comprehensive information about student life, including the Maryville College Covenant, Residence Hall policies, Campus Safety, Student Conduct, and the Student Grievance Procedure.

## Academic Support Center

Maryville College offers an effective and wide array of academic support for its students. The Academic Support Center provides a variety of study options, including Supplemental Instruction, Math Tank, and Writing Center.

The Center is located in the lower level of Thaw Hall and is open 8:00 a.m. - 5:00 p.m. Monday through Friday. Students may drop in the office, contact staff by email, or dial the main office number [865-981-8124](tel:865-981-8124).

## Academic Support Services

### Individualized Learning Strategies

Academic Support Center professionals offer consultations to individuals throughout the semester, focusing on learning styles and strategies for reading, note-taking, test preparation, test-taking, 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. Opportunities to share opinions, class notes, reflections, ideas, and theories in preparation for exams, assignments, and class projects are just a few of the benefits. See the Academic Support Schedule.

### Supplemental Instruction

Supplemental Instruction (SI) sessions are facilitated by SI leaders, students who have previously succeeded in the course and have specific SI training

in group facilitation and learning strategies. The SI leaders attend all class lectures, taking notes and modeling effective classroom learning strategies. SI Leaders work closely with teaching faculty 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 discuss important concepts, develop strategies for studying the subject, practice problem solving, and test each other. A schedule of weekly sessions and locations are available each semester.

## Bookstore

The Maryville College Bookstore is located on the ground level of Bartlett Hall. Regular store hours are 7:45 a.m. to 5:00 p.m. Monday through Thursday and 7:45 a.m. to 4:00 p.m. on Friday. Extended hours are observed at the start and end of each term and on Saturdays for football games and special events. Shopping can be done online 24 hours per day at [www.maryvillecollegeshop.com](http://www.maryvillecollegeshop.com) or at [www.mcscotsgear.com](http://www.mcscotsgear.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. Please note that flex dollars are not able to be used in the bookstore and are reserved exclusively for use in the dining hall, the C-Store, and Isaac's.

### Textbooks

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

### 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.

### Refunds

Refunds will be granted up to seven (7) days after the first day of classes with a 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.

### General Information

The Maryville College Bookstore can be reached at [865-981-8080](tel:865-981-8080) during regular business hours. Please visit [www.maryvillecollegeshop.com](http://www.maryvillecollegeshop.com) or [www.mcscotsgear.com](http://www.mcscotsgear.com) to shop online 24 hours per day. Shipping fees are not applicable to any online order that is scheduled to be 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)
- Access to workshops, information sessions, career fairs, and professional networking events

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](tel:865.981.8400)
- E-mail [>careercenter@maryvillecollege.edu<](mailto:careercenter@maryvillecollege.edu).
- Access general Career Center information and career-related resources on Handshake via the Maryville College website

## Center for Campus Ministry

The campus ministry program of the College seeks to support each student, regardless of their background or commitments, in their spiritual path and invites involvement in worship, celebration, fellowship, both direct and structural engagement with the wider community, and counseling under the guidance of a full-time campus minister. The Campus Minister is available for conversation around spiritual questions, prayer, and making connections to the wider community. The Center for Campus Ministry (CCM) is a welcoming space for students of every background, to gather, study, rest, or find someone to talk to. The CCM hosts an ecumenical chapel service each Tuesday at 1:15 pm, as well as other seasonal and special events. Call [865.981.8298](tel:865.981.8298) for an appointment or just drop by the CCM.

## Center for Community Engagement

Center for Community Engagement

## 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 Global Engagement

The Center for Global Engagement is committed to the principle that global experiences and perspectives are essential to any education. To that end, we strive to provide opportunities for the Maryville College community to develop intercultural understanding, global perspective, and appreciation for the breadth, diversity and richness of human experience in its various social and cultural dimensions. Reporting direction to the VP and Dean of the College, the Center for Global Engagement works to lead, coordinate, and support the College's strategies for global education, partnership and engagement. Our mission is to support Maryville College's goals around intercultural understanding and the development of global competency in students, faculty and staff. We are committed to integrating meaningful global experiences (in the USA and abroad) into the curriculum and campus life. We strive to achieve this mission by working with other college departments offices, groups and individuals to enhance the global learning environment at Maryville College.

The Center for Global Engagement (CGE) 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 details 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 CGE offers

international student orientation programs, international and exchange student advising, 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.

Global engagement includes a wide range of activities from curricular and co-curricular programming to international student, faculty and staff recruiting. Global awareness and global competence are essential skills in today's interconnected world. Ongoing programs include the Global+ Program, International Education Month, Global Connections Host Family program, the iMentor program, and two affiliated organizations: the Global Citizenship Organization (GCO) and Study Abroad Ambassadors (SAA).

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](mailto:kirsten.sheppard@maryvillecollege.edu) or call [865.273.8991](tel:865.273.8991).

## Community-Engaged and Experiential Learning

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 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, assist with community-engaged learning and research ideas, and develop mutually reciprocal relationships and projects with local organizations. 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 as a Second Language (ESL) Participating in Alternative Break trips with a focus on a particular social issue and related direct service. Volunteering for one day service projects or community special events as individuals, clubs, classes, or student groups.

The Community Engagement office also coordinates three service-based scholarship programs at Maryville College. The Bonner Scholars program and the Brahams Scholars program are four-year scholarships that engage students in the community and promote 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 nonprofits. For information with any of these programs or finding service opportunities, contact the Director of Community Engagement at [865.981.8122](tel:865.981.8122).

### **Community-Engaged Learning**

Maryville College has a long history among a robust network of agencies and organizations that work together to address community-based needs and utilize assets related to education, housing, health, hunger, interpersonal well-being, and the environment. Community- engaged learning involves addressing critical social issues and working collaboratively, with our community partners, towards the common good. Demonstrated through varied community-based research, scholarship, academic coursework, and service, Maryville College values the expertise, unique perspectives, and resources shared by our community partners.

### **Community-Engaged Courses**

Community-engaged (CE) courses involve collaboration between faculty and students with our surrounding communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. With community-engaged experiences, students find meaning and understanding and create impact in a real-world context; engage with diverse populations; apply new ways of thinking, work in teams, and solve problems; reflect, make connections, and challenge theoretical constructs; and build interpersonal and professional skills.

Seen in the course descriptions of Self-Service's course listings, a course with a Community Engagement (CE) designation meets the following four criteria:

1. connects a student's disciplinary concepts with the community
2. requires students to reflect critically and are assessed based on academic competencies
3. integrates into the course and required of all students
4. involves collaboration with community partner(s) with reciprocal value for students and community

### **Co-Curricular Community Engagement Opportunities**

In addition to CE courses, Maryville College offers numerous opportunities for students to become involved in community-based experiences outside of the classroom. Further information about community engagement at Maryville College can be found in the Student Life section of the catalog.

### **Education Abroad**

See separate section under Student Resources on Education Abroad for comprehensive information on international opportunities.

### **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:

1. It involves active and sustained participation by students.
2. It is a kind of experience that students have not had before.
3. It requires students not only to do something new but to stand back from the activity, assess its significance, and draw conclusions about it.
4. It provides opportunities to test these conclusions (or in the case of a skill-oriented course, to demonstrate increased mastery.)
5. It has as a major goal some modification in attitude or outlook, some change in personal perspective, and some deepening of insight regarding oneself and others or oneself and the world.

Within the guidelines, experiential education courses are quite diverse in type. They include exploring a creative process, developing new physical skills, living for a time in an alien setting, or trying out a field through a "hands-on" approach. Courses having to do with service projects, life-enhancing activities, or new leisure skills and interests are especially

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

### **Internships**

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 (see Internships) 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

The schedule for open trips has current information for upcoming activities.

### **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 requirements, 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 <https://orise.orau.gov/index.html>. 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.

## 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 [865-981-8035](tel:865-981-8035) to schedule an appointment.

## Disability Resources & Accessibility

Disability Resources & Accessibility seeks to meet the needs of students with documented disabilities by providing reasonable accommodations through an interactive process, assisting students in becoming self-advocates while supporting their curricular and co-curricular activities at college. Students are responsible for disclosing their disability and requesting accommodations by completing the registration form & providing current documentation of the disability.

Disability Resources & Accessibility 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 Resources & Accessibility Procedures

The steps to obtain services through Disability Resources & Accessibility are described below:

### 1. Admission to Maryville College

Students must be admitted to Maryville College before receiving services through Disability Resources & Accessibility. See the Admissions and Financial Aid section of the Maryville College catalog for required admission standards.

### 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 supports the request for reasonable accommodations for the disability. Registration form and documentation requirements are located online at [www.maryvillecollege.edu/disability](http://www.maryvillecollege.edu/disability).

### 3. Documentation

Documentation must specify the disability, its impact, and severity, as well as substantiate 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 Resources & Accessibility has the discretion to require additional documentation. Current documentation is required for permanent and/or temporary disabilities. Also, students requesting accommodations for multiple disabilities must provide documentation of all such conditions. The documentation must substantiate current functional limitations.

### 4. Accommodation Determination

After completing the registration form and submitting the necessary documentation, students should contact the Disability Resources & Accessibility office and set-up an appointment to determine reasonable accommodations. The official registration and implementation of services cannot begin until the student meets with a Disability Resources & Accessibility staff member. Disability Resources & Accessibility professionals believe the student is the most valuable resource for determining effective and reasonable accommodations. Disability Resources & Accessibility assists students in becoming self-advocates while supporting their essential needs. Disability Resources & Accessibility assists faculty by providing information and by validating and providing necessary accommodations. Students who feel that they are experiencing problems/concerns in classes or 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. Disability Resources & Accessibility will begin an interactive process with those individuals regarding the problems/concerns.

## Important Notes

It is the student's responsibility to arrange for certain services that are outside the scope of Disability Resources & Accessibility 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 Resources & Accessibility professionals are available to consult with students regarding special needs and possible local resources.

## Letter of Accommodation

When reasonable accommodations have been established, the professor, advisor, and student will receive a Letter of Accommodation (LOA). The LOA indicates the accommodations which the student is qualified to receive.

Before issuing an LOA, Disability Resources & Accessibility must have a complete file. The file must include the registration form, appropriate documentation, and a signed Release of Information Waiver. Disability Resources & Accessibility staff will not discuss academic accommodation concerns with faculty members until all documents are received. Disability Resources & Accessibility will not disclose or discuss the disability documentation provided by the student without the written consent of the student.

## First Week of Class Responsibilities

Students are encouraged to meet with each of their scheduled class professors during the first week of the term to discuss the LOA for the implementation of the accommodations. Students and faculty should contact Disability Resources & Accessibility with questions or concerns regarding ways to implement the qualifying accommodations.

## Continuing Enrollment

Each semester, students should contact Disability Resources & Accessibility at the earliest possible opportunity to schedule a meeting to discuss class accommodations for the semester. If additional accommodations are requested, Disability Resources & Accessibility will review current documentation, meet with the student to discuss the additional requested accommodations.

## Grievance Procedures

An internal grievance procedure exists for students who believe the accommodations provided were not reasonable or not being provided. Students should submit a written statement of the specific complaint

within ten (10) business days of the alleged incident or action to the Director of Disability Resources & Accessibility. The Director will work to resolve such concerns informally through an interactive process with the student, pertinent faculty, or staff members. If the grievance is in relation to the Director of Disability Resources & Accessibility, then the grievance should be submitted to the Vice President & Dean of Students. To establish the basis for such a grievance, students should be registered with Disability Resources & Accessibility and receiving services. Students should expect to receive a written response to their grievance within 10 business days of submitting it.

## Contacting Disability Resources & Accessibility

Students can contact Disability Resources & Accessibility in the lower level of Thaw Hall, Monday through Friday from 8 a.m. – 5 p.m., via phone at [865.981.8120](tel:865.981.8120) or [865-981-8124](tel:865-981-8124), through the website [www.maryvillecollege.edu/disability](http://www.maryvillecollege.edu/disability), or email [disabilityservices@maryvillecollege.edu](mailto:disabilityservices@maryvillecollege.edu).

## 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 Global Engagement. Detailed information about education abroad is found at <https://www.maryvillecollege.edu/studyabroad> or by meeting with the Director of International Education at the Center for Global Engagement 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 and Community Engagement 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 and 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 Global Engagement (CGE), must meet minimum G.P.A. standards, and must follow the application procedures set by the CGE.

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 <https://www.maryvillecollege.edu/studyabroad> and through the Center for Global Engagement at International House.

## Education Abroad Scholarships and 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 or 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 Global Engagement 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.

## 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.

## Health and Wellness

### TimelyCare

TimelyCare provides access to medical and mental telehealth care, with no cost at the time of visit. Students are able to talk to licensed providers from their smartphone or any web-enabled device. Licensed providers are available to diagnose non-emergent medical conditions, prescribe medications and offer mental health support and wellness coaching via phone or secure video visits. The TimelyCare website provides additional information about these services. There is no additional charge to students for basic medical services provided through the clinic. Students may incur additional cost for prescription drugs or diagnostic tests such as laboratory, x-rays, cultures, etc.

### 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](tel:865.981.8112) (Safety and Security) or [865.981.8002](tel: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 and/or salient regional/state departments of health. 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/or health department. 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](tel: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](tel: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 by emailing [support@maryvillecollege.edu](mailto:support@maryvillecollege.edu), visiting [support.maryvillecollege.edu](http://support.maryvillecollege.edu), calling (865) 981-8140, or 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
- WiFi 5 (802.11ac) wireless network adapter
- Current antivirus software
- Current version of Microsoft Office (available at no charge through the College)
- Chromebooks are not recommended

## 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. Additional information and instructions can be found by visiting [support.maryvillecollege.edu](http://support.maryvillecollege.edu)

## Wired Connectivity

Residential students have wired connectivity available in their residence halls that can be used to connect devices to the Maryville College network. Students can contact [support@maryvillecollege.edu](mailto:support@maryvillecollege.edu) for assistance with wired connectivity.

## 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](http://support.maryvillecollege.edu).

## Responsible Student Computing

All students should read and understand the

Maryville College Network and Computer Use Policy as well as Copyright Information for Students.

## 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 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 management 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 and 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. Be able to determine the nature and extent of information needed,
2. Be able to access needed information effectively and efficiently,
3. Be able to evaluate information and its sources critically and incorporate selected information into their knowledge bases and values systems,
4. Be able to use information effectively, individually or as members of a group, to accomplish a specific purpose,
5. Be able to understand the economic, legal, and social issues surrounding the use of information, and
6. Be able to access and use information ethically and legally.

### Intellectual Commons

The library provides a welcoming physical and virtual space supporting academic success, scholarship, and research.

- The library’s web page, <https://library.maryvillecollege.edu>, connects users to the library’s services, collections, and people.
- The library is open 86 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, <https://library.maryvillecollege.edu/libraryschedule>, for specific hours.
- The library hosts public computer workstations as well as color and monochrome printing, scanning, and copying services for students.
- The library offers a variety of workspaces, 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. We may refer questions about services provided by other programs in library spaces to the office sponsoring the service or activity.

### Information Access

The library provides information resources



supporting the Maryville College curriculum, success in Maryville College degree programs, and individual scholarship and research.

- The library supplies state of the art research tools that connect students to high quality information appropriate for college and professional research.
- Librarians collaborate with faculty to build a collection of books, media, and digital information supporting each program of study at Maryville College.
- The library obtains 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](tel:865-981-8256), and via email or online chat and message services 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 Accounts and Overdue Materials

Each member of the Maryville College community has a library account. 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 Checked-Out Items” link on the library’s home page to see what titles are 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 by email or by telephone

[865-981-8099](tel: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, please contact the Circulation Coordinator by email or by telephone at [865-981-8099](tel:865-981-8099) to discuss arrangements for replacement.

## TRIO Student Support Services

The TRIO Student Support Services program, funded by the US Department of Education, is designed solely to help eligible students succeed and graduate from Maryville College. The program offers study sessions, academic planning, financial literacy workshops, one-on-one mentoring, and career counseling. Program staff work with each student individually and offer opportunities for students to participate in workshops and social and cultural activities. All of our TRIO services are free to eligible students. Some students may also qualify to receive supplemental financial assistance. See the TRIO website for more information and to access the online application.

# Academic Procedures and Regulations

Except where specifically noted, all academic policies and procedures apply to both undergraduate and graduate programs.

## 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 interaction...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 for Individual Incidents

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:
  - a. a grade penalty on the assignment
  - b. zero on the assignment
  - c. 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 (*ENG 120*) 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 *ENG 120*;
5. If the academic division chair (or colleague) does not believe that the evidence warrants pursuit of the case, the teacher is still free to discuss the matter with the student and to refer the case to the Academic Integrity Board, but the teacher must not peremptorily assign a penalty; and
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

See Charge Reduction Policy

## Dates and Deadlines

See Dates and 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.



AP Exam Name                      Score of 4 or 5 recorded as:**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 & ENG 160 (6 credit hrs.)
AP Research	ENG 120 (3 credit hrs.)
Chinese Language and Culture	CHN 110/CHN 120 (8 credit hrs.)
French Language and Culture	FRN 110/FRN 120 (8 credit hrs.)
German Language and Culture	GER 110/GER 120 (8 credit hrs.)
Italian Language and Culture	ITA 110/ITA 120 (8 credit hrs.)
Japanese Language and Culture	JPN 110/JPN 120 (8 credit hrs.)
Latin	LAT 110/LAT 120 (8 credit hrs.)
Spanish Language and Culture	SPN 110/SPN 120 (8 credit hrs.)
Spanish Literature and Culture	SPN 110/SPN 120 (8 credit hrs.)
Both Spanish exams listed above	SPN 110/SPN 120 & SPN 149 (11 credit hrs.)

**Social Science:**

Human Geography	GEN 149 (3 credit hrs.)
Comparative Government and Politics	PLS 211 (3 credit hrs.)
Macroeconomics	ECN 149 (3 credit hrs.)
Microeconomics	ECN 149 (3 credit hrs.)
Both Economics exams listed above	ECN 149 & ECN 201 (7 credit hrs.)
U.S. Government and Politics	PLS 122 (3 credit hrs.)

**Behavioral Science:**

Psychology	PSY 101 (3 credit hrs.)
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**Humanities:**

European History	HIS 149/HIS 221 (6 credit hrs.)
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U.S. History	HIS 149/HIS 131/HIS 132 (6 credit hrs.)
World History	HIS 149/HIS 242/HIS 243 (6 credit hrs.)

**Natural Sciences:**

Biology	BIO 111 (4 credit hrs.)
Chemistry	CHM 111 (4 credit hrs.)
Environmental Science	BIO 149 (3 credit hrs.)
Physics 1: Algebra Based	PHY 101 (4 credit hrs.)
Physics 2: Algebra Based	PHY 102 (4 credit hrs.)
Physics B	PHY 101/PHY 102 (8 credit hrs.)
Physics C: Mechanics	PHY 201 (4 credit hrs.)
Physics C: Electricity and Magnetism	PHY 202 (4 credit hrs.)

**Math and Computer Science:**

Calculus AB	MTH 125 (4 credit hrs.)
Calculus BC	MTH 125/MTH 225 (8 credit hrs.)
Computer Science A*	CSC 111 (3 credit hrs.)
Computer Science Principles	CSC 149 (3 credit hrs.)
Statistics	STA 120 (4 credit hrs.)

*\*The AP Computer Science A course is taught in Java while CSC 111 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

### Foreign Languages:

French I & II<sup>1</sup>  
German I & II<sup>1</sup>  
Spanish I & II<sup>1</sup>

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

### Science and Mathematics:

Biology  
Calculus<sup>2</sup>  
Chemistry  
College Algebra  
College Mathematics  
Natural Sciences  
Precalculus<sup>2</sup>

### Business:

Financial Accounting  
Introductory Business Law  
Principles of Management  
Principles of Marketing

<sup>1</sup>Six credit hours are awarded.

<sup>2</sup>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

### Amount of Credit

Credit hours are determined by the amount of interaction between students and the course/credit bearing activity and are based on a normal 15-week semester. Expected student academic activity is extrapolated from full semester expectations for academic pursuits that take place in May, summer, and other compressed terms. For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour (50 minutes + 10-minute break) of classroom or direct faculty instruction and a minimum of two hours (100 minutes + 20 minutes break) out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours and 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).

Online and Hybrid Courses - Whereas a traditional face-to-face class has 750 classroom minutes and 1,500 minutes of expected out-of-class academic engagement per credit hour for a total of 2,250 minutes of academic engagement, an online course also has 2,250 minutes of expected academic engagement per credit hour.

Online and hybrid courses corresponding to courses offered in a traditional, face-to-face format must meet the same content requirements and student learning outcomes as courses offered in the traditional format. For these courses, academic credit is equivalent to the amount of academic credit awarded for the corresponding face-to-face courses. For online or hybrid courses with no corresponding face-to-face courses, course expectations and student learning outcomes are based on national expectations and accrediting standards for the degree. Academic credit is awarded based on student attainment of these course expectations and learning outcomes.

In hybrid courses, the classroom minutes are reduced by either 33% or 50%, and the online/out-of-class academic engagement is increased by the same percentage, as noted in the examples below. Students achieve the same learning outcomes regardless of

delivery method.

**Academic Engagement Time for Three-Credit In-Class and Hybrid Courses**

	Total number of classroom minutes scheduled per week	Total number of classroom minutes scheduled per term	Minimum total number of minutes of out-of-class student academic engagement expected per term	Minimum total number of minutes of expected student academic engagement
In-class seat time	150	2,250	4,500	6,750
33% reduced seat time	100	1,500	5,250	6,750
50% reduced seat time	75	1,125	5,625	6,750

**Level of Credit**

The level at which a course is aimed, and for which credit is awarded, is signified by the course number. 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. Courses numbered at the 500-699 are for graduate level courses. MTH 105 Fundamentals of Mathematics is a remedial math course that does not carry academic credit toward the minimum hours needed for graduation, is not used in the calculation of grade point average, but the hours will count in the calculation of full-time/part-time status.

**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, EDU 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.

## Leave of Absence

LEAVE OF ABSENCE REGISTRATION AND REINSTATEMENT

Students who wish to leave the College temporarily (excluding summers) for academic, medical, religious, or military service-related reasons may request a Leave of Absence for a specific period of time. Leave of absence is meant for students who plan to complete a Maryville College degree but who have a need to be away from their Maryville College studies for an extended period. *Leave of Absence is distinct from both withdrawal from the College and suspension from it.* Typically, it is arranged in advance of the semester for which it is granted. It is usually not granted for a semester once that semester is underway, although it may be granted for the following semester. Some situations (e.g., those created by military deployment or health-related reasons) may call for leaves granted during a relevant semester.

Leaves are usually approved for one semester and may be extended to one year with approval of the Committee on Academic Standing. An exception to this general rule is made for leaves granted so that students may complete the second part of a dual degree program at other partner institutions, in which case the standard leave time is two years. In most cases, a Leave of Absence may not exceed a cumulative total of two years. Leave of Absence may not end during a semester that is in progress.

Applications for Leave of Absence must be submitted to the Registrar. Leaves of Absence must be requested at least three weeks before the beginning of the term during which the student wants to be absent from the College. Requests for unexpected leaves must be made as soon as possible and are not considered or approved retroactively. Students who do not return after the specific term of the Leave of Absence will be withdrawn retroactive to their leave date and may face financial consequences. Leaves of more than 180 days may also have financial consequences. Students in multiple majors may not request a leave of absence status from only one program. International students should also contact the Center for Global Engagement to discuss eligibility and potential visa issues.

As noted above, the College recognizes four kinds of leave of absence: *academic, medical, religious, and military*:

A. *Application for a leave of absence for academic reasons* is granted only for the purpose of academic

enrichment. Typically, this will be for completion of the non-Maryville College portion of a dual degree program (for example, a 3-2 Engineering program). The student's academic advisor must certify that the student has completed all Maryville College-specific requirements of the dual degree program and is ready to move on to the second part of the dual degree program.

In the case of academically motivated leaves taken for reasons other than the completion of a dual degree program, students taking courses elsewhere while on Leave of Absence must obtain division approval in advance for any course to be used as transfer credit for degree completion. Students and advisors should bear in mind that there are rules governing the minimum number of hours which must be completed at the College for a Maryville College degree, and certain requirements which must be satisfied on campus. Study abroad under the auspices of Maryville College is managed through Overseas Study registration and is not addressed by this policy.

A student taking Leave of Absence registration in order to complete a dual degree program has the option to participate in Commencement, ordinarily at the point at which the student completes the minimum number of hours for a Maryville College degree. The actual degree will not be awarded until the official transcript has been received from the partner institution and the required transfer credit has been awarded.

Students taking academic Leave of Absence from the College in order to complete the non-Maryville College portion of a dual degree program may choose to live in College residence halls, depending on the availability of space, in accordance with Maryville College rules and the College's schedule. Accordingly, they would also participate in a College meal plan. Normal room and board fees will apply, and the needs of enrolled students will take precedence in the allotment of rooms. Students taking academic Leave of Absence for dual degree programs may also continue to use other facilities and services normally available to registered students, such as health services, the post office, email and printing accounts, sports passes, etc., to participate in College-sponsored events open to all College students, and (where consistent with the requirements of dual degree partners) participate in College-sponsored student activities such as ensembles and team sports. The College will decide upon suitable student fees to

support these activities on a yearly basis. The use of College rooms, facilities, and/or services and participation in College-sponsored student activities are not allowed to students on Leave of Absence for any reason other than the completion of dual degree programs.

B. *Application for a medical-related Leave of Absence* must be accompanied by medical documentation in support of the leave and in support of readiness to return, as feasible under the circumstances. *Medical Leave of Absence differs from medical withdrawal, in that medical Leave of Absence is better suited to students who are proactively seeking to address their health issues by taking an entire semester off, or in any case who have some sense of when they expect to be back.* Medical withdrawal is better suited to students who encounter unexpected health problems that make it impossible for them to continue their studies or impossible to finish a semester.

C. *Application for Leave of Absence for religious reasons* is suitable for religious obligations that are of an extended character and that would make it impossible for a student to succeed during a semester. It is not given for recurring observances that take less than a semester to fulfill (such as, for example, Lent, Easter, Ramadan, or Eid) but for longer term obligations, such as pilgrimage or extended mission trips.

D. *Application for a Leave of Absence due to a military call to active duty* is granted when accompanied by a copy of relevant military orders, at the time a student is required to stop attending classes.

E. Other types of leaves may be considered on a case-by-case basis.

Students returning from an approved Leave of Absence are not required to apply for readmission but instead need only submit a “return to campus” notification to the Registrar’s Office by April 1 for a Fall Semester return or November 1 for the following Spring Semester. Reinstatement is never guaranteed or automatic. The College reserves the right to require additional documentation that the student is qualified and ready to return. Decisions regarding financial aid are made separately from the reinstatement process.

## 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 are 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.

## 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 2<sup>nd</sup> 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 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 Global Engagement 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 Career Center staff. 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**

1. Internship applications, approval processes, supervisory, and evaluation forms are available through Handshake. Department/divisions may have additional required paperwork.
2. The initial application for an internship is to be submitted to and approved by the designated internship supervisor prior to the proposed experience.
3. The application is to include:
  - a. The credit hour value proposed for the experience
  - b. The name of the Maryville College faculty supervisor
  - c. The name, work address and phone number of the internship site supervisor
  - d. The site address of the experience
  - e. An explanation of the content of the internship, objectives of the experience, and relevance to the student's degree program and professional goals
  - f. 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)

- g. The signed approval of the faculty supervisor
- h. 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, as well as addressed specifically in the internship course syllabus. Typically, these will consist of the evaluation of the site supervisor, various assignments completed throughout the semester, and a verification of hours completed. Once the internship is completed, the faculty or staff supervisor and instructor of record review all required materials and issue 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 [865-981-8126](tel:865-981-8126).

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 [865-273-8991](tel:865-273-8991).

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 *ENG 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.

### 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 45<sup>th</sup> 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.

*Medical Leave of Absence differs from medical withdrawal, in that medical Leave of Absence is better suited to students who are proactively seeking to address their health issues by taking an entire semester off, or in any case who have some sense of when they expect to be back. Medical withdrawal is better suited to students who encounter unexpected health problems that make it impossible for them to continue their studies or impossible to finish a semester. See the section on Leave of Absence for more information.*

# Undergraduate Degree Requirements

## Graduation Requirements for Undergraduate Programs

### 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 of 120 semester-hours of credit must be earned with a cumulative grade point average of at least 2.00. The courses taken must satisfy all core, major, and major-related requirements. In addition, students must complete the Maryville College Works program as well as pass the English proficiency examination and a comprehensive examination in the major field.

Every candidate for a degree is expected to pursue his or her program of studies in residence at Maryville, especially in meeting general education and major requirements. If circumstances warrant, permission may be granted for non-resident credit. 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 the "Undergraduate Programs of Study" 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.

To satisfy this program, students will complete FYS 110, a 299/399 course, a 337 course, and MCW 400 course, or approved equivalents.

## 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 may then choose to complete an online math review and assessment to improve their placement.

Students with an ACT score of 18 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 MTH 105 before continuing in college-level mathematics or statistics. This course prepares students for college-level work and offers three institutional credits for satisfactory completion; the credits do not count toward the minimum needed for graduation.

Regardless of 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:

- a. 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.
- b. 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.
- c. Students with an AP score of 4 or 5 on AP Research earn credit for English 120: Composition and Speech II and are not required to take either English 110: Composition and Speech I or English 150: Oral Rhetoric.
- d. 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.
- e. 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.

- f. 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.
- g. 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. Jennifer Brigati, 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 or AP 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). We also have dual degree programs (described below) that involve cooperative agreements with other accredited academic institutions, and degrees from both Maryville College and the cooperating institution are awarded.

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 (2.75 for all educator preparation majors), must be earned with no more than four semester hours below the grade of "C-."

### Degrees Offered:

Bachelor of Arts  
 Bachelor of Music  
 Bachelor of Science  
 Cooperative, Dual Degree Majors

The fields from which majors for the **Bachelor of Arts** degree may be selected are (**for detailed program descriptions, see "Undergraduate Programs of Study"**):

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\*  
 Computer Science  
 Counseling (See Track in Psychology)  
 Criminal Justice  
 Developmental Psychology  
 Design  
 Economics  
 Elementary Education  
 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*

The fields from which majors for the **Bachelor of Music** degree may be selected are (**for detailed program descriptions, see "Undergraduate Programs of Study"**):  
 Music Education (Vocal-General and Instrumental)\*  
 Performance (Piano and Vocal)  
 Theory-Composition

*\*Educator Preparation Track available*

The fields from which majors for the **Bachelor of Science** degree may be selected are (**for detailed program descriptions, see "Undergraduate Programs of Study"**):  
 Biology  
 Biochemistry  
 Business Analytics  
 Chemistry  
 Environmental Science  
 Exercise Science  
 Mathematics  
 Neuroscience

### Cooperative, Dual Degree Major Programs

Engineering  
 Health Care/Nursing  
 Biopharmaceutical Sciences/Pharmacy  
 Biological Sciences/Veterinary Medicine

The cooperative, dual-degree in **Engineering** normally involves three years at Maryville College before transfer to the cooperating institution. Maryville College maintains formal agreements with several universities.

The cooperative, dual-degree program in **Health Care/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.

The cooperative, dual-degree in **Biopharmaceutical Sciences/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 or the East Tennessee State University Gatton College of Pharmacy in Johnson City. The B.A. in Biopharmaceutical Sciences is received from Maryville College after successful completion of the first year of pharmacy school.

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.

*For detailed dual degree program descriptions, see "Undergraduate Programs of Study"*

## Minors - optional

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  
Child Trauma and Resilience  
Community Psychology  
Gender and Women's Studies  
Medieval Studies  
Relationships and Sexual Health  
Statistics  
Sustainability Studies

Navigate to "Undergraduate Programs of Study" section for detailed descriptions of minors.

## Certificate Programs

### Global+ Certificate Program

The Global+ Certificate Program is designed to foster the skills, habits, and mindset of global competence. Global competence is the capacity to understand and appreciate local and global issues, diverse perspectives and world views, and interact appropriately and effectively with people from different cultures and identities. The Global Plus Certificate program offers a valuable additional credential to the student's academic program in a package that is quite accessible and attainable. This program allows students from any major to achieve global competency while pursuing their chosen field.

Specifically, student outcomes include learning to:

**Think globally:** students will have an increased knowledge of their relationship to the world; think about issues from a global perspective; gain an appreciation for other world cultures, viewpoints, and perspectives.

**Communicate effectively:** students will improve their foreign language skills and their ability to communicate with people across cultural and language divides.

**Contribute responsibly:** students will take action by using their global knowledge to interact and build relationships with people from other cultures; demonstrate respect, open-mindedness, understanding and flexibility in behavior and ways of thinking; help others to embrace multiple perspectives.

### Certificate Requirements

#### Requirements List

#### GLOBAL+ CERTIFICATE REQUIREMENTS:

The Global+ Certificate is awarded to students who fulfill a prescribed set of requirements. These requirements include three main elements: *coursework*, *co-curricular global engagement*, and *global experience*. More specifically, these three elements are:

##### 1. Coursework

9 credit hours including the following:

INT 201: Contemporary Global Issues (3 hrs.)

2 Global+ designated courses (GL+)—these may include language above the 100-level (6 hrs.)

*NOTE: Global+ students are encouraged to take the INT-section of MCW 400: Senior Year Seminar.*

##### 2. Co-Curricular Global Engagement

###### a. *Three Global Engagement*

*Workshops* (aligned with semester focus)

*Workshop 1: Global Awareness: Introduction to Global Competency & how to use certificate program*

*Workshop 2: Global Engagement: Maximizing your Immersive Experience*

*Workshop 3: Global Competency: Application in your degree & life*

###### b. *Three Global Engagement Activities*

*Students would engage in a minimum of 3 experiences (may be of the same type)*

- *Events (e.g., Speakers/Dialogues/Global Engagement Program)*

- *Leadership (Diversity Organizations)*
- *Program Participation (iMentor, ALANA, global themed community etc.)*

*Tracking: through web-based reporting form*

##### 3. Global Experience (International or Domestic\*\*)

*Participation in a Global+ approved program:*

*Option 1: Study Abroad (travel study, 3+ week summer, semester or year)*

*Option 2: Internship or Community Engagement Abroad*

*Option 3: US-based program with a global and/or language focus*

*\*\*If an undergraduate student is unable to travel abroad, the student can fulfill this requirement through Study Away study or internship opportunities.*

*\*NOTE: At least 1 Global+ designated course or the global experience should focus on a non-Western culture or country.*

The International Programming Committee approves programs and may collaborate with academic departments and the Career Center for programs/experiences that are simultaneously fulfilling the GL+ requirements and Maryville College Works, major requirements, or scholarship requirements. Internships pursued for credit must follow all procedures and meet all requirements of academic departments. Certificate requirements may be satisfied by internships with or without academic credit, and may be paid or unpaid.

## 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 and Church Leadership Certificate Requirements:**

**Students are required to complete the following five components:**

Certificate-Related Course Requirements		
PHR 235	Group Facilitation	3
REL 228	Introduction to Christian Theology	3
An additional course in Biblical Studies:		
REL 130	Hebrew Bible World and Culture	3
	Or	
REL 140	The New Testament World and Culture	3
One additional course outside of the student's major selected from the following: (3 Credit Hours):		
BUS 201	Principles of Management	3
PSY 211	Child Development	3
PSY 218	Adolescent Development	3
PSY 222	Adult Development and Aging	3
PSY 333	Theories and Techniques in Counseling	3
SOC 215	Sociology of Marriage and Family	3
SOC 315	Social Inequality	3
REL 211	The American Religious	3

	Experience	
REL 212	World Religions	3
REL 325	Sociology of Religion	3

And 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.

## **Nonprofit Leadership Certificate 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 many local, regional, and national nonprofit 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 requirements developed by the Nonprofit Leadership Alliance. Through successful completion of each of these requirements, students will gain essential competencies for the nonprofit sector.

#### Specific Requirements

##### 1. Coursework:

SLS 203: Introduction to Nonprofit Management (3 hrs.)

BUS 201: Principles of Management (3 hrs.)

##### 2. CNP Competency Knowledge Exam:

Must pass national exam with a score of 76% or better. Students will take the exam as the final for the SLS 203 course.

##### 3. Nonprofit Experience:

*Option 1: Documentation of a minimum of 6 weeks of part-time employment at a nonprofit.*

*Option 2: AmeriCorps or other service year experience.*

*Option 3: Internship:*

An internship of at least 120 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, major requirements, or service scholarship 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.

*Option 4: Micro-Internships/Job Shadowing:*

Minimum of 120 hours combined. Minimum of 20 hours must be spent in a professional office environment (job shadowing, completing project, etc.). Minimum of 20 hours spent on project-based activities (micro-internship). May be paid or unpaid.

##### 4. Volunteer Service Experience:

Minimum of 20 hours of volunteer service.

##### 5. Leadership Development Experience

Participation in a regional or national nonprofit conference (typically the Alliance Management Institute). Conference attendance should be part of the capstone experience after students have completed the coursework and at least half of the internship requirements.

##### 6. Bachelor's Degree

## Undergraduate Programs of Study

The College's major and minor programs and subject listings are described on the following pages. Please refer to the Credit Hours (p. 43) section of the Catalog for information about the amount and level of academic credit awarded for courses. 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.

## The Maryville Curriculum, General Education

### 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)

FYS 110	First Year Seminar 110	3
ENG 110	Composition and Speech I	3
ENG 120	Composition and Speech II	3
MTH 110	Quantitative Literacy (QL)	3

##### *Note on special conditions:*

*ENG 110, ENG 120, and MTH 110: Placement examination results may result in exemption from the requirement.*

Category I Domains of Knowledge (15-18 Credit Hours) - A critical knowledge of self and informed understanding of other

Religion, Spirituality and Critical Thought (3 Credit Hours)

Completion of **one** from this selection of courses or other course with **(RS)** Core designation in the course title:

PHL 149	Selected Topics	3
REL 130	Hebrew Bible World and Culture	3
REL 140	The New Testament World and Culture	3
REL 149	Selected Topics	3
REL 162	Approaches to the Study of Religion	3
REL 212	World Religions	3

## Literary Studies (3 Credit Hours)

Completion of **one** from this selection of courses or other course with **(LS)** Core designation in the course title:

ENG 160	The Early Western Literary Tradition	3
ENG 170	The Modern Western Literary Tradition	3
ENG 180	Literature and the American Experience	3
ENG 181	Women's and Minority Literature	3
ENG 191	American Literature: Puritan through Romantic	3
ENG 196	Survey of British Literature I	3
ENG 292	American Literature: Realism to the Present	3
ENG 297	Survey of British Literature II	3

## Historical Reasoning (3 Credit Hours)

Completion of **one** from this selection of courses or other course with **(HR)** Core designation in the course title:

ART 212	Renaissance, Baroque and Modern Art	3
ART 311	20th Century Art	3
ASL 107	History and Culture of the American Deaf Community	3
HIS 149	Selected Topics in History	3
HIS 131	Early American History: 1492-1865	3
HIS 132	Modern American History: 1865-Present	3
MUS 313	History of Western Fine Arts Music to 1750	3
THT 316	Theatre History I	3

Some HIS 149 courses also include the U.S. Pluralism (US) designation. See course title in Self Service.

## Empirical Study of Person and Society (3 Credit Hours)

Completion of **one** from this selection of courses or other course with **(PS)** Core designation in the course title:

ECN 101	Contemporary Economic Issues	3
ECN 221	Economic Development	3
INT 201	Contemporary Global Issues	3

PLS 211	Comparative Government and Politics	3
PSY 101	Introductory Psychology	3
SOC 101	Introductory Sociology	3

## Culture and Intercultural Dynamics (3 Credit Hours)

Completion of **one** from this selection of courses or other course with **(CD)** Core designation in the course title:

WRC 370	Topics in World Culture	3
SPN 305	Civilizations & Cultures of Latin America	3
	Approved Study Abroad Program	

*Approved Study Abroad Program - Students who satisfactorily complete study outside the U.S. for six-weeks during the summer, a semester, or a full academic year will be considered to have satisfied this domain requirement.*

*Recent examples include:*

- PSY/INT 249: International Child Welfare
- SUS 249/ENV 200: In Search of Hygge/Sustainability in Scandinavia
- EXP 200: India's Identities: Religion, Caste, and Gender/South India
- PSY 200: Celtic Connections with Appalachia

## US Pluralism

Completion of **one** from this selection of courses or other course with a **(US)** Core designation in the course title:

ASL 107	History and Culture of the American Deaf Community	3
DSN 149	Selected Topics in Design	3
EDU 312	Instructional Strategies for Diverse Learners	3
ENG 180	Literature and the American Experience	3
ENG 181	Women's and Minority Literature	3
GWS 101	Introduction to Gender and Women's Studies	3
HIS 131	Early American History: 1492-1865	3
HIS 132	Modern American History: 1865-Present	3
HIS 305	African American History: 1500-Present	3
MUS 312	History of Music in the United States	3
PHR 321	Physical Education and	3

	Recreation for Special Populations	
PLS 149	Selected Topics	3
PSY 228	Human Sexuality	3
PSY 248	Drugs and Behavior	3
PSY 324	Child Poverty and Inequality	3
SOC 101	Introductory Sociology	3
SOC 222	Sociology of Appalachia	3
SOC 271	Sociology of Education	3
SOC 315	Social Inequality	3

*SOC 101: If taken at Maryville College*

*DSN 149: Only the section entitled, "Art, Design and American Politics"*

*PLS 149: Only the section entitled, "Art, Design and American Politics"*

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

Scientific Reasoning (7-8 Credit Hours)

One of the courses below must have a laboratory component (4 Credit Hours)

One physical science course from a selected group of courses with (SP) in course title:

CHM 111	Fundamentals of Chemistry	4
CHM 121	General Chemistry I	4
CHM 149	Selected Topics in Chemistry	3-4
PHS 111	Investigations in Physical Science	4
PHY 101	College Physics I	4
PHY 149	Selected Topics	3
PHY 201	General Physics I	4

One life science course from a selected group of courses with (SL) in course title:

BIO 111	Fundamentals of Biology	4
BIO 112	Principles of Microbiology	4
BIO 113	Principles of Organismal Biology	4
BIO 115	Principles of Cellular Biology	4
BIO 149	Selected Topics in Biology	3
BIO 217	Human Anatomy and Physiology I	4
EVS 101	Introduction to Environmental Science	4

Mathematical Reasoning (3-4 Credit Hours)

Completion of **one** from this selection of courses or other course with **(MR)** Core designation in the course title:

STA 120	Introductory Statistics	4
CSC 111	Introduction to Computer Science I	3
MTH 125	Calculus I (MR)	4

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

Second Language (L2) (up to 8 Credit Hours) - #a #b

Completion of a 120 course in a second language, options include:

ASL 120	American Sign Language II	4
FRN 120	Elementary French II	4
GER 120	Elementary German II	4
GRK 120	Biblical (Koine) Greek II	4
ITA 120	Elementary Italian II	4
JPN 120	Elementary Japanese II	4
LAT 120	Elementary Latin II (L2)	4
SPN 120	Elementary Spanish II	4

*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.*

Creative Arts (CA) (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, options include:

ART 102	Introduction to Two-Dimensional Design	4
ART 103	Introduction to Sculpture and Three-Dimensional Design	4
ART 110	Painting and Drawing I	4
ART 124	Introduction to Photography	4
ART 125	Introduction to Ceramics	4
ART 126	Introduction to Printmaking	4
ART 140	Perspectives in Art	3
MUS E12	The Maryville College Concert Choir	0-1



MUS E13	The Maryville College Community Chorus	0-1
MUS E14	The Orchestra at Maryville: A College-Community Ensemble	0-1
MUS E15	The Maryville College Jazz Band	0-1
MUS E16	The Maryville College Community Concert Band	0-1
MUS 140	Perspectives in Music	3
THT 101	Introduction to Theatre	3
THT 140	Perspectives in Theatre	3
THT 204	Theatre Production	1

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

Ethical Citizenship (3 Credit Hours)

Completion of one course in ethics or other course  
with an (EC) Core designation in the course title,  
typically taken in the senior year:

ETH 490	Philosophical and Theological Foundations of Ethical Thought	3
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## 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).

### Accounting, Minor

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:

Minor and Minor-Related Courses		
BUS 215	Principles of Accounting	3
BUS 316	Management Accounting	3
BUS 365	Financial Reporting and Analysis	3
BUS 366	Advanced Financial Reporting	3

ECN 201	Principles of Economics	4
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One of the following courses:

MTH 125	Calculus I (MR)	4
MTH 221	Inferential Statistics w/Data Visualization	3
MTH 222	Regression Analysis	3

*MTH 125: Students planning to attend graduate  
school should select the Mathematics 125 option.*

For licensure as a CPA in Tennessee, a candidate  
must meet several requirements. The education  
requirement requires a bachelor's degree or higher  
from an accredited college or university, 150 total  
semester hours of education, 24 hours in business (12  
of which must be upper division) and 30 hours in  
accounting (24 of which must be upper division).

Requirements in other states may differ from  
Tennessee. Students seeking to sit for the CPA Exam  
in another state or licensure in a state other than  
Tennessee are advised to contact the appropriate state  
board of accountancy (<https://nasba.org/stateboards/>).

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

## American Sign Language and Deaf Studies

**Professor Crystal Colter, Chair, Division of  
Behavioral Sciences**  
**Assistant Professor Stephanie Horvath,  
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.

## ASL/DS, B.A.

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 42 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 the ability to effectively communicate in American Sign Language.
2. Demonstrate appropriate American Sign Language vocabulary production.
3. Demonstrate appropriate American Sign Language grammatical structure.
4. Demonstrate culturally appropriate conversational skills in diverse social settings.
5. Demonstrate the ability to establish/maintain social relationships with members of the Deaf community in general.
6. Show awareness of and respect for Deaf culture.

### Required courses include:

Major and Major-Related Courses		
ASL 107	History and Culture of the American Deaf Community	3
ASL 203	American Sign Language III	4

ASL 204	American Sign Language IV	4
ASL 299	Issues in Professional Development	1
ASL 305	American Sign Language V	3
ASL 331	Introduction to Linguistics of ASL	3
ASL 337	Internship	0-15
ASL 351	Senior Study I	3
ASL 352	Senior Study II	3
ASL 401	Seminar on American Sign Language	3
PSY 101	Introductory Psychology	3
PSY 211	Child Development	3

One of the following courses:

PSY 224	Cross-Cultural Psychology	3
PSY 324	Child Poverty and Inequality	3

One of the following courses:

SOC 202	Social Problems	3
SOC 211	Cultural Anthropology	3
PSY 221	Social Psychology	3

## ASL/DS, Minor

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

### Requirements

Minor Courses

ASL 107	History and Culture of the American Deaf Community	3
ASL 203	American Sign Language III	4
	Nine additional hours above the 100-level	9

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 Crystal Colter, Chair, Division of Behavioral Sciences**  
**Assistant Professor William White, 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. Students will perform entry-level interpreting work in a variety of contexts through a practicum experience.
2. Students will demonstrate knowledge of types of settings, language styles, and factors that impact

communication.

3. Students will demonstrate knowledge about the history of interpreting, theoretical frameworks, and current trends on a standardized exam.
4. Students will determine their role in essential communities, provide a skills profile, develop a self-care plan, and discuss their philosophy of interpreting.
5. Students will demonstrate preparedness for professional aspects, identify ways to continue professional growth, and demonstrate knowledge and application of the RID Code of Professional Conduct.
6. Students will know the history, identities, and linguistic and interpreting issues of the deaf community.
7. Students will demonstrate expressive and receptive ASL skills at a conversational level on a proficiency assessment and internship experience.

### ASL/EI, B.A.

The **Major in American Sign Language-English Interpreting** requires 57 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:

Major and Major-Related Courses		
ASL 107	History and Culture of the American Deaf Community	3
ASL 203	American Sign Language III	4
ASL 204	American Sign Language IV	4
ASL 299	Issues in Professional Development	1
ASL 305	American Sign Language V	3
ASL 331	Introduction to Linguistics of ASL	3
AEI 301	Introduction to Interpreting	3
AEI 302	Interpreting Skills I	4
AEI 303	Interpreting Skills II	4
AEI 305	Interpreting Skills III	4
AEI 337	Internship	0-15

AEI 351	Senior Study I	3
AEI 352	Senior Study II	3
AEI 401	Seminar on American Sign Language-English Interpreting	3
PSY 101	Introductory Psychology	3

One of the following courses:

PSY 211	Child Development	3
PSY 221	Social Psychology	3
PSY 224	Cross-Cultural Psychology	3
PSY 228	Human Sexuality	3

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**

### American Studies, Minor

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

#### Required courses include:

Minor and Minor-Related Courses		
PLS 122	American Government and Politics	3

One course in English chosen from the following courses:

ENG 191	American Literature: Puritan through Romantic	3
ENG 292	American Literature: Realism to the Present	3
ENG 322	Advanced Studies in American Literature	3

One course in History chosen from the following courses:

HIS 131	Early American History: 1492-1865	3
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HIS 132	Modern American History: 1865-Present	3
HIS 251	Economic History of the United States	3
HIS 303	Studies in United States History	3

Two additional courses (6 Credit Hours) from the list below:

ENG 191	American Literature: Puritan through Romantic	3
ENG 292	American Literature: Realism to the Present	3
ENG 322	Advanced Studies in American Literature	3
HIS 131	Early American History: 1492-1865	3
HIS 132	Modern American History: 1865-Present	3
HIS 251	Economic History of the United States	3
HIS 303	Studies in United States History	3
MUS 312	History of Music in the United States	3
PHL 211	American Philosophy	3
PLS 122	American Government and Politics	3
PLS 321	American Political Process	3
PLS 322	The Judicial Process	3
REL 211	The American Religious Experience	3
THT 315	American Theatre History	3

*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 and 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 and behavioral 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 statistical science 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.

## Analytics, Minor

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

### Required courses include:

Minor and Minor-Related Courses		
MTH 125	Calculus I (MR)	4
MTH 222	Regression Analysis	3
CSC 111	Introduction to Computer Science I	3
CSC 313	Database Management Systems	3
Either set of the following courses:		
MTH 321	Probability & Statistics I	3
	And	
CSC 314	Data Mining	3
	Or	

MTH 305	Mathematical Modeling	3
	And	
	Any 300-level MTH course	3

## Appalachian Studies

**Associate Professor, Phillip Sherman, Chair,  
Division of Humanities  
Associate Professor Aaron Astor, Coordinator**

### Appalachian Studies, Minor

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:

Minor and Minor-Related Courses		
SOC 222	Sociology of Appalachia	3
HIS 248	Appalachian Cultural and Social History	3
REL 209	Religion in the Southern Appalachians	3
BIO 311	Natural History of the Great Smoky Mountains	4

An appropriate experiential or special topics offering, including but not limited to the following options (3 hrs.):

OST 205	Food Traditions of Appalachia	3
OST 302	Sustainable Tourism and Development	3
OST 303	Sustainable Tourism and Local Culture	3
PHR 125	Mountain Challenge I	1
PHR 126	Mountain Challenge II	1
PHR 127	Mountain Challenge III	1

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

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

The Maryville College Art Department strives to

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

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

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

## Art, B.A.

The **Major in Art** consists of 48 credit hours in art

and art history.

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

### Required courses include:

Major and Major-Related Courses		
ART 102	Introduction to Two-Dimensional Design	4
ART 103	Introduction to Sculpture and Three-Dimensional Design	4
ART 111	Survey of Ancient Through Medieval Art	3
ART 212	Renaissance, Baroque and Modern Art	3
ART 299	Professional Practices Seminar	1
ART 311	20th Century Art	3
ART 351	Senior Study I	3
ART 352	Senior Study II	3
	Six additional courses in studio art or design	24

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 may count toward this studio requirement. Students are required to prepare and present to the public a portfolio of their work.

## Art, Minor

The **Minor in Art** consists of 15 credit hours in Art (none of which can also be used toward a major in Design).

## Biochemistry

**Associate Professor Jennifer Brigati, Chair,  
Division of Natural Sciences  
Professor Angelia Gibson, 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 CHM 121 and CHM 122 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.

## Biochemistry, B.A.

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 courses include:

Major and Major-Related Courses		
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CHM 223	Organic Chemistry I	4
CHM 224	Organic Chemistry II	4
CHM 316	Fundamentals of Biochemistry and Molecular Biology	4
BIO 115	Principles of Cellular Biology	4
BIO 221	Genetics	4
CHM 416	Advanced Topics in Biochemistry and Molecular Biology	4
MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4
Either:		
BIO 299	Professional Practices in Biology	1
Or		
CHM 399	Research Seminar	1
Either set of:		
BIO 351	Senior Study I	3
And		
BIO 352	Senior Study II	3
Or		
CHM 351	Senior Study I	3
And		
CHM 352	Senior Study II	3
Either set of:		
PHY 101	College Physics I	4
And		
PHY 102	College Physics II	4
Or		
PHY 201	General Physics I	4
And		
PHY 202	General Physics II	4

## Biochemistry, B.S.

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.

**Required courses include:**

Major and Major-Related Courses		
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CHM 223	Organic Chemistry I	4
CHM 224	Organic Chemistry II	4
CHM 316	Fundamentals of Biochemistry and Molecular Biology	4
CHM 391	Physical Chemistry II	3
BIO 115	Principles of Cellular Biology	4
BIO 221	Genetics	4
BIO 416	Advanced Topics in Biochemistry and Molecular Biology	4
MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4
Either:		
BIO 299	Professional Practices in Biology	1
Or		
CHM 399	Research Seminar	1
Either set of:		
BIO 351	Senior Study I	3
And		
BIO 352	Senior Study II	3
Or		
CHM 351	Senior Study I	3
And		
CHM 352	Senior Study II	3
Either set of:		
PHY 101	College Physics I	4
And		
PHY 102	College Physics II	4
Or		
PHY 201	General Physics I	4
And		
PHY 202	General Physics II	4
Either:		
CHM 264	Analytical Chemistry	4
Or		
CHM 365	Instrumental Methods	4
At least three credit hours chosen from the following courses:		
BIO 301	Cell and Tissue Biology	4
BIO 355	Microbiology	4
BIO 357	Immunology	3

Either:

BIO 412	Animal Physiology	4
Or		
BIO 414	Developmental Biology	4

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 **Major in Biochemistry** is not open to students majoring in either Biology or Chemistry. 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.**  
**Professor Jennifer Brigati, Chair, Division of Natural Sciences and 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 CHM 121 and CHM 122 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.

## Biol. Sci./Pre-Vet, B.S.

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 courses include:

#### Major and Major-Related Courses

BIO 113	Principles of Organismal Biology	4
BIO 115	Principles of Cellular Biology	4
BIO 221	Genetics	4
BIO 301	Cell and Tissue Biology	4
BIO 355	Microbiology	4
BIO 412	Animal Physiology	4
BIO 416	Advanced Topics in Biochemistry and Molecular Biology	4
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CHM 223	Organic Chemistry I	4
CHM 224	Organic Chemistry II	4
CHM 316	Fundamentals of Biochemistry and Molecular Biology	4
Either set of:		
PHY 101	College Physics I And	4
PHY 102	College Physics II Or	4
PHY 201	General Physics I And	4
PHY 202	General Physics II	4
Either:		
BIO 299	Professional Practices in Biology Or	1
CHM 399	Research Seminar	1
Either set of:		
BIO 351	Senior Study I And	3
BIO 352	Senior Study II	3

CHM 351	Or Senior Study I	3
CHM 352	And Senior Study II	3

## Biology

**Professor Jennifer Brigati, Chair, Division of Natural Sciences**  
**Professor Drew Crain, 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 terminology, concepts, and quantitative analysis in:
  - a. Cell Biology
  - b. Molecular Biology and Genetics
  - c. Organismal Biology
  - d. Ecology
2. Summarize, interpret, and present the primary biological literature.
3. Acquire and apply a set of basic laboratory data acquisition, analysis, and presentation skills.
4. Acquire and apply a set of basic field data acquisition, analysis, and presentation skills.
5. Design and execute an in-depth collaborative research project and successfully communicate the results formally in both written and verbal

forms.

## Biology, B.A.

The Bachelor of Arts Degree in Biology consists of 45-47 hours in biology and chemistry.

### Required coursework includes:

Major and Major-Related Courses		
BIO 113	Principles of Organismal Biology	4
BIO 115	Principles of Cellular Biology	4
BIO 221	Genetics	4
BIO 222	Ecology and Evolution	4
BIO 299	Professional Practices in Biology	1
BIO 351	Senior Study I	3
BIO 352	Senior Study II	3
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
	Four additional 300 or 400 level Biology courses	

*Four additional 300 or 400 level Biology courses excluding: Biology 337: Internship in Biology.*

Choose one of the 4 additional courses from the following field-based laboratory courses:

BIO 305	Plant Diversity	4
BIO 307	Flowering Plants	4
BIO 310	Earth System Science	4
BIO 311	Natural History of the Great Smoky Mountains	4
BIO 321	Comparative Vertebrate Zoology	4
BIO 341	Comparative Invertebrate Zoology	4
BIO 403	Vertebrate Field Zoology	4

Choose one of the 4 additional courses from the following bench-based laboratory courses:

BIO 301	Cell and Tissue Biology	4
BIO 355	Microbiology	4
BIO 412	Animal Physiology	4
BIO 414	Developmental Biology	4
BIO 416	Advanced Topics in Biochemistry and Molecular Biology	4

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, Biological Sciences, or Environmental Science.

## Biology, B.S.

The **Bachelor of Science Degree in Biology** consists of 64-67 hours in biology, chemistry, and physics/math.

### Required courses include:

#### Major and Major-Related Courses

BIO 113	Principles of Organismal Biology	4
BIO 115	Principles of Cellular Biology	4
BIO 221	Genetics	4
BIO 222	Ecology and Evolution	4
BIO 299	Professional Practices in Biology	1
BIO 351	Senior Study I	3
BIO 352	Senior Study II	3
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CHM 223	Organic Chemistry I	4
CHM 224	Organic Chemistry II	4
	Five additional 300 or 400 level Biology courses	

*Five additional 300 or 400 level Biology courses excluding: Biology 337: Internship in Biology.*

Choose one of the 5 additional courses from the following field-based laboratory courses:

BIO 305	Plant Diversity	4
BIO 307	Flowering Plants	4
BIO 310	Earth System Science	4
BIO 311	Natural History of the Great Smoky Mountains	4
BIO 321	Comparative Vertebrate Zoology	4
BIO 341	Comparative Invertebrate Zoology	4
BIO 403	Vertebrate Field Zoology	4

Choose one of the 5 additional courses from the following bench-based laboratory courses:

BIO 301	Cell and Tissue Biology	4
BIO 355	Microbiology	4
BIO 412	Animal Physiology	4

BIO 414	Developmental Biology	4
BIO 416	Advanced Topics in Biochemistry and Molecular Biology	4

Two of the following courses (Note Prerequisites)

CSC 111	Introduction to Computer Science I	3
CSC 112	Introduction to Computer Science II	3
MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4
MTH 221	Inferential Statistics w/Data Visualization	3
MTH 222	Regression Analysis	3
PHY 101	College Physics I	4
PHY 102	College Physics II	4

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, Biological Sciences, or Environmental Science.

## Biology, B.A. for Teacher Licensure

The **Major in Biology for Teacher Licensure** is designed for students planning careers as teachers of biology, environmental science, and general science at the secondary level. The Major in Biology for Teacher Licensure consists of 48 hours in major and major-related courses and 42 credit hours in courses related to educator preparation.

### Required courses include:

#### Major and Major-Related Courses

BIO 113	Principles of Organismal Biology	4
BIO 115	Principles of Cellular Biology	4
BIO 217	Human Anatomy and Physiology I	4
BIO 218	Human Anatomy and Physiology II	4
BIO 221	Genetics	4
BIO 222	Ecology and Evolution	4
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
PHS 111	Investigations in Physical Science	4

One of the following field-based laboratory courses:	
BIO 305	Plant Diversity 4
BIO 307	Flowering Plants 4
BIO 310	Earth System Science 4
BIO 311	Natural History of the Great Smoky Mountains 4
BIO 321	Comparative Vertebrate Zoology 4
BIO 341	Comparative Invertebrate Zoology 4
BIO 403	Vertebrate Field Zoology 4
One of the following bench-based laboratory courses:	
BIO 301	Cell and Tissue Biology 4
BIO 355	Microbiology 4
BIO 412	Animal Physiology 4
BIO 414	Developmental Biology 4

Educator Preparation Courses	
PSY 101	Introductory Psychology 3
PSY 218	Adolescent Development 3
STA 120	Introductory Statistics 4
EDU 202	Educational Technology 3
EDU 299	Contemporary and Professional Issues in Education 1
EDU 300	Field Experience 1
EDU 301	Models of Classroom Management & Instruction 3
EDU 312	Instructional Strategies for Diverse Learners 3
EDU 321	Disciplinary Literacy Methods 3
EDU 333	Applied Pedagogy 3
EDU 351	Senior Study I 3
EDU 352	Senior Study II: Professional Seminar 3
EDU 403	Clinical Practice for PK12/Secondary (10) 10
EDU 411	Educational Assessment & Evaluation 3

## Biology, Minor

The **Minor in Biology** requires a minimum of 21 hours.

### Required courses include:

Minor and Minor-Related Courses	
BIO 113	Principles of Organismal Biology 4
BIO 115	Principles of Cellular Biology 4

BIO 221	Genetics	4
BIO 222	Ecology and Evolution	4
At least one course at the 300- or 400-level that satisfies requirements for the Major in Biology		
Either:		
BIO 299	Professional Practices in Biology	1
Or		
CHM 399	Research Seminar	1

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 or East Tennessee State University Gatton College of Pharmacy - Senior Year in Absentia.**  
**Professor Jennifer Brigati, 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 or the East Tennessee State University Gatton College of Pharmacy or the Lipscomb University College of Pharmacy consists of three academic years at Maryville followed by four academic years at UT College of Pharmacy or ETSU Gatton College of Pharmacy or Lipscomb University 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 or at the ETSU Gatton College of Pharmacy or at the Lipscomb University 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 104-105 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 and/or ETSU Gatton College of Pharmacy and/or the Lipscomb University College of Pharmacy; admission is determined by the UT College of Pharmacy or ETSU Gatton College of Pharmacy or Lipscomb University 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 or ETSU Gatton College of Pharmacy or Lipscomb University College of Pharmacy, completing the second semester of the senior study at the UT or ETSU or Lipscomb College of Pharmacy. Students admitted to one of these pharmacy programs can be awarded the BA in Biopharmaceutical Sciences upon completing enough hours at the UT College of Pharmacy or ETSU Gatton College of Pharmacy or Lipscomb University College of Pharmacy to bring the total in the program to 128, including UT-College of Pharmacy's PHCY 115 (Introduction to Pharmacy Practice) and PHAC 840 (Special Topics Elective) or ETSU-College of Pharmacy's PMPR 3140 (Contemporary Practice of Pharmacy I) and either PMSC 7204 (Pharmaceutical Sciences Research I) or PMPR 7113 (Pharmacy Practice Research/Scholarship I) or Lipscomb University College of Pharmacy's PHAD 1000 (Dean's Hour), PHAD 111 (Applied Christian Values), PHAD 1202 (Biomedical Literature Analysis & Drug Information), and PHIE 1521 (Introductory Pharmacy Practice Experiences II).

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 104-105 semester hours completed at Maryville College and includes a total of 55-56 hours of science (Chemistry, Biology, and Physics) classes, 8 hours of Mathematics, and 41 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 CHM 121 and CHM 122 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 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.

#### Required courses include:

Major and Major-Related Courses		
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CHM 223	Organic Chemistry I	4
CHM 224	Organic Chemistry II	4
CHM 316	Fundamentals of Biochemistry and Molecular Biology	4
CHM 351	Senior Study I	3
CHM 399	Research Seminar	1
CHM 416	Advanced Topics in Biochemistry and Molecular Biology	4
BIO 115	Principles of Cellular Biology	4
BIO 217	Human Anatomy and Physiology I	4
BIO 218	Human Anatomy and Physiology II	4
BIO 221	Genetics	4
BIO 355	Microbiology	4
BIO 357	Immunology	3
MTH 125	Calculus I (MR)	4
STA 120	Introductory Statistics	4
Either:		
PHY 101	College Physics I	4
Or		
PHY 201	General Physics I	4

## 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.

### Business, Minor

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

#### Required courses include:

Minor and Minor-Related Courses

BUS 201	Principles of Management	3
BUS 215	Principles of Accounting	3
BUS 305	Organizational Behavior	3
BUS 344	Principles of Finance	3
ECN 201	Principles of Economics	4

The minor is not open to students majoring in any of the following: Finance/Accounting, Hospitality and Regional Identity, 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**  
**Professor Jeff Bay, 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. 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.

### Business Analytics, B.S.

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.

#### Required courses include:

Domain Knowledge:

BUS 201	Principles of Management	3
BUS 215	Principles of Accounting	3

BUS 242	Marketing	3
BUS 305	Organizational Behavior	3
BUS 344	Principles of Finance	3
ECN 201	Principles of Economics	4

## Analytical Skills:

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

## Professional Development (choose one):

SLS 299	Issues in Professional Development	2
	Or	
CSC 299	Professional Practices in the Mathematical Sciences	1

## Chemistry

**Professor Jennifer Brigati, Chair, Division of Natural Sciences**  
**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 CHM 121 and CHM 122 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 terminology, concepts, and graphical/quantitative analysis in chemistry.
2. Summarize and interpret the primary chemical literature.
3. Acquire and apply a set of basic chemistry laboratory data-acquisition, analysis, and presentation skills.
4. Formulate scientifically significant questions, and work toward their resolution.
5. Design and execute an in-depth research project, and successfully communicate the results in both verbal and written form.

## Chemistry, B.A.

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 courses include:

#### Major and Major-Related Courses

CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CHM 223	Organic Chemistry I	4
CHM 224	Organic Chemistry II	4
CHM 264	Analytical Chemistry	4
CHM 351	Senior Study I	3
CHM 352	Senior Study II	3
CHM 381	Physical Chemistry I	3
CHM 391	Physical Chemistry II	3
CHM 399	Research Seminar	1
MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4

One course chosen from the following list:

CHM 316	Fundamentals of Biochemistry and Molecular Biology	4
CHM 365	Instrumental Methods	4
CHM 416	Advanced Topics in Biochemistry and Molecular Biology	4
CHM 425	Physical Chemistry Laboratory	2

Either set of:

PHY 101	College Physics I And	4
PHY 102	College Physics II Or	4
PHY 201	General Physics I And	4
PHY 202	General Physics II	4

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.

## Chemistry, B.S.

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 courses include:

#### Major and Major-Related Courses

CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CHM 223	Organic Chemistry I	4
CHM 224	Organic Chemistry II	4
CHM 264	Analytical Chemistry	4
CHM 365	Instrumental Methods	4
CHM 371	Inorganic Chemistry	3
CHM 316	Fundamentals of Biochemistry and Molecular Biology	4
CHM 381	Physical Chemistry I	3
CHM 391	Physical Chemistry II	3
CHM 399	Research Seminar	1
CHM 351	Senior Study I	3

CHM 352	Senior Study II	3
CHM 425	Physical Chemistry Laboratory	2
BIO 115	Principles of Cellular Biology	4
BIO 221	Genetics	4
MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4
PHY 101	College Physics I	4
PHY 102	College Physics II	4

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.).

## Chemistry, B.A. for Teacher Licensure

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 34 hours in educator preparation courses.

### Required courses include:

#### Major and Major-Related Courses

CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CHM 223	Organic Chemistry I	4
CHM 224	Organic Chemistry II	4
CHM 264	Analytical Chemistry	4
BIO 311	Natural History of the Great Smoky Mountains	4
MTH 115	Precalculus with Trigonometry	4
MTH 125	Calculus I (MR)	4
PHY 101	College Physics I	4
Either:		
CHM 316	Fundamentals of Biochemistry and Molecular Biology	4
Or		
CHM 365	Instrumental Methods	4



Educator Preparation Courses		
PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3
STA 120	Introductory Statistics	4
EDU 202	Educational Technology	3
EDU 299	Contemporary and Professional Issues in Education	1
EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3
EDU 312	Instructional Strategies for Diverse Learners	3
EDU 321	Disciplinary Literacy Methods	3
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
EDU 411	Educational Assessment & Evaluation	3

## Chemistry, Minor

The **Minor in Chemistry** requires a minimum of 20 hours.

### Required courses include:

Minor and Minor-Related Courses		
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CHM 223	Organic Chemistry I	4
CHM 224	Organic Chemistry II	4
	At least three additional hours in chemistry courses that satisfy requirements for the Major in Chemistry	3
Either:		
CHM 399	Research Seminar	1
Or		
BIO 299	Professional Practices in Biology	1

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

## Child Trauma and Resilience

**Professor Crystal Colter, Chair, Division of Behavioral Sciences and Coordinator**

### Professor Ariane Schratte, Coordinator

The minor in Child Trauma and Resilience equips students from diverse majors and disciplines to understand the various psychological and sociological dimensions of working with children who experience trauma and stress and to help such children develop resilience.

## Child Trauma and Resilience, Minor

The **Minor in Child Trauma and Resilience** consists of 15 credit hours.

### Required courses include:

Minor and Minor-Related Courses		
PSY 101	Introductory Psychology	3
PSY 232	Child Trauma and Resilience	3
PSY 324	Child Poverty and Inequality	3

One of the following:

PSY 331	Abnormal Psychology	3
PSY 333	Theories and Techniques in Counseling	3

One of the following:

PSY 244	Introduction to Neuroscience	3
PSY 248	Drugs and Behavior	3
CRJ 101	Introduction to Criminal Justice	3
CRJ 349	Selected Topics in Criminal Justice	3

Students majoring in Developmental Psychology, Neuroscience, Psychology, or Psychology with a Counseling Track cannot fulfill the minor in Child Trauma and Resilience with courses serving as electives in their major.

## 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.

## Community Psychology

**Professor Crystal Colter, Chair, Division of Behavioral Sciences**

**Professor Kathie Shiba, Coordinator**

The minor in Community Psychology equips students from diverse majors and disciplines to understand the various ways that individuals relate to their communities and, reciprocally, to understand the effects of communities on individuals. Relevant topics include issues of identity, power, and social justice.

### Community Psychology, Minor

The **Minor in Community Psychology** consists of 15 credit hours.

#### Required courses include:

##### Minor and Minor-Related Courses

PSY 101	Introductory Psychology	3
PSY 224	Cross-Cultural Psychology	3
PSY 221	Social Psychology	3
PSY 336	Community Psychology and Social Justice	3

##### One of the following:

SOC 328	Global Feminisms	3
SOC 326	Social Movements	3
SOC 320	Development and Globalization	3
ENV 101	Environmental Issues and Foundations of Sustainability	3
SUS 101	Environmental Issues and Foundations of Sustainability	3
PHL 207	Contemporary Philosophy	3
PHL 249	Selected Topics	3

Note for PHL 207 (p. 220) and PHL 249 (p. 221): These courses are options for the minor only when focused on the issues of Justice; check the course title in Self Service and consult your academic advisor or the course instructor to be sure.

Students who major in Developmental Psychology, Neuroscience, Psychology, or Psychology with a Counseling Track cannot fulfill the Community Psychology minor with courses serving as electives in their major.

## Computer Science

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

**Assistant Professor Barbara Johnson, 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.

### Computer Science, B.A.

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

#### Required courses include:

##### Major and Major-Related Courses

CSC 111	Introduction to Computer Science I	3
CSC 112	Introduction to Computer Science II	3
CSC 221	Computer Architecture	3
CSC 231	Discrete Structures	3
CSC 241	Data Structures	3
CSC 251	Graphical User Interfaces	3
CSC 299	Professional Practices in the	1

CSC 312	Mathematical Sciences Algorithm Design and Analysis	3
CSC 313	Database Management Systems	3
CSC 321	Introduction to Systems	3
CSC 349	Selected Topics in Computer Science	3
CSC 351	Senior Study I	3
CSC 352	Senior Study II	3
CSC 381	Theory of Computation	3
MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4
MTH 232	Linear Algebra	3
Either of the following courses:		
MTH 321	Probability & Statistics I Or	3
MTH 326	Numerical Analysis	3

### Computer Science, Minor

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

#### Required courses include:

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

### Counseling

**Professor Crystal Colter, Chair, Division of Behavioral Sciences**  
**Associate Professor Aqualus Gordon, 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 Rachel Ponder, 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.

### Criminal Justice, B.A.

The **Major in Criminal Justice** requires a minimum of 48 credit hours.

#### Required courses include:

Major and Major-Related Courses		
CRJ 101	Introduction to Criminal Justice	3
CRJ 204	Criminal Law & Procedure	3
CRJ 226	Investigative Forensics	3
CRJ 349	Selected Topics in Criminal Justice	3
CRJ 337	Internship	3
CRJ 351	Senior Study I	3
CRJ 352	Senior Study II	3
PSY 101	Introductory Psychology	3
SOC 101	Introductory Sociology	3
PLS 322	The Judicial Process	3
PSY 331	Abnormal Psychology	3
SLS 301	Social Sciences Research Methods	3
	One course in Philosophy at	3

the 200-level

Either of the following courses:		
SOC 202	Social Problems	3
Or		
PLS 211	Comparative Government and Politics	3
Either of the following courses:		
BUS 305	Organizational Behavior	3
Or		
PLS 316	International Organizations and Law	3
Either of the following courses:		
MTH 221	Inferential Statistics w/Data Visualization	3
Or		
MTH 222	Regression Analysis	3

### Criminal Justice, Minor

The **Minor in Criminal Justice** consists of a minimum of 15 hours.

#### Required courses include:

Minor and Minor-Related Courses		
CRJ 101	Introduction to Criminal Justice	3
CRJ 204	Criminal Law & Procedure	3
CRJ 226	Investigative Forensics	3
CRJ 349	Selected Topics in Criminal Justice	3

Three additional hours selected from the following courses:

BUS 305	Organizational Behavior	3
PLS 322	The Judicial Process	3
SOC 101	Introductory Sociology	3
SOC 202	Social Problems	3
PSY 101	Introductory Psychology	3
PSY 331	Abnormal Psychology	3

### Dance

#### Professor William Swann, Chair, Division of Fine Arts and Coordinator

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

### Data Analysis

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

The Minor in Data Analysis offers interdisciplinary study in multiple fields focused on developing, applying, and presenting various methods of data analysis.

#### Data Analysis, Minor

The Data Analysis minor requires a minimum of 16 hours in courses that focus on the analysis of data using current software.

#### Required courses include:

Minor and Minor-Related Courses		
STA 120	Introductory Statistics	4
Four courses from the following:*		
MTH 222	Regression Analysis	3
MTH 221	Inferential Statistics w/Data Visualization	3
MTH 249	Using Big Data to Analyze Social Issues	3
BIO 315	Geographic Information Systems (GIS)	3
CSC 313	Database Management Systems	3
CSC 314	Data Mining	3
PSY 311	Research Design	3
PSY 312	Experimental Psychology	4

\*Other courses may substitute for those listed here if they involve significant data analysis and if they are approved by the coordinator of the Data Analysis Minor.

### Design

#### Professor William Swann, Chair, Division of Fine Arts

#### Professor Adrienne Schwarte, Coordinator

The Major and Minor in Design provide 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.

## Design, B.A.

The **Major in Design** consists of at least 50 credit hours in art, design, and art history.

### Required courses include:

Major and Major-Related Courses		
ART 102	Introduction to Two-Dimensional Design	4
ART 103	Introduction to Sculpture and Three-Dimensional Design	4
ART 111	Survey of Ancient Through Medieval Art	3
ART 212	Renaissance, Baroque and Modern Art	3
ART 299	Professional Practices Seminar	1
ART 311	20th Century Art	3
DSN 123	Design 1	4
DSN 223	Design 2	4
DSN 231	Typography	4
DSN 317	History of Design	3
DSN 319	Contemporary Theories in Design	1
DSN 323	Design 3	4
DSN 337	Internship	0-15
DSN 351	Senior Study I	3
DSN 352	Senior Study II	3
	One additional course in art or an additional three-hour internship	

*DSN 337: To be fulfilled in on-campus Design Lab or professional equivalent*

A minor in Marketing or Writing Communication is encouraged. Students are required to prepare and present to the public a portfolio of their work.

## Design, Minor

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

### Required courses include:

Minor and Minor-Related Courses		
ART 102	Introduction to Two-Dimensional Design	4
DSN 123	Design 1	4
DSN 223	Design 2	4
DSN 323	Design 3	4

One of the following:

DSN 231	Typography	4
DSN 317	History of Design	3
DSN 337	Internship	0-15

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

## Developmental Psychology

**Professor Crystal Colter, Chair, Division of Behavioral Sciences**

**Professor Kathie Shiba, Coordinator**

The Major in Developmental Psychology is designed for students who plan to work in a variety of settings or enter a graduate program in Developmental Psychology or related field.

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.

## Developmental Psychology, B.A.

The **Major in Developmental Psychology** consists of 45 credit hours in psychology and related fields.

**Required courses include:**

Major and Major-Related Courses

PSY 101	Introductory Psychology	3
PSY 211	Child Development	3
PSY 218	Adolescent Development	3
PSY 222	Adult Development and Aging	3
PSY 289	Psychology of Language and Communication	3
PSY 299	Contemporary and Professional Issues in Psychology	2
PSY 315	Human Thought and Learning	4
PSY XXX	Psychology elective	3
PSY 337	Internship in Psychology	0-15
PSY 351	Senior Study I	3
PSY 352	Senior Study II	3

Choice of one of the following tracks that includes 12 additional credit hours in psychology or related fields

(Or for students not seeking a designation of a specific track – these 12 hours can be chosen with an advisor):

Child Trauma and Resilience Track:

PSY 232	Child Trauma and Resilience	3
PSY 324	Child Poverty and Inequality	3

One of the following:

PSY 331	Abnormal Psychology	3
PSY 333	Theories and Techniques in Counseling	3

One of the following:

PSY 244	Introduction to Neuroscience	3
PSY 248	Drugs and Behavior	3
CRJ 101	Introduction to Criminal Justice	3
CRJ 349	Selected Topics in Criminal Justice	3

Community Psychology Track:

PSY 224	Cross-Cultural Psychology	3
PSY 221	Social Psychology	3
PSY 336	Community Psychology and Social Justice	3

One of the following:

SOC 328	Global Feminisms	3
SOC 326	Social Movements	3
SOC 320	Development and Globalization	3

ENV 101	Environmental Issues and Foundations of Sustainability	3
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SUS 101	Environmental Issues and Foundations of Sustainability	3
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PHL 207	Contemporary Philosophy	3
PHL 249	Selected Topics	3

**Note for PHL 207 (p. 220) and PHL 249 (p. 221):**  
These courses are options for the minor only when focused on the issues of Justice; check the course title in Self Service and consult your academic advisor or the course instructor to be sure.

Relationship and Sexual Health Track:

PSY 227	Intimate Relationships	3
PSY 228	Human Sexuality	3
PSY 333	Theories and Techniques in Counseling	3

One of the following:

SOC 215	Sociology of Marriage and Family	3
GWS 101	Introduction to Gender and Women's Studies	3
SOC 328	Global Feminisms	3

A double major in Developmental Psychology combined with any of the following is not permitted: Neuroscience, Psychology, Psychology with Counseling Track.

## Developmental Psychology, Minor

The **Minor in Developmental Psychology** consists of 15 credit hours.

**Required courses include:**

Minor and Minor-Related Courses

PSY 101	Introductory Psychology	3
PSY 211	Child Development	3
PSY 218	Adolescent Development	3
PSY 222	Adult Development and Aging	3
PSY XXX	Psychology elective	3

The Minor in Developmental Psychology is not open to students majoring in Developmental Psychology, Neuroscience, Psychology, or Psychology with a Counseling Track.

## Child Trauma and Resilience, Minor

The **Minor in Child Trauma and Resilience** consists of 15 credit hours.

**Required courses include:**

Minor and Minor-Related Courses

PSY 101	Introductory Psychology	3
PSY 232	Child Trauma and Resilience	3
PSY 324	Child Poverty and Inequality	3

One of the following:

PSY 331	Abnormal Psychology	3
PSY 333	Theories and Techniques in Counseling	3

One of the following:

PSY 244	Introduction to Neuroscience	3
PSY 248	Drugs and Behavior	3
CRJ 101	Introduction to Criminal Justice	3
CRJ 349	Selected Topics in Criminal Justice	3

Students majoring in Developmental Psychology, Neuroscience, Psychology, or Psychology with a Counseling Track cannot fulfill the minor in Child Trauma and Resilience with courses serving as electives in their major.

## Community Psychology, Minor

The **Minor in Community Psychology** consists of 15 credit hours.

### Required courses include:

#### Minor and Minor-Related Courses

PSY 101	Introductory Psychology	3
PSY 224	Cross-Cultural Psychology	3
PSY 221	Social Psychology	3
PSY 336	Community Psychology and Social Justice	3

#### One of the following:

SOC 328	Global Feminisms	3
SOC 326	Social Movements	3
SOC 320	Development and Globalization	3
ENV 101	Environmental Issues and Foundations of Sustainability	3
SUS 101	Environmental Issues and Foundations of Sustainability	3
PHL 207	Contemporary Philosophy	3
PHL 249	Selected Topics	3

Note for PHL 207 (p. 220) and PHL 249 (p. 221): These courses are options for the minor only when focused on the issues of Justice; check the course title in Self Service and consult your academic advisor or the course instructor to be sure.

Students who major in Developmental Psychology, Neuroscience, Psychology, or Psychology with a Counseling Track cannot fulfill the Community Psychology minor with courses serving as electives in their major.

## Relationship and Sexual Health, Minor

The **Minor in Relationship and Sexual Health** consists of 15 credit hours.

### Required courses include:

#### Minor and Minor-Related Courses

PSY 101	Introductory Psychology	3
PSY 227	Intimate Relationships	3
PSY 228	Human Sexuality	3
PSY 333	Theories and Techniques in Counseling	3

#### One of the following:

SOC 215	Sociology of Marriage and Family	3
GWS 101	Introduction to Gender and Women's Studies	3
SOC 328	Global Feminisms	3

Students who major in Developmental Psychology, Neuroscience, Psychology, or Psychology with a Counseling Track cannot fulfill the Relationship and Sexual Health minor with courses serving as electives in their major.

## 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.

## Economics, B.A.

The **Major in Economics** consists of a minimum of 46/47 hours in Economics and related fields.

### Required courses include:

Major and Major-Related Courses			
ECN 101	Contemporary Economic Issues	3	
ECN 201	Principles of Economics	4	
ECN 221	Economic Development	3	
ECN 321	Intermediate Macroeconomics	4	
ECN 322	Intermediate Microeconomics	3	
ECN 334	History of Economic Thought	3	
ECN 351	Senior Study I	3	
ECN 352	Senior Study II	3	
SLS 299	Issues in Professional Development	2	
MTH 222	Regression Analysis	3	
Nine credit hours chosen from the following courses:			
ECN 251	Economic History of the United States	3	
ECN 325	International Trade and Finance	3	
ECN 331	Public Policy Toward Business	3	
ECN 332	Money and Banking	3	
ECN 345	Investment Analysis	3	
ECN 346	Environmental Economics	3	
ECN 349	Selected Topics in Economics	3	
SLS 301	Social Sciences Research Methods	3	

Either of the following courses:

MTH 125	Calculus I (MR)	4
	Or	
BUS 344	Principles of Finance	3

One of the following courses:

PLS 121	Contemporary Political Issues	3
PLS 122	American Government and Politics	3
PLS 211	Comparative Government and Politics	3
PLS 212	International Politics	3
PLS 232	Public Policy	3

## Economics, Minor

The **Minor in Economics** consists of 17 hours.

### Required courses include:

Minor and Minor-Related Courses			
ECN 201	Principles of Economics	4	
ECN 321	Intermediate Macroeconomics	4	
ECN 322	Intermediate Microeconomics	3	
ECN 334	History of Economic Thought	3	
Three credit hours chosen from the following courses:			
ECN 221	Economic Development	3	
ECN 251	Economic History of the United States	3	
ECN 325	International Trade and Finance	3	
ECN 331	Public Policy Toward Business	3	
ECN 332	Money and Banking	3	
ECN 345	Investment Analysis	3	
ECN 346	Environmental Economics	3	
ECN 349	Selected Topics in Economics	3	

## Education

**Associate Professor Cynthia Gardner, Chair, Division of Education and Director of Educator Preparation, Director of the Graduate Program, and MAT Program Coordinator Educator Preparation**

The Division of Education at Maryville College has a long and proud tradition of preparing educators who

demonstrate and promote excellence in teaching and learning.

The Educator Preparation Program develops teachers who demonstrate:

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

The Division of Education houses the Elementary Education degree for K-5 licensure and works across multiple departments to provide licensure in various P/K-12 and 6-12 areas. The Educator Preparation Program at Maryville College is continually refined to meet the State of Tennessee's licensure requirements for teachers. As a result, modifications in programs and curriculum may occur. Those interested in becoming a teacher should meet with an advisor in the Educator Preparation Program as soon as possible. Secondary and P/K-12 licensure candidates are co-advised by an advisor in the major and an advisor in the educator preparation program. Students are encouraged to discuss the educator preparation program and teacher licensure requirements with their advisors on a regular basis since the Tennessee State Board of Education may act on teacher licensure matters not addressed in the Catalog. The program culminates with a clinical experience (student teaching) consisting of 15 weeks of full-day responsibilities. Students are encouraged to pass the required specialty area content assessments before they are assigned to student teaching.

### **Educator Preparation Professional Characteristics**

It is the responsibility of all students seeking teacher licensure to develop and maintain professional

behaviors, characteristics, and dispositions that are associated with professional educators. These essential dispositions include self-regulation, grooming/appearance, relationships, professionalism, cultural awareness, integrity, affect, respect, communication, and reflection. Candidates are expected to demonstrate essential dispositions throughout the program of study not only in coursework, teaching practice, professional activities, and student teaching, but also in personal interactions with students, families, colleagues, and communities. In addition to the above, the Tennessee State Board of Education requires candidates to be aware of the Tennessee Teacher Code of Ethics that outlines behaviors that will result in the dismissal and revocation of the teaching license.

### **Testing Requirement**

The Tennessee State Board of Education requires all students entering an educator preparation program to successfully pass at least one of three tests:

- ACT score of at least 21
- SAT score of at least 1080
- Praxis Core (reading-156; writing-162; mathematics-150)

Students should plan to take one of these three tests no later than the conclusion of the freshman year. There is a fee associated with each test that must be paid by the student. See the Administrative Assistant in the Education Division for information about testing.

### **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 two points within the curriculum: (1) Level I Screening (sophomore year) and (2) Level II Screening (junior year). The progression for each level is explained below:

#### **Students enrolled in Elementary Education (K-5):**

##### **Level I Screening – Initial entry into the Educator Preparation Program (Provisional Status)**

Level I screening is held spring of the sophomore year. Requirements for acceptance are:

**Part I:**

1. 2.75+ overall GPA with no more than 4 semester hours below a "C-"
2. Qualifying score on ACT, SAT, or all 3 subtests of Praxis Core Academic Skills for Educators
3. Completion of EDU 201
4. Completion of EDU 200
5. "At target" Professional Dispositions
6. Formal Application
  - a. Personal information
  - b. Self-evaluation
  - c. Professional references
  - d. Statement of professional goals
  - e. Current TBI background check

**Part II:**

Students must successfully complete an interview occurring early to mid-February. The interview consists of

1. A teaching task (student plans and teaches a simple task to the interview team) and
2. An oral interview

**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.

**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 38 credit hours;

may require additional hours depending on major) that include one full semester of student teaching.

Admission 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
- 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.

## Elementary Education, B.A. for Licensure

The **Elementary Education Bachelor of Arts degree for K-5 Licensure** is designed for students who plan to teach in the elementary grades and consists of 79 total credit hours. Students are immersed in the liberal arts content while completing professional courses.

### Required courses include:

#### Major and Major-Related Courses

PSY 101	Introductory Psychology	3
BIO 111	Fundamentals of Biology	4
ENG 212	Children's Literature	3

*BIO 111: Fulfills the Scientific Reasoning – Life Science Core Domain for this major.*

*ENG 212: Fulfills the Literary Studies Core Domain for this major.*

#### One of the following:

PSY 211	Child Development	3
PSY 218	Adolescent Development	3

#### One of the following:

HIS 131	Early American History: 1492-1865	3
HIS 132	Modern American History: 1865-Present	3

*HIS 131 and HIS 132: Fulfills the Historical Reasoning Core Domain for this major.*

#### One of the following:

HIS 242	World Civilization from Earliest Times to 1500 C.E	3
HIS 243	Modern World History: 1500-Present	3

#### Educator Preparation Courses

EDU 199	Contemporary & Professional Issues	3
EDU 200	Field Experience I	1
EDU 201	Models of Classroom Instruction	3
EDU 202	Educational Technology	3
EDU 211	Methods for Teaching Earth and Life Science	2
EDU 221	Introduction to Exceptional Learners	3
EDU 305	Strategies for Classroom Management	2
EDU 312	Instructional Strategies for Diverse Learners	3

EDU 321	Disciplinary Literacy Methods	3
EDU 323	Reading & Writing K-5	3
EDU 324	Instructional Methods of Teaching Science	3
EDU 325	Instructional Methods in Teaching Social Studies	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 375	Field Experience II	1
EDU 376	Field Experience III	2
EDU 400	Clinical Experience I	3
EDU 401	Clinical Experience II	10
EDU 411	Educational Assessment & Evaluation	3
MTH 309	Math Content & Instructional Methods	3

*EDU 312: Fulfills the U.S. Pluralism Core Domain for this major.*

## Educational Studies, Minor

This minor is designed for those who desire to work with children, youth, and/or other groups in settings other than a traditional classroom. The minor in Educational Studies requires the completion of 18-19 hours of coursework. This minor is not open to Elementary Education majors or any other Licensure majors. Psychology majors and minors may only count a maximum of 6 credit hours in Psychology toward this minor.

### Required coursework includes:

#### Minor and Minor-Related Courses

EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3
PSY 101	Introductory Psychology	3

**Subtotal: 7**

#### Choose one of the following

PSY 211	Child Development	3
PSY 218	Adolescent Development	3
PSY 222	Adult Development and Aging	3

**Subtotal: 3**

Choose one course that addresses learning for various populations

EDU 221	Introduction to Exceptional	3
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	Learners	
EDU 312	Instructional Strategies for Diverse Learners	3
PHR 235	Group Facilitation	3
PHR 321	Physical Education and Recreation for Special Populations	3
PSY 232	Child Trauma and Resilience	3
PSY 324	Child Poverty and Inequality	3
	<b>Subtotal: 3</b>	

Choose two electives in a focused area of interest

(5-6 credit hours)

ASL 107	History and Culture of the American Deaf Community	3
BUS 201	Principles of Management	3
EDU 211	Methods for Teaching Earth and Life Science	2
EDU 321	Disciplinary Literacy Methods	3
ENG 214	Creative Writing: Fiction	3
HIS 248	Appalachian Cultural and Social History	3
OST 215	Natural Environments and Health	3
PHR 231	Motor Development and Motor Learning	3
PHR 331	Physical Education for Children	3
SLS 203	Introduction to Nonprofit Management	3
	<b>Subtotal: 5-6</b>	

**Total Credit Hours: 18-19**

\*Some of these courses have pre-or co-requisites. Consult with your advisor prior to enrolling.

## Engineering

### **B.A./B.S.: Senior Year in Absentia** **Professor Maria Siopsis, Coordinator**

Maryville College cooperates with several universities to enable 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, 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.

## Engineering, B.A.

### Required courses include:

#### Major and Major-Related Courses

MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4
MTH 232	Linear Algebra	3
MTH 235	Calculus III	4
MTH 236	Ordinary Differential Equations	3
PHY 201	General Physics I	4
PHY 202	General Physics II	4
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CSC 111	Introduction to Computer Science I	3
CSC 112	Introduction to Computer Science II	3
EGR 351	Senior Study I	3

Either of the following courses:

PHY 271	Modern Physics	4
	Or	
PHY 301		3

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 **English Major** 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. Knowledge of various schools of literary criticism.
4. Knowledge of literary terminology.
5. Knowledge of the history of the English language and of basic linguistic principles.
6. 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.

## English, B.A.

The **English Major** requires a minimum of 53 hours, including 48 hours in English and 5 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 52 hours.

**Required courses include:**

Major and Major-Related Courses		
HUM 299	Issues in Professional Development	1
HUM 347	Research in the Humanities	1
ENG 201	Advanced Literary Interpretation	3
ENG 311	History of the English Language	3
ENG 351	Senior Study I	3
ENG 352	Senior Study II	3

A Foundational Literature Survey—4 required courses (12 hrs.):

ENG 191	American Literature: Puritan through Romantic	3
ENG 292	American Literature: Realism to the Present	3
ENG 196	Survey of British Literature I	3
ENG 297	Survey of British Literature II	3

An Additional Literature Survey Course (3 hrs.):

ENG 160	The Early Western Literary Tradition	3
ENG 170	The Modern Western Literary Tradition	3
ENG 180	Literature and the American Experience	3
ENG 181	Women's and Minority Literature	3
ENG 182	Literature and the Classical Tradition	3

Four additional English courses above the 100 level (12 hrs.)

*May include a maximum of two courses (6 hrs.) in creative writing or professional writing.*

May include ENG 337: Internship (3 hrs.)

Three other literature courses taken at the 300 level or higher (9 hrs.)

One related course chosen from the following list (3 hrs.):

HIS 131	Early American History: 1492-1865	3
HIS 132	Modern American History:	3

PHL 205	1865-Present Early Modern Philosophy from 16th to the 18th Century	3
PHL 206	Enlightenment & Late Modern Philosophy 18th-20th Century	3
PHL 207	Contemporary Philosophy	3

*No more than one core-eligible literature course numbered below ENG 190 (3 hrs.) may be counted toward the major (e.g. ENG 160, ENG 170, ENG 180, ENG 181, ENG 182).*

## English, B.A. for Teacher Licensure

The **Major in English for Teacher Licensure** is designed for students planning careers as teachers of English and related disciplines at the secondary level. It requires 42 hours in English and related courses and 36 hours in educator preparation courses.

**Required courses include:**

Major and Major-Related Courses		
ENG 201	Advanced Literary Interpretation	3
ENG 211	Young Adult Literature	3
ENG 219	Advanced Rhetoric and Grammar	3
ENG 191	American Literature: Puritan through Romantic	3
ENG 292	American Literature: Realism to the Present	3
ENG 196	Survey of British Literature I	3
ENG 297	Survey of British Literature II	3
ENG 311	History of the English Language	3
ENG 312	Linguistic Theory and Second Language Acquisition	3
ENG 332	Shakespeare	3
	One additional 300-level literature course	3
	One additional course in literature, creative writing, or journalism	3

*Note: No more than one core-eligible literature course (3 hrs.) numbered below ENG 190 may be counted toward the major (ENG 160, ENG 170, ENG 180, ENG 181, or ENG 182).*

Educator Preparation Courses		
PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3
EDU 202	Educational Technology	3
EDU 299	Contemporary and Professional Issues in Education	1
EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3
EDU 312	Instructional Strategies for Diverse Learners	3
EDU 321	Disciplinary Literacy Methods	3
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
EDU 411	Educational Assessment & Evaluation	3

## TESL, B.A.

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.

## English, Minor

The **English Minor** requires the completion of 15 hours of English. On the basis of the student's particular interest, courses may be chosen from the following:

### Required courses may include:

Minor and Minor-Related Courses		
Varies	Literature or literary interpretation courses	3-15
ENG 213	Creative Writing: Poetry	3
ENG 214	Creative Writing: Fiction	3
ENG 219	Advanced Rhetoric and Grammar	3
ENG 313	Advanced Creative Writing: Poetry	3
ENG 316	Advanced Creative Writing: Fiction	3

HIS 248	Appalachian Cultural and Social History	3
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*A maximum of one core-eligible literature course (3 hrs.) numbered below ENG 190 may be counted toward the minor (ENG 160 (p. 190), ENG 170 (p. 191), ENG 180 (p. 191), ENG 181 (p. 191), or ENG 182 (p. 191)).*

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 and 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.

Maryville College offers one additional non-intensive English course to support second language learners. ENG 101 is a semester-length course for second language learners of English whose writing skills, as determined through standardized tests and/or writing samples, need additional practice to reach college-level proficiency in writing for academic courses.

## Environmental Science

### Professor Jennifer Brigati, Chair, Division of Natural Sciences Associate Professor Dave Unger, Coordinator

Environmental Science connects the environment to human concepts of impact, sustainability, policy, law, economics, conservation, scientific investigation, management, and public safety. The Bachelor of Science degree (B.S.) in Environmental Science is designed for students who wish to work or pursue graduate study in the field-based sciences (e.g., Ecology, Earth Sciences, Environmental Chemistry, Water Resources, Conservation, Wildlife Biology, Fisheries resources, etc.). Students engaged in this major are strongly encouraged to also take courses from the Environmental Studies program in environmental law, non-governmental organizations, government, sustainability, and environmental policy. This major is structured to provide students with a strong scientific skill set, introducing them to a wide



variety of both field- and lab-based skills as well as investigation of current environmental research, controversial issues, and policies. A double major in Biology is not open to students majoring in Environmental Science.

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

1. Mastery of basic terminology, core concepts, and quantitative analysis in the following areas as they apply to environmental problem solving:
  - a. Ecology
  - b. Earth Science
  - c. Organismal Biology
  - d. Environmental Chemistry
2. Ability to summarize, interpret, and present the primary literature across the fields of ecology and evolution, geoscience, environmental microbiology and other closely allied fields.
3. Application of basic laboratory data acquisition, analysis, and presentation skills.
4. Design and execution of a collaborative interdisciplinary research project and successful communication of the results formally in both written and verbal forms.

## Environmental Science, B.S.

The **Bachelor of Science Degree in Environmental Science** consists of 63-65 hours in Biology, Chemistry, Environmental Science, and related fields.

### Required courses include:

Major and Major-Related Courses		
EVS 101	Introduction to Environmental Science	4
BIO 113	Principles of Organismal Biology	4
BIO 115	Principles of Cellular Biology	4
BIO 222	Ecology and Evolution	4
BIO 299	Professional Practices in Biology	1
BIO 315	Geographic Information Systems (GIS)	3
BIO 403	Vertebrate Field Zoology	4

CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
CHM 223	Organic Chemistry I	4
EVS 310	Earth System Science	4
EVS 311	Natural History of the Great Smoky Mountains	4
EVS 351	Senior Study I	3
EVS 352	Senior Study II	3
Either:		
BIO 321	Comparative Vertebrate Zoology	4
Or		
BIO 341	Comparative Invertebrate Zoology	4
Either:		
CHM 264	Analytical Chemistry	4
Or		
CHM 365	Instrumental Methods	4
Select two Additional Courses from the following (6-8 hrs.):		
ENV 345	Environmental Politics	3
ENV 349	Selected Topics in Environmental Studies	3
EVS 349	Selected Topics in Environmental Science	3
BIO 305	Plant Diversity	4
BIO 307	Flowering Plants	4
BIO 321	Comparative Vertebrate Zoology	4
BIO 341	Comparative Invertebrate Zoology	4
BIO 412	Animal Physiology	4
BIO 414	Developmental Biology	4
CHM 264	Analytical Chemistry	4
CHM 365	Instrumental Methods	4

## Environmental Science, Minor

The **Minor in Environmental Science**, which can be combined with any major, requires a minimum of 22 hours.

### Required courses include:

Minor and Minor-Related Courses		
EVS 101	Introduction to Environmental Science	4
BIO 113	Principles of Organismal Biology	4
BIO 222	Ecology and Evolution	4
BIO 315	Geographic Information	3

### Systems (GIS)

Either of the following courses:

CHM 111	Fundamentals of Chemistry	4
	Or	
CHM 121	General Chemistry I	4

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
BIO 337	Internship in Biology	0-15
CHM 337	Internship in Chemistry	0-15
CHM 264	Analytical Chemistry	4
ENV 345	Environmental Politics	3
ENV 349	Selected Topics in Environmental Studies	3
EVS 310	Earth System Science	4
EVS 349	Selected Topics in Environmental Science	3

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.

## Environmental Studies, B.A.

The **Major in Environmental Studies** requires a minimum of 52 credit hours. Required courses include:

### Required courses include:

#### Major and Major-Related Courses

ENV 101	Environmental Issues and Foundations of Sustainability	3
ENV 231	Environmental Sociology	3
ENV 345	Environmental Politics	3
ECN 201	Principles of Economics	4
SOC 101	Introductory Sociology	3
PLS 232	Public Policy	3
SLS 301	Social Sciences Research Methods	3
BIO 113	Principles of Organismal Biology	4
ENV 337	Internship in Environmental	0-15

	Studies	
ENV 351	Senior Study I	3
ENV 352	Senior Study II	3
<i>ENV 337: A minimum of 3 credit hours is required</i>		
Either of the following courses:		
CHM 111	Fundamentals of Chemistry	4
	Or	
CHM 121	General Chemistry I	4
Either of the following courses:		
BIO 222	Ecology and Evolution	4
	Or	
BIO 311	Natural History of the Great Smoky Mountains	4
Either of the following courses:		
MTH 221	Inferential Statistics w/Data Visualization	3
	Or	
MTH 222	Regression Analysis	3
At least six credit hours from the following courses:		
BUS 201	Principles of Management	3
ECN 221	Economic Development	3
ECN 331	Public Policy Toward Business	3
ENG 315	Business and Technical Writing	3
OST 335	Outdoor Recreation Leadership	3
PLS 212	International Politics	3
PLS 321	American Political Process	3
SOC 202	Social Problems	3
SOC 211	Cultural Anthropology	3
SOC 222	Sociology of Appalachia	3
SOC 320	Development and Globalization	3
ENV 346	Environmental Economics	3
ENV 349	Selected Topics in Environmental Studies	3

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 Health Sciences and Outdoor Studies 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 and meetings.

## Exercise Science, B.S.

The **Major in Exercise Science** consists of 69 credit hours.

### Required courses include:

Major and Major-Related Courses		
PHR 101	Human Health and Wellness	3
PHR 177	Community CPR & First Aid	1
PSY 101	Introductory Psychology	3
EXS 217	Human Anatomy and Physiology I	4
EXS 218	Human Anatomy and Physiology II	4
EXS 219	Principles of Human Nutrition	3
PHR 231	Motor Development and Motor Learning	3
PHR 321	Physical Education and Recreation for Special Populations	3
BIO 115	Principles of Cellular Biology	4
EXS 311	Athletic Training	3
EXS 332	Kinesiology	3
EXS 337	Internship in Exercise Science	0-15
EXS 342	Research Methods in Physical Activity	3
EXS 345	Physiology of Exercise	3
EXS 351	Senior Study I	3
EXS 352	Senior Study II	3
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
PHY 101	College Physics I	4
PHY 102	College Physics II	4
Either of the following courses:		
BIO 221	Genetics	4
Or		
BIO 412	Animal Physiology	4

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.

For licensure as a CPA in Tennessee, a candidate must meet several requirements. The education requirement requires a bachelor's degree or higher from an accredited college or university, 150 total semester hours of education, 24 hours in business (12 of which must be upper division), and 30 hours in accounting (24 of which must be upper division). Requirements in other states may differ from Tennessee. Students seeking to sit for the CPA Exam in another state or licensure in a state other than Tennessee are advised to contact the appropriate state board of accountancy (<https://nasba.org/stateboards/>).

### Finance/Accounting, B.A.

The **Major in Finance/Accounting** consists of a minimum of 51 hours in business and related fields.

#### Required courses include:

##### Major and Major-Related Courses

BUS 201	Principles of Management	3
BUS 215	Principles of Accounting	3
BUS 316	Management Accounting	3
BUS 320	Business Leadership and Governance	3
BUS 344	Principles of Finance	3
BUS 345	Investment Analysis	3
BUS 351	Senior Study I	3
BUS 352	Senior Study II	3
BUS 365	Financial Reporting and Analysis	3
BUS 366	Advanced Financial Reporting	3
BUS 401	Strategic Management	3
ECN 201	Principles of Economics	4
ECN 332	Money and Banking	3
SLS 299	Issues in Professional Development	2
SOC 101	Introductory Sociology	3
One course from the following:		
MTH 125	Calculus I (MR)	4
MTH 221	Inferential Statistics w/Data Visualization	3
MTH 222	Regression Analysis	3
One course from the following:		
PLS 121	Contemporary Political Issues	3
PLS 122	American Government and Politics	3
PLS 211	Comparative Government and Politics	3
PLS 212	International Politics	3
PLS 232	Public Policy	3

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

### Accounting, Minor

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 eight 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, Koine/Biblical Greek, and Spanish. Biblical Hebrew is an occasional special offering.

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

#### Assistant Professor Rayanne Streeter, Coordinator

### Gender and Women's Studies, Minor

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:

Minor and Minor-Related Courses		
GWS 101	Introduction to Gender and Women's Studies	3
GWS 337	Internship in Gender and Women's Studies	3
GWS 401	Seminar on Gender and Women's Studies	3

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

ART 311	20th Century Art	3
ENG 181	Women's and Minority Literature	3
HIS 342	Studies in Pre-Modern History	3
PSY 218	Adolescent Development	3
PSY 228	Human Sexuality	3
PLS 328	Global Feminisms	3
SOC 215	Sociology of Marriage and Family	3
SOC 315	Social Inequality	3

*HIS 342: 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

### German, Minor

The **Minor in German** consists of at least 15 credit hours above the 100-level.

#### Required courses include:

Minor and Minor-Related Courses		
GER 201	Intermediate German I	3
GER 202	Intermediate German II	3
GER 225	Intermediate Conversation and Composition	3
	Six credit hours earned in an approved education abroad program	6

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.

## Health and Wellness Promotion

**Professor Traci Haydu, Chair, Division of Health Sciences and Outdoor Studies**  
**Assistant Professor Kristin Riggsbee, 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, wellness, 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.

## Health and Wellness Promotion, B.A.

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

### Required courses include:

Major and Major-Related Courses		
PHR 101	Human Health and Wellness	3
PHR 177	Community CPR & First Aid	1
PHR 231	Motor Development and Motor Learning	3
PHR 321	Physical Education and Recreation for Special Populations	3
PHR 336	Community Health	3
EXS 217	Human Anatomy and Physiology I	4
EXS 218	Human Anatomy and Physiology II	4
EXS 219	Principles of Human Nutrition	3
EXS 221	Nutrition Across the Lifespan	3
EXS 241	Population Health and Disease Prevention	3
EXS 332	Kinesiology	3
EXS 337	Internship in Exercise Science	0-15
EXS 342	Research Methods in Physical Activity	3
EXS 345	Physiology of Exercise	3
EXS 351	Senior Study I	3
EXS 352	Senior Study II	3

BUS 201	Principles of Management	3
PSY 101	Introductory Psychology	3
Either of the following courses:		
EXS 222	Sport and Exercise Nutrition Or	3
EXS 242	Physical Activity and Chronic Disease	3
One course selected from the following:		
EXS 311	Athletic Training	3
EXS 365	Pediatric Exercise Physiology	3
EXS 411	Exercise Testing and Prescription	3
EXS 412	Biomechanical Principles of Human Movement	3

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.

## Health and Wellness Promotion, Minor

The **Minor in Health and Wellness Promotion** consists of 15 credit hours.

### Required courses include:

Minor and Minor-Related Courses		
PHR 101	Human Health and Wellness	3
EXS 219	Principles of Human Nutrition	3
	Three additional credit hours selected from among 200-level courses in Exercise Science	3
	Six additional credit hours selected from among 300 or 400-level courses in Exercise Science	6

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**  
**Associate 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 applies 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.

## Health Care, B.A.

### Required courses include:

Major and Major-Related Courses		
BIO 112	Principles of Microbiology	4
BIO 217	Human Anatomy and Physiology I	4



BIO 218	Human Anatomy and Physiology II	4
CHM 111	Fundamentals of Chemistry	4
EXS 219	Principles of Human Nutrition	3
PSY 101	Introductory Psychology	3
PSY 211	Child Development	3
STA 120	Introductory Statistics	4
WRC 370	Topics in World Culture	3

One of the following courses:

HIS 242	World Civilization from Earliest Times to 1500 C.E	3
HIS 243	Modern World History: 1500-Present	3
REL 212	World Religions	3

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

## Nursing, B.S.

A total of 64 credit hours is taken at Tennessee Wesleyan University (TWU).

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	Psych/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)

## History, B.A.

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:**

Major and Major-Related Courses

HIS 149	Selected Topics in History	3
HIS 242	World Civilization from Earliest Times to 1500 C.E	3
HIS 243	Modern World History: 1500-Present	3
HIS 262	Theory and Method in the Study of History	3
HUM 299	Issues in Professional Development	1
HUM 347	Research in the Humanities	1
HIS 351	Senior Study I	3
HIS 352	Senior Study II	3

*HIS 149: Or other History course meeting core requirement in the Historical Reasoning Domain*

Six credit hours selected from the following courses:

HIS 131	Early American History: 1492-1865	3
HIS 132	Modern American History: 1865-Present	3
HIS 248	Appalachian Cultural and Social History	3
HIS 251	Economic History of the United States	3

Three credit hours selected from the following courses:

HIS 221	Europe and the World in the 20th Century	3
HIS 224	Latin America and the United States	3

Twelve credit hours selected from the following courses:

HIS 303	Studies in United States History	3
HIS 305	African American History: 1500-Present	3
HIS 307	History of the U.S. South: 1600-Present	3
HIS 321	Studies in Modern European History	3
HIS 333	Studies in Asian History	3
HIS 334	Studies in Latin American History	3
HIS 335	Studies in African History	3
HIS 341	Medieval Love (3)	3
HIS 345	Studies in World History	3
HIS 342	Studies in Pre-Modern	3

HIS 349	History Selected Topics in History	3
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Six credit hours in related courses selected from:

ART 111	Survey of Ancient Through Medieval Art	3
ART 212	Renaissance, Baroque and Modern Art	3
ART 311	20th Century Art	3
ECN 334	History of Economic Thought	3
ENG 191	American Literature: Puritan through Romantic	3
ENG 292	American Literature: Realism to the Present	3
ENG 311	History of the English Language	3
ENG 333	English Literature of the 17th Century	3
ENG 334	English Literature of the Restoration and 18th Century	3
ENG 335	English Literature of the 19th Century	3
MUS 312	History of Music in the United States	3
PHL 201	Ancient and Medieval Philosophy	3
PHL 205	Early Modern Philosophy from 16th to the 18th Century	3
PHL 206	Enlightenment & Late Modern Philosophy 18th-20th Century	3
PHL 207	Contemporary Philosophy	3
REL 348	Explorations in the History of Religions	3
THT 316	Theatre History I	3
THT 317	Theatre History II	3

## History, B.A. for Teacher Licensure

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 34 credit hours in courses related to educator preparation.

**Required courses include:**

Major and Major-Related Courses

HIS 131	Early American History: 1492-1865	3
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HIS 132	Modern American History: 1865-Present	3
HIS 149	Selected Topics in History	3
HIS 242	World Civilization from Earliest Times to 1500 C.E	3
HIS 243	Modern World History: 1500-Present	3
HIS 262	Theory and Method in the Study of History	3
<i>HIS 149: Or other History course meeting core requirement in the Historical Reasoning Domain</i>		
Three credit hours selected from the following courses:		
HIS 221	Europe and the World in the 20th Century	3
HIS 224	Latin America and the United States	3
Nine credit hours selected from the following courses:		
HIS 303	Studies in United States History	3
HIS 305	African American History: 1500-Present	3
HIS 307	History of the U.S. South: 1600-Present	3
HIS 321	Studies in Modern European History	3
HIS 333	Studies in Asian History	3
HIS 334	Studies in Latin American History	3
HIS 335	Studies in African History	3
HIS 341	Medieval Love (3)	3
HIS 342	Studies in Pre-Modern History	3
HIS 345	Studies in World History	3
HIS 349	Selected Topics in History	3
Educator Preparation Courses		
PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3
EDU 202	Educational Technology	3
EDU 299	Contemporary and Professional Issues in Education	1
EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3
EDU 312	Instructional Strategies for Diverse Learners	3
EDU 321	Disciplinary Literacy Methods	3
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3

EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
EDU 411	Educational Assessment & Evaluation	3

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

INT 201	Contemporary Global Issues	3
	Two different Culture and Intercultural Dynamics (CD) courses	3

*Note: One of these courses may be used to fulfill the general education requirement for Culture and Intercultural Dynamics.*

### History/Economics, B.A. for Teacher Licensure

The **Major in History/Economics for Teacher Licensure** requires 48 hours in major and related courses and 34 credit hours in courses related to educator preparation.

#### Required courses include:

##### Major and Major-Related Courses

HIS 131	Early American History: 1492-1865	3
HIS 132	Modern American History: 1865-Present	3
HIS 149	Selected Topics in History	3
HIS 242	World Civilization from Earliest Times to 1500 C.E	3
HIS 243	Modern World History: 1500-Present	3
HIS 262	Theory and Method in the Study of History	3
ECN 201	Principles of Economics	4
ECN 251	Economic History of the United States	3
ECN 332	Money and Banking	3

*HIS 149: Or other History course meeting core requirement in the Historical Reasoning Domain*

Three credit hours selected from the following courses:

HIS 221	Europe and the World in the 20th Century	3
HIS 224	Latin America and the United States	3

Nine credit hours selected from the following courses:

HIS 303	Studies in United States History	3
HIS 305	African American History: 1500-Present	3
HIS 307	History of the U.S. South: 1600-Present	3
HIS 321	Studies in Modern European History	3
HIS 333	Studies in Asian History	3
HIS 334	Studies in Latin American History	3
HIS 335	Studies in African History	3
HIS 341	Medieval Love (3)	3
HIS 342	Studies in Pre-Modern History	3
HIS 345	Studies in World History	3
HIS 349	Selected Topics in History	3

Educator Preparation Courses

PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3
EDU 202	Educational Technology	3
EDU 299	Contemporary and Professional Issues in Education	1
EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3
EDU 312	Instructional Strategies for Diverse Learners	3
EDU 321	Disciplinary Literacy Methods	3
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
EDU 411	Educational Assessment & Evaluation	3

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

INT 201	Contemporary Global Issues	3
	Two different Culture and Intercultural Dynamics (CD) courses	3

*Note: One of these courses may be used to fulfill the general education requirement for Culture and Intercultural Dynamics.*

## History/Government, B.A. for Teacher Licensure

The **Major in History/Government for Teacher Licensure** requires 47 hours in major and related courses and 34 credit hours in courses related to educator preparation.

**Required courses include:**

Major and Major-Related Courses

HIS 131	Early American History: 1492-1865	3
HIS 132	Modern American History: 1865-Present	3
HIS 149	Selected Topics in History	3
HIS 242	World Civilization from Earliest Times to 1500 C.E	3
HIS 243	Modern World History: 1500-Present	3
HIS 262	Theory and Method in the Study of History	3
PLS 121	Contemporary Political Issues	3
PLS 122	American Government and Politics	3

*HIS 149: Or other History course meeting core requirement in the Historical Reasoning Domain*

Three credit hours selected from the following courses:

HIS 221	Europe and the World in the 20th Century	3
HIS 224	Latin America and the United States	3

Nine credit hours selected from the following courses:

HIS 303	Studies in United States History	3
HIS 305	African American History: 1500-Present	3
HIS 307	History of the U.S. South: 1600-Present	3
HIS 321	Studies in Modern European History	3
HIS 333	Studies in Asian History	3
HIS 334	Studies in Latin American History	3
HIS 335	Studies in African History	3
HIS 341	Medieval Love (3)	3
HIS 342	Studies in Pre-Modern History	3
HIS 345	Studies in World History	3
HIS 349	Selected Topics in History	3

Either of the following courses:

PLS 211	Comparative Government and Politics	3
	Or	
PLS 212	International Politics	3

Educator Preparation Courses

PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3
EDU 202	Educational Technology	3
EDU 299	Contemporary and Professional Issues in Education	1
EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3
EDU 312	Instructional Strategies for Diverse Learners	3
EDU 321	Disciplinary Literacy Methods	3
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
EDU 411	Educational Assessment & Evaluation	3

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

INT 201	Contemporary Global Issues	3
	Two different Culture and Intercultural Dynamics (CD) courses	3

*Note: One of these courses may be used to fulfill the general education requirement for Culture and Intercultural Dynamics.*

## History, Minor

The **Minor in History** consists of 15 hours.

**Required courses include:**

Minor and Minor-Related Courses		
	Course that fulfills the historical reasoning domain in the core curriculum	3
	One History course at the 300 level	3
	Six hours in other courses in history	6

Either of the following courses:

HIS 242	World Civilization from Earliest Times to 1500 C.E	3
	Or	
HIS 243	Modern World History: 1500-Present	3

## History for Teaching Endorsement, Minor

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

**Required courses include:**

Minor and Minor-Related Courses

HIS 131	Early American History: 1492-1865	3
HIS 132	Modern American History: 1865-Present	3
HIS 262	Theory and Method in the Study of History	3
HIS 242	World Civilization from Earliest Times to 1500 C.E	3
HIS 243	Modern World History: 1500-Present	3
HIS 2XX	Or	3
HIS 3XX		3

*HIS 2XX and 3XX: An additional 3-hour course in history at the 200 or 300 level excluding internships and senior study.*

## Hospitality and Regional Identity

**Associate Professor, Sharon May, Chair, Division of Social Sciences**

**Professor, Jenifer Greene, Coordinator**

The major in Hospitality and Regional Identity prepares students for an opportunity to explore a wide variety of careers within the hospitality industry. This exploration includes a focus upon “place” and how location can influence and enhance the customer experience. Students successfully completing the program of study will:

1. Understand the operations of various components of the hospitality industry and how they relate to each other.

2. Understand how to create an exceptional customer experience and how a specific place plays a role in this development.

3. Develop critical thinking skills, have knowledge in theoretical perspectives and methodological techniques, and gain experiential learning opportunities.

Although the major is oriented toward providing academic knowledge and practical experience of the region surrounding the College, students who wish to orient their training toward other regions may be able to customize research projects, internships, and Senior Study to better prepare themselves for opportunities outside this region.

Hospitality and Regional Identity, B.A.

Hospitality and Regional Identity, Minor

## Hospitality and Regional Identity, B.A.

The **Major in Hospitality and Regional Identity** requires a minimum of 58 credit hours.

### Required courses include:

#### Major and Major-Related Courses

BUS 120	Introduction to Hospitality and the Customer Experience	3
BUS 201	Principles of Management	3
BUS 215	Principles of Accounting	3
BUS 248	Hospitality Marketing	3
BUS 305	Organizational Behavior	3
BUS 316	Management Accounting	3
BUS 322	Hospitality Management and Operations	3
BUS 324	Hospitality and Regional Identity through Food and Beverages	3
BUS 333	Human Resource Management	3
BUS 337	Internship in Business - Hospitality and Regional Identity	6
BUS 344	Principles of Finance	3
BUS 351	Senior Study I	3
BUS 352	Senior Study II	3
BUS 401	Strategic Management	3
OST 103	Introduction to Sustainable Tourism	3
SOC 101	Introductory Sociology	3

Choose one of the following:

MCW 299	Issues in Professional Development	0-1
SLS 299	Issues in Professional Development	2

Choose two of the following:

HIS 248	Appalachian Cultural and Social History	3
OST 205	Food Traditions of Appalachia	3
REL 209	Religion in the Southern Appalachians	3
SOC 222	Sociology of Appalachia	3
BIO 311	Natural History of the Great Smoky Mountains	4

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

## Hospitality and Regional Identity, Minor

The **Minor in Hospitality and Regional Identity** consists of 18 hours and requires the following courses.

### Required courses include:

#### Minor and Minor-Related Courses

BUS 120	Introduction to Hospitality and the Customer Experience	3
BUS 248	Hospitality Marketing	3
BUS 322	Hospitality Management and Operations	3
OST 103	Introduction to Sustainable Tourism	3

Choose one of the following:

BUS 324	Hospitality and Regional Identity through Food and Beverages	3
BUS 337	Internship in Business - Hospitality and Regional Identity	6

Choose one of the following:

HIS 248	Appalachian Cultural and Social History	3
OST 205	Food Traditions of Appalachia	3

REL 209	Religion in the Southern Appalachians	3
SOC 222	Sociology of Appalachia	3
BIO 311	Natural History of the Great Smoky Mountains	4

## 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.

## Human Resource Management, B.A.

The **Major in Human Resource Management** consists of 51 hours in business and related fields.

### Required courses include:

Major and Major-Related Courses		
BUS 201	Principles of Management	3
BUS 215	Principles of Accounting	3
BUS 305	Organizational Behavior	3
BUS 333	Human Resource Management	3
BUS 344	Principles of Finance	3
BUS 346	Management Through Literature	3
BUS 351	Senior Study I	3
BUS 352	Senior Study II	3
BUS 401	Strategic Management	3
ECN 201	Principles of Economics	4
PHR 235	Group Facilitation	3
PSY 101	Introductory Psychology	3
PSY 221	Social Psychology	3
SLS 299	Issues in Professional Development	2
SOC 101	Introductory Sociology	3

Either of the following courses:

MTH 221	Inferential Statistics w/Data Visualization	3
	Or	
MTH 222	Regression Analysis	3

Either of the following courses:

BUS 341	Business Law	3
	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, Hospitality and Regional Identity, Human Resource Management, International Business, Marketing, and Management.

## International Business

**Associate Professor Sharon May, Chair, Division of Social Sciences**  
**Associate Professor Scott Henson, 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.

## International Business, B.A.

The **Major in International Business** consists of 46-47 credit hours divided into two sequences of courses.

### Required courses include:

#### Major and Major-Related Courses

All students take the first sequence which includes the following courses:

PLS 212	International Politics	3
SLS 299	Issues in Professional Development	2
SOC 211	Cultural Anthropology	3
INT 201	Contemporary Global Issues	3
ECN 201	Principles of Economics	4
BUS 351	Senior Study I	3
BUS 352	Senior Study II	3
OVS 203	Cross-Cultural Preparation for Education Abroad	0-1

One of the following:

REL 212	World Religions	3
HIS 221	Europe and the World in the 20th Century	3
HIS 333	Studies in Asian History	3
HIS 334	Studies in Latin American History	3
HIS 335	Studies in African History	3

The second sequence of courses includes the following:

BUS 201	Principles of Management	3
BUS 215	Principles of Accounting	3
BUS 329	International Business	3
BUS 401	Strategic Management	3
ECN 325	International Trade and Finance	3
BUS 344	Principles of Finance	3
	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, Hospitality and Regional Identity, 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 47-49 credit hours including education abroad.

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.

## International Studies, B.A.

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

### Required courses include:

#### Major and Major-Related Courses

INT 201	Contemporary Global Issues	3
SLS 299	Issues in Professional Development	2
OVS 203	Cross-Cultural Preparation for Education Abroad	0-1
INT 351	Senior Study I	3
INT 352	Senior Study II	3

*\*NOTE: All INT majors should take the INT-section of MCW 400: Senior Year Seminar.*

#### One of the following:

INT 316	International Organizations and Law Or	3
INT 317	International Criminal Law and Human Rights	3

#### One of the following

ECN 101	Contemporary Economic Issues Or	3
ECN 201	Principles of Economics	4

#### One of the following:

PLS 211	Comparative Government and Politics Or	3
PLS 212	International Politics	3

#### One of the following

ECN 325	International Trade and Finance Or	3
BUS 329	International Business	3

#### One of the following

REL 212	World Religions Or	3
REL 348	Explorations in the History of Religions	3

#### One of the following:

HIS 333	Studies in Asian History	3
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HIS 334	Studies in Latin American History	3
HIS 335	Studies in African History	3
MUS 315	Introduction to Ethnomusicology	3

Six hours of foreign language beyond the 100-level (6 hrs.)

Four additional courses with the Global+ designation (12 hrs.)

*\*NOTE: These four additional GL+ courses must be different than courses used above to satisfy the course requirements in the major. In other words, these four additional courses may include courses listed above (i) if they are designated GL+ AND (ii) if they are not a course already chosen to satisfy that particular requirement for the major.*

As indicated above, all students in the International Studies Major must complete two years of a foreign-language=two courses beyond the 100-level general education requirement, or the 6-hour equivalent of advanced language study taken abroad. When English is a second language for the student in the major, the student may be exempt from the foreign language requirement. International students may be exempt from the education abroad requirement upon approval of the division chair.

Courses taken abroad may be substituted for courses that satisfy the above requirements in religion, business, politics, economics, history or advanced language beyond the 200-level up to a maximum of 12 credits. Requires approval of the faculty member designated as the INT Coordinator.

The education abroad requirement will ideally be one full semester or one 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. Suitable substitutions may be available for students who are not eligible to study abroad.

## International Studies, Minor

The **Minor in International Studies** consists of 18 credit hours.

### Required courses include:

Minor and Minor-Related Courses		
INT 201	Contemporary Global Issues	3
	Three Global+ designated courses (9 hrs.)	9
	Six hours of foreign language beyond the 100 level, or 6-hour equivalent of advanced language taken abroad (6 hrs.)	6
	Education abroad for a minimum of 6 weeks or completion of the Global Experience requirement of the Global+ Certificate program	

*\*NOTE: If possible, INT minors are encouraged to take the INT-section of MCW 400: Senior Year Seminar.*

## Italian

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

Beginning and intermediate 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**

### Japanese, Minor

The **Minor in Japanese** consists of 15 credit hours above the 100-level.

#### Required courses include:

Minor and Minor-Related Courses

JPN 201	Intermediate Japanese I	3
JPN 202	Intermediate Japanese II	3
JPN 225	Intermediate Conversation and Composition	3

An additional six credit hours earned either by taking a combination of the following:

JPN 337	Internship in Japanese	0-15
JPN 349	Selected Topics in Japanese Completion of an approved education abroad program	3

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

## 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.

## Management, B.A.

The **Major in Management** consists of a minimum of 49 hours in business and related fields.

#### Required courses include:

Major and Major-Related Courses

BUS 201	Principles of Management	3
BUS 215	Principles of Accounting	3
BUS 242	Marketing	3
BUS 305	Organizational Behavior	3
BUS 329	International Business	3
BUS 333	Human Resource Management	3
BUS 341	Business Law	3
BUS 344	Principles of Finance	3
BUS 351	Senior Study I	3
BUS 352	Senior Study II	3
BUS 401	Strategic Management	3
ECN 201	Principles of Economics	4
PLS 232	Public Policy	3
SOC 101	Introductory Sociology	3
SLS 299	Issues in Professional Development	2
	One course in economics at the 300-level	

One course from the following:

MTH 125	Calculus I (MR)	4
MTH 221	Inferential Statistics w/Data Visualization	3
MTH 222	Regression Analysis	3

A double major is not permitted in any combination of two of the following majors: Finance/Accounting, Hospitality and Regional Identity, 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.

## Marketing, B.A.

The **Major in Marketing** consists of a minimum of 51 hours in business and related fields.

### Required courses include:

#### Major and Major-Related Courses

BUS 201	Principles of Management	3
BUS 215	Principles of Accounting	3
BUS 242	Marketing	3
BUS 244	Consumer Behavior	3
BUS 246	Marketing and Retail Management	3
BUS 305	Organizational Behavior	3
BUS 319	Marketing Research	3
BUS 344	Principles of Finance	3
BUS 351	Senior Study I	3
BUS 352	Senior Study II	3
BUS 401	Strategic Management	3
ECN 201	Principles of Economics	4
PSY 101	Introductory Psychology	3
SLS 299	Issues in Professional Development	2
	One course in economics at the 300-level	

Either of the following:

MTH 221	Inferential Statistics w/Data Visualization	3
	Or	
MTH 222	Regression Analysis	3

One course from the following:

ENG 317	Public Relations Writing and Practice	3
PLS 121	Contemporary Political Issues	3
PLS 122	American Government and Politics	3
PLS 211	Comparative Government and Politics	3
PLS 212	International Politics	3
PLS 232	Public Policy	3

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

## Marketing. Minor

The **Minor in Marketing** consists of 15 hours and requires the following courses:

### Required courses include:

Minor and Minor-Related Courses		
BUS 201	Principles of Management	3
BUS 242	Marketing	3
BUS 244	Consumer Behavior	3
BUS 246	Marketing and Retail Management	3
BUS 319	Marketing Research	3

## 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.

## Mathematics, B.A.

The **Bachelor of Arts in Mathematics** consists of 51/52 hours in mathematics and related fields.

### Required courses include:

Major and Major-Related Courses		
MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4
MTH 232	Linear Algebra	3
MTH 235	Calculus III	4
MTH 236	Ordinary Differential Equations	3
MTH 351	Senior Study I	3
MTH 352	Senior Study II	3
CSC 111	Introduction to Computer Science I	3
CSC 231	Discrete Structures	3
CSC 299	Professional Practices in the Mathematical Sciences	1
PHY 201	General Physics I	4
STA 120	Introductory Statistics	4
One of the following courses:		
CSC 112	Introduction to Computer Science II	3
MTH 221	Inferential Statistics w/Data Visualization	3
MTH 222	Regression Analysis	3

PHY 202 General Physics II 4

One of the following courses:

MTH 302 Modern Algebra 3

MTH 315 Advanced Calculus 3

One of the following courses:

MTH 305 Mathematical Modeling 3

MTH 321 Probability & Statistics I 3

One of the following:

A MTH course numbered 3

MTH 302 or higher

Or

CSC 381 Theory of Computation 3

*A MTH course numbered MTH 302 or higher: May include a second course from the choices given above but may not include Mathematics 309 or Mathematics 337*

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.

## Mathematics, B.S.

The **Bachelor of Science in Mathematics** consists of 60/61 hours in mathematics and related fields.

### Required courses include:

Major and Major-Related Courses

MTH 125 Calculus I (MR) 4

MTH 225 Calculus II 4

MTH 232 Linear Algebra 3

MTH 235 Calculus III 4

MTH 236 Ordinary Differential 3

Equations

MTH 302 Modern Algebra 3

MTH 305 Mathematical Modeling 3

MTH 315 Advanced Calculus 3

MTH 321 Probability & Statistics I 3

MTH 351 Senior Study I 3

MTH 352 Senior Study II 3

CSC 111 Introduction to Computer 3

Science I

CSC 231 Discrete Structures 3

CSC 299 Professional Practices in the 1

Mathematical Sciences

PHY 201 General Physics I 4

STA 120 Introductory Statistics 4

One of the following courses:

CSC 112 Introduction to Computer 3  
Science II

PHY 202 General Physics II 4

One of the following courses:

MTH 303 Advanced Algebra 3

MTH 316 Advanced Calculus II 3

MTH 322 Probability & Statistics II 3

One of the following courses:

One additional MTH course

numbered MTH 303 or

higher

CSC 241 Data Structures 3

CSC 314 Data Mining 3

CSC 381 Theory of Computation 3

*One additional MTH course numbered MTH 303 or higher: May not include Mathematics 309 or Mathematics 337*

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.

## Mathematics, B.A. for Teacher Licensure

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 42 credit hours in educator preparation courses.

Associate Professor Daniel Ross is Coordinator of Mathematics for Teacher Licensure.

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:**

Major and Major-Related Courses		
MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4
MTH 232	Linear Algebra	3
MTH 235	Calculus III	4
MTH 301	Principles of Geometry	3
MTH 305	Mathematical Modeling	3
MTH 321	Probability & Statistics I	3
PHY 201	General Physics I	4
STA 120	Introductory Statistics	4

One of the following courses:

MTH 302	Modern Algebra	3
MTH 315	Advanced Calculus	3

One of the following:

	One additional MTH course numbered 303 or higher	3
	Or	
CSC 381	Theory of Computation	3

*One additional MTH course numbered MTH 303 or higher: May include a second course from the choices above but may not include Mathematics 309 or Mathematics 337*

Educator Preparation Courses

PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3
EDU 202	Educational Technology	3
EDU 299	Contemporary and Professional Issues in Education	1
EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3
EDU 312	Instructional Strategies for Diverse Learners	3
EDU 321	Disciplinary Literacy Methods	3
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
EDU 411	Educational Assessment & Evaluation	3

## Mathematics, Minor for Additional Teaching Endorsement

**A Minor in Mathematics for Additional Teaching Endorsement** requires 16 credit hours in mathematics.

**Required courses include:**

Minor and Minor-Related Courses		
MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4
MTH 232	Linear Algebra	3
	Six additional credit hours in mathematics above MTH 225	6

*Six additional credit hours in mathematics above MTH 225: May include CSC 231*

*Note: The following courses may not be used to meet this requirement: Mathematics 309: Math Content and Instructional Methods for Elementary Teachers or Mathematics 337: Internship in Mathematics.*

## Mathematics, Minor

The **Minor in Mathematics** requires a minimum of 17 credit hours.

**Required courses include:**

Minor and Minor-Related Courses		
MTH 125	Calculus I (MR)	4
MTH 225	Calculus II	4
MTH 232	Linear Algebra	3
	Six additional credit hours in mathematics above MTH 225	6

*Six additional credit hours in mathematics above MTH 225: May include CSC 231*

*Note: The following courses may not be used to meet this requirement: Mathematics 309: Math Content and Instructional Methods for Elementary Teachers or Mathematics 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.

## Medieval Studies, Minor

The **Minor in Medieval Studies** requires a minimum of 15 hours.

**Requirements include five courses from the following list.**

### Minor and Minor-Related Courses

ART 313	Studies in Medieval Art	3
ENG 331	Chaucer in Middle English	3
HIS 342	Studies in Pre-Modern History	3
LAT 110	Elementary Latin I	4
LAT 120	Elementary Latin II (L2)	4
LAT 201	Intermediate Latin I	3
LAT 202	Intermediate Latin II	3
MUS 313	History of Western Fine Arts Music to 1750	3
PHL 201	Ancient and Medieval Philosophy	3
REL 346	Explorations in Christian Thought and Culture	3

*HIS 342 (p. 206) and REL 346 (p. 232): Accepted only when the course focus is sufficiently medieval; requires permission of the Coordinator of the minor*

## Music

### Professor William Swann, Chair, Division of Fine Arts Professor and Coordinator

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

### Auditions and Admission to Music Curricula

All students intending to pursue a major or minor in music must audition prior to being officially admitted into a music degree program. All music majors must demonstrate proficiency in basic keyboard skills. Those who lack this preparation upon entering must take Keyboard Fundamentals for 0 credits every term until all four 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: Musicianship: 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.

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, ear training, 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, B.A.

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, ear training, 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

**Required courses include:**

Major and Major-Related Courses

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
MUS 102	Musicianship: Theory II	3
MUS 111	Musicianship: Ear Training I	1
MUS 112	Musicianship: Ear Training II	1
MUS 201	Musicianship: Theory III	3
MUS 202	Musicianship: Form and Analysis	3
MUS 211	Musicianship: Ear Training III	1
MUS 212	Musicianship: Ear Training IV	1
MUS 312	History of Music in the United States	3
MUS 313	History of Western Fine Arts Music to 1750	3
MUS 314	History of Western Fine Arts Music from 1750 to the Present	3
MUS 315	Introduction to Ethnomusicology	3
MUS 351	Senior Study I	3
MUS 352	Senior Study II	3
	8 hours of applied music	8
	4 hours of ensemble participation	4

Keyboard proficiency must be demonstrated (ordinarily through MUS KBD). This must be completed before senior study.

## Music Education, B.M. for Teacher Licensure – Vocal/General Music

The **Major in Music Education for Teacher Licensure in Vocal/General Music** consists of 60 credits in music and 29 credits of educator preparation.

**Required courses include:**

Major and Major-Related Courses

MUS 101	Musicianship: Theory I	3
MUS 102	Musicianship: Theory II	3
MUS 111	Musicianship: Ear Training I	1
MUS 112	Musicianship: Ear Training II	1
MUS 201	Musicianship: Theory III	3
MUS 202	Musicianship: Form and Analysis	3
MUS 211	Musicianship: Ear Training III	1
MUS 212	Musicianship: Ear Training IV	1
MUS 213	Choral Literature	2
MUS 220	Elementary Music Methods	2
MUS 299	Professional Development in Music Education	3
MUS 313	History of Western Fine Arts Music to 1750	3
MUS 314	History of Western Fine Arts Music from 1750 to the Present	3
MUS 315	Introduction to Ethnomusicology	3
MUS 322	Conducting	3
MUS 325	Advanced Choral Conducting	2
MUS 326	Secondary Music Methods	2
	14 credit hours of applied music	14
	7 credit hours of ensemble	7
	A senior recital is required	

*14 credit hours of applied music: On major instrument.*

7 credit hours of ensemble: At least 6 in choir.

Educator Preparation Courses

EDU 300	Field Experience	1
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3

Either of the following courses:

EDU 301	Models of Classroom Management & Instruction	3
	Or	

EDU 305	Strategies for Classroom Management	2
<i>EDU 301: For secondary ed.</i>		
<i>EDU 305: For primary ed.</i>		

Keyboard proficiency must be demonstrated (ordinarily through MUS KBD). This must be completed before senior study.

## Music Education, B.M. for Teacher Licensure – Instrumental/General Music

The **Major in Music Education for Teacher Licensure in Instrumental/General Music** consists of 66 credits in music and 29 credits of educator preparation.

### Required courses include:

Major and Major-Related Courses		
MUS 101	Musicianship: Theory I	3
MUS 102	Musicianship: Theory II	3
MUS 111	Musicianship: Ear Training I	1
MUS 112	Musicianship: Ear Training II	1
MUS 201	Musicianship: Theory III	3
MUS 202	Musicianship: Form and Analysis	3
MUS 211	Musicianship: Ear Training III	1
MUS 212	Musicianship: Ear Training IV	1
MUS 220	Elementary Music Methods	2
MUS 223	Percussion Methods	2
MUS 224	Woodwind Methods I	2
MUS 225	Woodwind Methods II	2
MUS 226	Brass Methods I	2
MUS 227	Brass Methods II	2
MUS 299	Professional Development in Music Education	3
MUS 313	History of Western Fine Arts Music to 1750	3
MUS 314	History of Western Fine Arts Music from 1750 to the Present	3
MUS 315	Introduction to Ethnomusicology	3
MUS 322	Conducting	3
MUS 326	Secondary Music Methods	2
	14 credit hours of applied music	14
	7 credit hours of ensemble	7
	A senior recital is required	

*14 credit hours of applied music: On major instrument.*  
7 credit hours of ensemble: In instrumental ensembles or band.

Educator Preparation Courses		
EDU 300	Field Experience	1
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3

Either of the following courses:

EDU 301	Models of Classroom Management & Instruction	3
Or		
EDU 305	Strategies for Classroom Management	2

*EDU 301: For secondary ed.*

*EDU 305: For primary ed.*

Keyboard proficiency must be demonstrated (ordinarily through MUS KBD). This must be completed before senior study.

## Music, B.M. in Performance, Piano or Vocal

The **Major in Piano or Vocal Performance** consists of a total of 78 credit hours.

### Required courses include:

Major and Major-Related Courses		
MUS 101	Musicianship: Theory I	3
MUS 102	Musicianship: Theory II	3
MUS 111	Musicianship: Ear Training I	1
MUS 112	Musicianship: Ear Training II	1
MUS 201	Musicianship: Theory III	3
MUS 202	Musicianship: Form and Analysis	3
MUS 211	Musicianship: Ear Training III	1
MUS 212	Musicianship: Ear Training IV	1
MUS 308	Pedagogy in the Applied Field	1
MUS 312	History of Music in the	3

MUS 313	United States History of Western Fine Arts Music to 1750	3
MUS 314	History of Western Fine Arts Music from 1750 to the Present	3
MUS 315	Introduction to Ethnomusicology	3
MUS 322	Conducting	3
MUS 323	Orchestration and Arranging	2
MUS 351	Senior Study I	3
MUS 352	Senior Study II	3
MUS 401	Literature in the Applied Field I	1
MUS 402	Literature in the Applied Field II	1
	24 hours of applied music in the principal area	24
	7 credit hours of ensemble	7
	4 hours of music electives	4

*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, B.M. in Theory-Composition

The **Major in Theory-Composition** consists of a total of 78 credit hours.

### Required courses include:

#### Major and Major-Related Courses

MUS 101	Musicianship: Theory I	3
MUS 102	Musicianship: Theory II	3
MUS 111	Musicianship: Ear Training I	1
MUS 112	Musicianship: Ear Training II	1
MUS 201	Musicianship: Theory III	3
MUS 202	Musicianship: Form and Analysis	3
MUS 211	Musicianship: Ear Training III	1
MUS 212	Musicianship: Ear Training IV	1
MUS 305	Analytical Techniques	3
MUS 306	Philosophy & Aesthetics of Music	3

MUS 308	Pedagogy in the Applied Field	1
MUS 312	History of Music in the United States	3
MUS 313	History of Western Fine Arts Music to 1750	3
MUS 314	History of Western Fine Arts Music from 1750 to the Present	3
MUS 315	Introduction to Ethnomusicology	3
MUS 322	Conducting	3
MUS 323	Orchestration and Arranging	2
MUS 351	Senior Study I	3
MUS 352	Senior Study II	3
MUS 337	Internship	2-3
	20 hours of applied lessons in either theory or composition or a combination, including studies in music synthesis and MIDI technology	20
	8 hours of ensemble	8
	2 hours of music electives	2

*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.

## Music, Minor

The **Minor in Music** consists of 18 credit hours in music.

### Required courses include:

#### Minor and Minor-Related Courses

MUS 101	Musicianship: Theory I	3
MUS 102	Musicianship: Theory II	3
MUS 111	Musicianship: Ear Training I	1
MUS 112	Musicianship: Ear Training II	1
	6 credit hours at the 300 or 400 level	6
	4 credit hours in courses, lessons, and/or ensembles	4

## 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 and standard forms for composition students. For music majors, the latter includes, over a period of time, standard repertoire for the given instrument, standard forms and genres for composers 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.

Options in Applied Music			
MUS E12	The Maryville College Concert Choir		0-1
MUS E13	The Maryville College Community Chorus		0-1
MUS E14	The Orchestra at Maryville: A College-Community Ensemble		0-1
MUS E15	The Maryville College Jazz Band		0-1
MUS E16	The Maryville College Community Concert Band		0-1
MUS E17	Chamber Music Ensemble		0-0.5
<b>Subtotal:</b>			<b>0-1</b>

MUS E12: Audition required.

MUS E14, MUS E15, and MUS E16: Some previous instrumental experience required.

MUS E15 and E17: 1/2 credit hour per semester.

### Lessons

Options in Applied Music			
MUS APT	Applied Theory		0-3
MUS BRS	Brass		0-3
MUS COM	Composition		0-3
MUS FND 1	Fundamentals of Music I		0
MUS FND 2	Fundamentals of Music II		0
MUS GTR	Guitar		0-3
MUS HPT	Harpsichord		0-3
MUS IMP	Jazz Improvisation		0-3
MUS KBD	Musicianship: Keyboard Fundamentals		0
MUS ORG	Organ		0-3
MUS PER	Percussion		0-3
MUS PIA	Piano		0-3
MUS STR	Strings		0-3
MUS VOC	Voice		0-3
MUS WWD	Woodwinds		0-3

**Subtotal: 0-3**

MUS FUN 1 and FUN 2. Fundamentals of Music I and II. 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 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.

## Neuroscience

**Professor Crystal Colter, Chair, Division of Behavioral Science**  
**Professor Chad Schrock, 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 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.

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

## Neuroscience, B.S.

The **Bachelor of Science degree in Neuroscience** consists of 63 credit hours and is not open to students majoring in Psychology.

### Required courses include:

Major and Major-Related Courses		
NSC 244	Introduction to Neuroscience	3
NSC 248	Drugs and Behavior	3
NSC 402	Advanced Neuroscience	3
NSC 351	Senior Study I	3
NSC 352	Senior Study II	3
PSY 101	Introductory Psychology	3
PSY 222	Adult Development and	3

PSY 299	Aging Contemporary and Professional Issues in Psychology	2
PSY 311	Research Design	3
PSY 312	Experimental Psychology	4
PSY 314	Cognitive Psychology	4
PSY 327	Sensation and Perception	4
PSY 331	Abnormal Psychology	3
BIO 113	Principles of Organismal Biology	4
BIO 115	Principles of Cellular Biology	4
CHM 121	General Chemistry I	4
CHM 122	General Chemistry II	4
MTH 222	Regression Analysis	3
One of the following:		
PHL 205	Early Modern Philosophy from 16th to the 18th Century	3
PHL 206	Enlightenment & Late Modern Philosophy 18th- 20th Century	3
PHL 207	Contemporary Philosophy	3
PHL 211	American Philosophy	3
PHL 249	Selected Topics	3

A double major in Neuroscience and Psychology is not permitted.

## Outdoor Studies and Tourism

**Professor Traci Haydu, Chair, Division of Health Sciences and Outdoor Studies**  
**Bruce Guillaume, 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.

## Outdoor Studies and Tourism, B.A.

The **Major in Outdoor Studies and Tourism** consists of a minimum of 53 hours.

### Required courses include:

#### Major and Major-Related Courses

OST 101	Introduction to Outdoor Studies	3
OST 103	Introduction to Sustainable Tourism	3
OST 215	Natural Environments and Health	3
OST 315	Wilderness Emergency Response	3
OST 335	Outdoor Recreation Leadership	3
OST 337	Outdoor Studies and Tourism Internship	3
OST 351	Senior Study I	3
OST 352	Senior Study II	3
PHR 235	Group Facilitation	3
BUS 201	Principles of Management	3
ENV 101	Environmental Issues and Foundations of Sustainability	3
One of the following:		
OST 302	Sustainable Tourism and Development	3
Or		
OST 303	Sustainable Tourism and Local Culture	3
Five of the following outdoor activities:		
PHR 107	Paddling I	1
PHR 108	Paddling II	1
PHR 142	Personal Fitness	1
PHR 172	Camping and Outdoor Education	1
PHR 174	Map and Compass	1
PHR 176	Fly Fishing	1
PHR 188	Rock Climbing I	1

PHR 189	Rock Climbing II	1
One of the following (noting relevant prerequisites):		
PSY 221	Social Psychology	3
PSY 224	Cross-Cultural Psychology	3
PSY 333	Theories and Techniques in Counseling	3
SOC 231	Environmental Sociology	3
One of the following (noting relevant prerequisites):		
BIO 311	Natural History of the Great Smoky Mountains	4
BUS 242	Marketing	3
PHR 321	Physical Education and Recreation for Special Populations	3
OST 349	Selected Topics	3

Students majoring in outdoor studies and tourism are encouraged to complete coursework for a minor in disciplines such as business, biology, psychology or sociology.

## Outdoor Studies and Tourism, Minor

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:

#### Minor and Minor-Related Courses

OST 101	Introduction to Outdoor Studies	3
OST 103	Introduction to Sustainable Tourism	3
OST 215	Natural Environments and Health	3
OST 337	Outdoor Studies and Tourism Internship	3
One of the following:		
OST 302	Sustainable Tourism and Development	3
OST 303	Sustainable Tourism and Local Culture	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.

## Philosophy, B.A.

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:

Major and Major-Related Courses		
PHL 162	Introduction to Philosophy and Logic	3
PHL 201	Ancient and Medieval Philosophy	3
PHL 205	Early Modern Philosophy from 16th to the 18th	3

PHL 206	Enlightenment & Late Modern Philosophy 18th-20th Century	3
PHL 348	Comparative Philosophy	3
PHL 351	Senior Study I	3
PHL 352	Senior Study II	3
HUM 299	Issues in Professional Development	1
HUM 347	Research in the Humanities	1

Two of the following courses:

PHL 207	Contemporary Philosophy	3
PHL 211	American Philosophy	3
PHL 249	Selected Topics	3

Either of the following courses:

PHL 326	Philosophy of Religion	3
Or		
PHL 329	Modern Critiques of Religion	3

One course from the following list:

PLS 306	Political Philosophy	3
ECN 334	History of Economic Thought	3
SOC 401	Social Theory	3

Two of the following courses (6 Credit Hours):

MUS 306	Philosophy & Aesthetics of Music	3
REL 326	Contemporary Theology	3
REL 346	Explorations in Christian Thought and Culture	3
REL 348	Explorations in the History of Religions	3

And an additional 3 credit Philosophy course

## Philosophy, Minor

The **Minor in Philosophy** consists of 15 credit hours.

### Required courses include:

Minor and Minor-Related Courses		
PHL 162	Introduction to Philosophy and Logic	3
Twelve additional credit hours in Philosophy of which at least nine must be above the 100- level		12

## Physical Education and Health

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

**Associate Professor Jeremy Steeves, Coordinator**

The program in Physical Education and Health is intended for students planning careers as K-12 teachers in the field. A GPA of 2.75 is required for Level I Screening-Initial Entry to the Education Preparation Program (Provisional Status). Level I screening is held in spring of the sophomore year. Additional information regarding screen requirements for acceptance into the program can be found under the Education section.

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.

## Physical Education/Health, B.A. for K-12 Teacher Licensure

The **Major in Physical Education/Health for K-12 Teacher Licensure** consists of 41 credit hours in major and major-related courses and 36 credit hours in courses related to educator preparation.

### Required courses include:

Major and Major-Related Courses		
PHR 101	Human Health and Wellness	3
PHR 231	Motor Development and Motor Learning	3
PHR 236	Health Issues in Education	2
PHR 237	Introduction to Health Education	1
PHR 321	Physical Education and Recreation for Special Populations	3
PHR 331	Physical Education for Children	3
PHR 346	Physical Education in Games, Sports and Activities	3
EXS 217	Human Anatomy and Physiology I	4
EXS 218	Human Anatomy and Physiology II	4
EXS 219	Principles of Human Nutrition	3
EXS 332	Kinesiology	3
EXS 345	Physiology of Exercise	3
Educator Preparation Courses		
PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3
EDU 202	Educational Technology	3
EDU 299	Contemporary and Professional Issues in Education	1
EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3



EDU 312	Instructional Strategies for Diverse Learners	3
EDU 321	Disciplinary Literacy Methods	3
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
EDU 411	Educational Assessment & Evaluation	3

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 Jennifer Brigati, 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.

## Political Science, B.A.

The **Major in Political Science** requires 46 hours in the principal and related fields.

### Required courses include:

#### Major and Major-Related Courses

PLS 121	Contemporary Political Issues	3
PLS 122	American Government and Politics	3
PLS 211	Comparative Government and Politics	3
PLS 212	International Politics	3
PLS 232	Public Policy	3
PLS 306	Political Philosophy	3
PLS 351	Senior Study I	3
PLS 352	Senior Study II	3
ECN 201	Principles of Economics	4
SLS 301	Social Sciences Research Methods	3

Either of the following courses:

PLS 313	Regional Comparative Governments and Politics	3
	Or	
PLS 316	International Organizations and Law	3

Either of the following courses:

PLS 321	American Political Process	3
	Or	
PLS 322	The Judicial Process	3

One of the following courses:

PLS 328	Global Feminisms	3
PLS 345	Environmental Politics	3

PLS 349	Selected Topics	3
Either of the following courses:		
MTH 221	Inferential Statistics w/Data Visualization	3
Or		
MTH 222	Regression Analysis	3
One course selected from the following list:		
PSY 101	Introductory Psychology	3
SOC 101	Introductory Sociology	3
SOC 211	Cultural Anthropology	3

## Government/History, B.A. for Teacher Licensure

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:

Major and Major-Related Courses		
PLS 121	Contemporary Political Issues	3
PLS 122	American Government and Politics	3
PLS 211	Comparative Government and Politics	3
PLS 212	International Politics	3
PLS 321	American Political Process	3
PLS 322	The Judicial Process	3
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
HIS 251	Economic History of the United States	3
One course (3 Credit Hours) selected from the following list:		
HIS 333	Studies in Asian History	3
HIS 334	Studies in Latin American History	3
HIS 335	Studies in African History	3
Educator Preparation Courses		
PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3
EDU 202	Educational Technology	3

EDU 299	Contemporary and Professional Issues in Education	1
EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3
EDU 312	Instructional Strategies for Diverse Learners	3
EDU 321	Disciplinary Literacy Methods	3
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
EDU 411	Educational Assessment & Evaluation	3

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

INT 201	Contemporary Global Issues	3
WRC 370	Topics in World Culture	3

*WRC 370: Two different WRC 370*

One of these courses may be used to fulfill the general education requirement for World Cultures

## Political Science, Minor

The **Minor in Political Science** consists of 15 hours.

### Required courses include:

Minor and Minor-Related Courses		
PLS 121	Contemporary Political Issues	3
PLS 122	American Government and Politics	3
Six additional credit hours in political science courses		6

Either of the following courses:

PLS 211	Comparative Government and Politics	3
Or		
PLS 212	International Politics	3

## Psychology

### Professor Crystal Colter, 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.
  - 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.

## Psychology, B.A.

The **Major in Psychology** requires 47 credit hours with 40 hours in major courses and 7 hours in related areas.

### Required courses include:

Major and Major-Related Courses		
PSY 101	Introductory Psychology	3
PSY 244	Introduction to Neuroscience	3
PSY 299	Contemporary and Professional Issues in Psychology	2
PSY 311	Research Design	3
PSY 312	Experimental Psychology	4
PSY 351	Senior Study I	3
PSY 352	Senior Study II	3
BIO 111	Fundamentals of Biology	4

Either of the following courses:

SOC 101	Introductory Sociology	3
	Or	
SOC 211	Cultural Anthropology	3

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
PSY 315	Human Thought and Learning	4
PSY 327	Sensation and Perception	4

### Developmental:

PSY 211	Child Development	3
PSY 218	Adolescent Development	3
PSY 222	Adult Development and Aging	3
PSY 324	Child Poverty and Inequality	3

### Social:

PSY 221	Social Psychology	3
PSY 224	Cross-Cultural Psychology	3
PSY 227	Intimate Relationships	3
PSY 301	Theories of Personality	3

Clinical:		
PSY 301	Theories of Personality	3
PSY 331	Abnormal Psychology	3
PSY 333	Theories and Techniques in Counseling	3

A double major in Psychology and Developmental Psychology is not permitted.

## Psychology, B.A. with a Counseling Track

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:

Major and Major-Related Courses		
PSY 101	Introductory Psychology	3
PSY 244	Introduction to Neuroscience	3
PSY 299	Contemporary and Professional Issues in Psychology	2
PSY 311	Research Design	3
PSY 312	Experimental Psychology	4
PSY 331	Abnormal Psychology	3
PSY 333	Theories and Techniques in Counseling	3
PSY 338	Introduction to Counseling Practice	3
PSY 351	Senior Study I	3
PSY 352	Senior Study II	3
BIO 111	Fundamentals of Biology	4
PHR 235	Group Facilitation	3

One of the following:

PSY 211	Child Development	3
PSY 218	Adolescent Development	3
PSY 222	Adult Development and Aging	3

One of the following:

PSY 227	Intimate Relationships	3
PSY 301	Theories of Personality	3

One of the following:

PSY 314	Cognitive Psychology	4
PSY 315	Human Thought and Learning	4

One of the following:

PSY 337	Internship in Psychology	0-15
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PSY	Elective	3
One of the following:		
SOC 101	Introductory Sociology	3
SOC 211	Cultural Anthropology	3
SOC 215	Sociology of Marriage and Family	3

## Psychology, Minor

The **Minor in Psychology** consists of 15 hours.

### Required courses include:

Minor and Minor-Related Courses		
	15 hours in psychology with at least one 300-level course	15

The Minor in Psychology is not open to students majoring in Developmental Psychology, Psychology Counseling, or Neuroscience.

## Relationship and Sexual Health

**Professor Crystal Colter, Chair, Division of Behavioral Sciences**  
**Professor Karen Beale, Coordinator**

The minor in *Relationship and Sexual Health* equips students from diverse majors and disciplines to understand the ways that intimate relationships and human sexuality are influenced by various biological, psychological, and sociological factors.

## Relationship and Sexual Health, Minor

The **Minor in Relationship and Sexual Health** consists of 15 credit hours.

### Required courses include:

Minor and Minor-Related Courses		
PSY 101	Introductory Psychology	3
PSY 227	Intimate Relationships	3
PSY 228	Human Sexuality	3
PSY 333	Theories and Techniques in Counseling	3

One of the following:

SOC 215	Sociology of Marriage and Family	3
GWS 101	Introduction to Gender and Women's Studies	3
SOC 328	Global Feminisms	3

Students who major in Developmental Psychology, Neuroscience, Psychology, or Psychology with a Counseling Track *cannot* fulfill the Relationship and Sexual Health minor with courses serving as electives in their major.

## 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.

## Religion, B.A.

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:

#### Major and Major-Related Courses

REL 162	Approaches to the Study of Religion	3
REL 212	World Religions	3
REL 228	Introduction to Christian Theology	3
REL 344	Explorations in Biblical Studies	3
REL 348	Explorations in the History of Religions	3
REL 351	Senior Study I	3
REL 352	Senior Study II	3
HUM 299	Issues in Professional Development	1
HUM 347	Research in the Humanities	1

#### One course selected from the following list:

REL 209	Religion in the Southern Appalachians	3
REL 211	The American Religious Experience	3
REL 325	Sociology of Religion	3

#### Either of the following courses:

REL 326	Contemporary Theology	3
REL 346	Explorations in Christian Thought and Culture	3

#### Two courses from the following list:

PHL 326	Philosophy of Religion	3
PHL 329	Modern Critiques of Religion	3
PHL 348	Comparative Philosophy	3

#### One of the following courses:

HIS 242	World Civilization from Earliest Times to 1500 C.E	3
HIS 243	Modern World History: 1500-Present	3
PHL 211	American Philosophy	3

An additional 6 credit hours coursework	
6 hours in Religion	6
Or	
3 hours in Religion	3
And	
3 hours in Philosophy	3

## Religion, Minor

The **Minor in Religion** consists of 15 hours.

### Required courses include:

Minor and Minor-Related Courses	
15 hours in religion,	15
including no more than two	
100-level courses	

## Sign Language Interpreting

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

**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**

**Associate 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.

## Sociology, B.A.

The **Major in Sociology** requires 45/46 credit hours: 33 in sociology and 12/13 credit hours in related areas.

### Required courses include:

Major and Major-Related Courses	
SOC 101	Introductory Sociology 3
SOC 320	Development and Globalization 3
SOC 351	Senior Study I 3
SOC 352	Senior Study II 3
SOC 401	Social Theory 3
MTH 221	Inferential Statistics w/Data Visualization 3
SLS 301	Social Sciences Research Methods 3
PSY 101	Introductory Psychology 3

Nine credit hours chosen from the following list:

SOC 202	Social Problems 3
SOC 211	Cultural Anthropology 3
SOC 215	Sociology of Marriage and Family 3
SOC 221	Social Psychology 3
SOC 222	Sociology of Appalachia 3
SOC 231	Environmental Sociology 3
SOC 271	Sociology of Education 3

Nine credit hours chosen from the following list:

SOC 305	Organizational Behavior 3
SOC 315	Social Inequality 3
SOC 325	Sociology of Religion 3
SOC 326	Social Movements 3
SOC 328	Global Feminisms 3
SOC 349	Selected Topics 3

One course selected from the following courses:

ECN 201	Principles of Economics 4
ECN 221	Economic Development 3
PLS 211	Comparative Government and Politics 3

PLS 232 Public Policy 3

## Sociology, Minor

The **Minor in Sociology** consists of a minimum of 15 credit hours, including 12 hours above the 100 level.

### Required courses include:

Minor and Minor-Related Courses

SOC 101 Introductory Sociology 3

Additional hours may be selected from the following courses:

SOC 202 Social Problems 3

SOC 211 Cultural Anthropology 3

SOC 215 Sociology of Marriage and Family 3

SOC 221 Social Psychology 3

SOC 222 Sociology of Appalachia 3

SOC 231 Environmental Sociology 3

SOC 271 Sociology of Education 3

SOC 305 Organizational Behavior 3

SOC 315 Social Inequality 3

SOC 320 Development and Globalization 3

SOC 325 Sociology of Religion 3

SOC 326 Social Movements 3

SOC 328 Global Feminisms 3

SOC 349 Selected Topics 3

SOC 401 Social Theory 3

SLS 301 Social Sciences Research Methods 3

## Spanish

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

**Assistant Professor Leire Echevarria-Canal, 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 members of 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, for students eligible to travel abroad, via a study abroad experience in a Spanish-speaking country. In addition, students of Spanish are expected to increase second language proficiency—oral, aural, and written—via exposure to and academic engagement with a variety of media be it literary, film, historical, or professional (journalism, business, etc.). These media challenge students to question their perception of the various Hispanic cultures and to engage in critical inquiry that leads to a wider understanding of the world.

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

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

### Knowledge

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

### Skills

1. Ability to write an analysis of a text in Spanish.
2. Ability to use spoken Spanish effectively in order to communicate ideas and to defend a position.
3. Ability to identify Spanish-speaking countries and capitals on a map as well as in geographical relation to other countries.
4. Ability to articulate the value of the 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.

## Spanish, B.A.

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:

Major and Major-Related Courses		
SPN 201	Intermediate Spanish	3
SPN 202	Intermediate Spanish Grammar and Writing	3
SPN 203	Conversational Spanish	3
SPN 304	Introduction to Literature in Spanish	3
SPN 305	Civilizations & Cultures of Latin America	3
SPN 306	Civilizations & Cultures of Spain	3
SPN 337	Internship	3
SPN 351	Senior Study I	3
SPN 352	Senior Study II	3
OVS 203	Cross-Cultural Preparation for Education Abroad	0-1
HUM 299	Issues in Professional Development	1
HUM 347	Research in the Humanities	1

*OVS 203: For eligible students*

One of the following:

SPN 313	Topics in Spanish Peninsular Literature	3
SPN 314	Topics in Latin American Literature	3
SPN 349	Selected Topics	3

An additional 15 credit hours fulfilled through some combination of the following:

Up to twelve hours of study abroad	12
Three to fifteen hours of internship	3-15
Additional 300-level courses in Spanish	

*Up to twelve hours of study abroad: For eligible students.*

Spanish majors eligible to travel abroad normally 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.

## Spanish, B.A. for Teacher Licensure

A second track in the major, **Spanish for Teacher Licensure**, consists of 36-37 credit hours in major and related disciplines and 42 credit hours in courses related to educator preparation.

### Required courses include:

Major and Major-Related Courses		
SPN 201	Intermediate Spanish	3
SPN 202	Intermediate Spanish Grammar and Writing	3
SPN 203	Conversational Spanish	3
SPN 304	Introduction to Literature in Spanish	3
SPN 337	Internship	3
ENG 312	Linguistic Theory and Second Language Acquisition	3
OVS 203	Cross-Cultural Preparation for Education Abroad	0-1

One of the following:

SPN 305	Civilizations & Cultures of Latin America	3
SPN 306	Civilizations & Cultures of Spain	3



One of the following:

SPN 313	Topics in Spanish Peninsular Literature	3
SPN 314	Topics in Latin American Literature	3
SPN 349	Selected Topics	3
Educator Preparation Courses		
PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3
EDU 202	Educational Technology	3
EDU 299	Contemporary and Professional Issues in Education	1
EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3
EDU 312	Instructional Strategies for Diverse Learners	3
EDU 321	Disciplinary Literacy Methods	3
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
EDU 411	Educational Assessment & Evaluation	3

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.

## Spanish, Minor

The **Minor in Spanish** consists of at least 15 credit hours in Spanish in courses above the 100- level.

### Required courses include:

Minor and Minor-Related Courses		
SPN 201	Intermediate Spanish	3
SPN 202	Intermediate Spanish Grammar and Writing	3
SPN 203	Conversational Spanish	3
SPN 304	Introduction to Literature in Spanish Additional 3 credit hours in Spanish	3

## Spanish, Minor for Additional Teaching Endorsement

The **Minor in Spanish for Additional Teaching Endorsement** requires the completion of 15 hours of Spanish above the 100-level.

### Required courses include:

Minor and Minor-Related Courses		
SPN 201	Intermediate Spanish	3
SPN 202	Intermediate Spanish Grammar and Writing	3
SPN 203	Conversational Spanish	3
SPN 304	Introduction to Literature in Spanish Additional 3 credit hours in Spanish	3

## 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.

## Statistics, Minor

The **Minor in Statistics** consists of 16 semester hours.

### Required courses include:

Minor and Minor-Related Courses

MTH 125	Calculus I (MR)	4
MTH 221	Inferential Statistics w/Data Visualization	3
MTH 222	Regression Analysis	3
MTH 321	Probability & Statistics I	3
MTH 322	Probability & Statistics II	3

## 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.

## Sustainability Studies, Minor

The **Minor in Sustainability Studies** requires a minimum of 16/17 credit hours.

### Required courses include:

Minor and Minor-Related Courses

SUS 101	Environmental Issues and Foundations of Sustainability	3
SUS 337	Internship in Sustainability Studies	3
SUS 401	Sustainability E-Portfolio	1

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
ENG 200	Words and the Land	3
OST 315	Wilderness Emergency Response	3

One of the following:

BIO 222	Ecology and Evolution	4
BIO 311	Natural History of the Great Smoky Mountains	4

Any of the following:

ECN 346	Environmental Economics	3
ENV 231	Environmental Sociology	3
ENV 345	Environmental Politics	3
HIS 248	Appalachian Cultural and Social History	3
INT 201	Contemporary Global Issues	3

One of the following:

MTH 221	Inferential Statistics w/Data Visualization	3
MTH 222	Regression Analysis	3

One of the following:

OST 335	Outdoor Recreation Leadership	3
PHR 336	Community Health	3

One of the following:

PSY 221	Social Psychology	3
SOC 222	Sociology of Appalachia	3

## Teaching English as a Second Language

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

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. Effectively communicate information about a

teaching project through development and delivery of an oral presentation.

## Teaching English as a Second Language, B.A.

The **Major in Teaching English as a Second Language** requires 12 credit hours in major courses, 48 credit hours in courses related to educator preparation, and a minimum of 15 credit hours above the 100 level in one of the following second languages: American Sign Language, French, German, Japanese, or Spanish.

### Required courses include:

Major and Major-Related Courses			
ENG 219	Advanced Rhetoric and Grammar		3
ENG 311	History of the English Language		3
ENG 312	Linguistic Theory and Second Language Acquisition		3
PSY 101	Introductory Psychology		3
Educator Preparation Courses			
PSY 211	Child Development		3
PSY 218	Adolescent Development		3
EDU 200	Field Experience I		1
EDU 201	Models of Classroom Instruction		3
EDU 202	Educational Technology		3
EDU 299	Contemporary and Professional Issues in Education		1
EDU 305	Strategies for Classroom Management		2
EDU 312	Instructional Strategies for Diverse Learners		3
EDU 321	Disciplinary Literacy Methods		3
EDU 323	Reading & Writing K-5		3
EDU 333	Applied Pedagogy		3
EDU 351	Senior Study I		3
EDU 352	Senior Study II: Professional Seminar		3
EDU 375	Field Experience II		1
EDU 403	Clinical Practice for PK12/Secondary (10)		10
EDU 411	Educational Assessment & Evaluation		3

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

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

**Visiting Lecturer Andy Vaught, Coordinator**

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. The **Major in Theatre Studies** serves the aspiring theatre professional and future graduate student, providing a wide-ranging curricular experience, while the **Theatre Studies: Performance Track** and the **Theatre Studies: Design and Technology Track** allow students to specialize in a particular field of theatre while still exploring the larger context of theatre studies. 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.

## Theatre Studies, B.A.

The **Major in Theatre Studies** consists of 48 hours in a broad range of theatre classes, performance, and production opportunities.

**Required courses include:**

Major and Major-Related Courses

THT 101	Introduction to Theatre	3
THT 204	Theatre Production	1
THT 209	Play Analysis	3
THT 211	Stagecraft	3
THT 213	Fundamentals of Theatrical Design	3
THT 221	Acting I: Physical and Vocal Preparation	3
THT 222	Acting II: Creating the Character	3
THT 299	Professional Practices in Theatre	1
THT 304	Advanced Theatre Production	2
THT 311	Directing	3
THT 316	Theatre History I	3
THT 317	Theatre History II	3
THT 351	Senior Study I	3
THT 352	Senior Study II	3

*THT 204 (p. 238) and THT 304 (p. 239): 4 credit hours are required for each course*

An additional 6 hours may be earned from any combination of the following:

THT 149	Selected Topics	3
THT 249	Selected Topics	3
THT 349	Selected Topics	3
THT 204	Theatre Production	1
THT 208	Playwriting	3
THT 214	Lighting Design	3
THT 215	Audio Production	3
THT 216	Scene Design	3
THT 217	Costume Design	3
THT 223	Voice and Movement	3
THT 224	Improvisation for the Theatre	3
THT 225	Acting for the Camera	3
THT 226	Acting in Shakespeare	3

THT 304	Advanced Theatre Production	2
THT 337	Internship	7-15
	Applied Music: Voice	2
PHR 122	Dance	1
PHR 123	Tap Dance	1
ENG 332	Shakespeare	3

THT 149, THT 249, and THT 349: With advisor approval

THT 204: Up to 2 more hours

THT 304: Up to 4 more hours

### Theatre Studies, B.A. – Performance Track

The **Major in Theatre Studies: Performance Track** consists of 51 hours in a broad range of theatre classes and performance opportunities.

#### Required courses include:

##### Major and Major-Related Courses

THT 101	Introduction to Theatre	3
THT 204	Theatre Production	1
THT 209	Play Analysis	3
THT 211	Stagecraft	3
THT 221	Acting I: Physical and Vocal Preparation	3
THT 222	Acting II: Creating the Character	3
THT 299	Professional Practices in Theatre	1
THT 304	Advanced Theatre Production	2
THT 311	Directing	3
THT 316	Theatre History I	3
THT 317	Theatre History II	3
THT 351	Senior Study I	3
THT 352	Senior Study II	3

*THT 204 and THT 304: A total of 4 credit hours are required*

And 12 hours chosen from the following courses:

THT 149	Selected Topics	3
THT 249	Selected Topics	3
THT 349	Selected Topics	3
THT 223	Voice and Movement	3
THT 224	Improvisation for the Theatre	3
THT 225	Acting for the Camera	3
THT 226	Acting in Shakespeare	3

	Applied Music: Voice	1
PHR 122	Dance	1
PHR 123	Tap Dance	1
<i>THT 149, THT 249, and THT 349: With advisor approval</i>		
Applied Music: Voice: Can be taken up to 3 times		

### Theatre Studies, B.A. – Design and Technology Track

The **Major in Theatre Studies: Design and Technology Track** consists of 51-52 hours in a broad range of theatre classes and production opportunities.

#### Required courses include:

##### Major and Major-Related Courses

THT 101	Introduction to Theatre	3
THT 204	Theatre Production	1
THT 209	Play Analysis	3
THT 211	Stagecraft	3
THT 213	Fundamentals of Theatrical Design	3
THT 221	Acting I: Physical and Vocal Preparation	3
THT 299	Professional Practices in Theatre	1
THT 304	Advanced Theatre Production	2
THT 311	Directing	3
THT 316	Theatre History I	3
THT 317	Theatre History II	3
THT 337	Internship	7-15
THT 351	Senior Study I	3
THT 352	Senior Study II	3

*THT 204 and THT 304: A total of 4 credit hours are required*

And three of the following courses:

THT 149	Selected Topics	3
THT 249	Selected Topics	3
THT 349	Selected Topics	3
THT 214	Lighting Design	3
THT 215	Audio Production	3
THT 216	Scene Design	3
THT 217	Costume Design	3
ART 102	Introduction to Two-Dimensional Design	4
ART 110	Painting and Drawing I	4

*THT 149, THT 249, and THT 349: With advisor approval*

## Theatre Studies, B.A. for Teacher Licensure

The **Major in Theatre Studies for Teacher Licensure** consists of 36 hours in theatre studies and 42 hours in educator preparation courses.

### Required courses include:

#### Major and Major-Related Courses

THT 101	Introduction to Theatre	3
THT 204	Theatre Production	1
THT 208	Playwriting	3
THT 209	Play Analysis	3
THT 211	Stagecraft	3
THT 221	Acting I: Physical and Vocal Preparation	3
THT 222	Acting II: Creating the Character	3
THT 311	Directing	3
THT 316	Theatre History I	3
THT 317	Theatre History II	3

THT 204 (p. 238): 6 hours are required

An additional 3 hours earned from any combination of the following courses:

THT 149	Selected Topics	3
THT 249	Selected Topics	3
THT 349	Selected Topics	3
THT 213	Fundamentals of Theatrical Design	3
THT 214	Lighting Design	3
THT 215	Audio Production	3
THT 216	Scene Design	3
THT 217	Costume Design	3
THT 223	Voice and Movement	3
THT 224	Improvisation for the Theatre	3
THT 225	Acting for the Camera	3
THT 226	Acting in Shakespeare	3
THT 304	Advanced Theatre Production	2
THT 337	Internship	7-15
ENG 332	Shakespeare	3

*THT 149, THT 249, and THT 349: With advisor approval*

#### Educator Preparation Courses

PSY 101	Introductory Psychology	3
PSY 218	Adolescent Development	3
EDU 202	Educational Technology	3
EDU 299	Contemporary and	1

	Professional Issues in Education	
EDU 300	Field Experience	1
EDU 301	Models of Classroom Management & Instruction	3
EDU 312	Instructional Strategies for Diverse Learners	3
EDU 321	Disciplinary Literacy Methods	3
EDU 333	Applied Pedagogy	3
EDU 351	Senior Study I	3
EDU 352	Senior Study II: Professional Seminar	3
EDU 403	Clinical Practice for PK12/Secondary (10)	10
EDU 411	Educational Assessment & Evaluation	3

## Theatre Studies, Minor

The **Minor in Theatre Studies** requires the completion of 18 hours.

### Required courses include:

#### Minor and Minor-Related Courses

THT 101	Introduction to Theatre	3
THT 204	Theatre Production	1
	An additional 11 hours in Theatre courses at the 200 or 300 level	11

THT 204 (p. 238): 4 credit hours are required. The Theatre Studies minor requires 18 hours total.

## Writing Communication

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

### 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 genres/schools of poetry and prose.
4. Knowledge of literary terminology.
5. Knowledge of methods and strategies for generating ideas in order to produce texts of clarity that is appropriate to audience, context, and purpose.
6. Knowledge of writing and editing applications in non-academic contexts such as through internship experiences.
7. Knowledge of methodologies for critiquing and giving constructive feedback on manuscripts.
8. Knowledge of methodologies of different rhetorical situations, different modes of writing in journalism, public relations, business and technical writing.
9. 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.

**Writing Communication, B.A.**

The **Major in Writing Communication** consists of 47 hours, including 45 hours in English and 2 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:**

Major and Major-Related Courses

ENG 216	Publications	1
ENG 216	Publications	1
ENG 216	Publications	1
ENG 217	Journalism	3
HUM 299	Issues in Professional Development	1
HUM 347	Research in the Humanities	1
ENG 351	Senior Study I	3
ENG 352	Senior Study II	3
ENG 399	Writing Communication Capstone	3

ENG 216 is a 1-credit hour course that is to be taken in 3 different semesters.

One of the following (3 hrs.):

ENG 201	Advanced Literary Interpretation	3
ENG 311	History of the English Language	3

Two courses from the following list (6 hrs.):

ENG 213	Creative Writing: Poetry	3
ENG 214	Creative Writing: Fiction	3
ENG 219	Advanced Rhetoric and Grammar	3

Two courses from the following list (6 hrs.):

ENG 313	Advanced Creative Writing: Poetry	3
ENG 314	Creative Nonfiction	3
ENG 315	Business and Technical Writing	3

ENG 316	Advanced Creative Writing: Fiction	3
ENG 317	Public Relations Writing and Practice	3
ENG 349	Selected Topics in English	3

ENG 349 may count for the Writing Communications major if it is a course in creative writing or professional writing.

Two courses in English literature at the 190 level or higher (6 hrs.):

ENG 19X		3
	Or	
ENG 2XX		3
	Or	
ENG 3XX		3
	Or	
ENG 19X		3
	Or	
ENG 2XX		3
	Or	
ENG 3XX		3

*ENG 19X/ENG 2XX/ENG 3XX: Literature*

One of the following combinations for a total of 9 hours:

ENG 337 (9 hours)	9
Or	
ENG 337 (6 hours)	6
And	
1 ENG course numbered 190 or higher	3
Or	
ENG 337 (3 hours)	3
And	
2 ENG courses numbered 190 or higher	6

\*Note: Core-eligible literature courses numbered below ENG 190 (e.g. ENG 160, ENG 170, ENG 180, ENG 181, ENG 182) may not be counted toward the major.

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.

## Writing Communication, Minor

The **Minor in Writing Communication** requires 15 hours in writing courses.

### Required courses include:

Minor and Minor-Related Courses		
ENG 216	Publications	1
<i>ENG 216: 3 hrs. required.</i>		

Four courses chosen from the following list (12 hrs.)

ENG 213	Creative Writing: Poetry	3
ENG 214	Creative Writing: Fiction	3
ENG 217	Journalism	3
ENG 219	Advanced Rhetoric and Grammar	3
ENG 313	Advanced Creative Writing: Poetry	3
ENG 314	Creative Nonfiction	3
ENG 315	Business and Technical Writing	3
ENG 316	Advanced Creative Writing: Fiction	3
ENG 317	Public Relations Writing and Practice	3



# The Graduate Program at Maryville College

## Graduate Admissions and Financial Aid

### Graduate Admission Procedures

Admission into the MC Graduate Program is granted after approval of a formal application and completion of requirements as listed for the graduate degree programs below, subject to program capacity. Exceptions to these requirements are made only upon the recommendation of the Graduate Committee based on a written request by the applicant. Students who have been dismissed from a graduate program at another college or university within two years will not be considered for admission to Maryville College.

*All Admissions Documents should be directed to:*

Maryville College Graduate Admissions  
502 E. Lamar Alexander Parkway  
Maryville, TN 37804

### Master of Art in Teaching (M.A.T.) Secondary STEM

Master of Art in Teaching Secondary Biology  
Master of Art in Teaching Secondary Chemistry  
Master of Art in Teaching Secondary Mathematics

### Admission Requirements

An applicant in the M.A.T. program is expected to:

1. Show evidence of having received a baccalaureate degree in a relevant field from an accredited institution of higher education or be in the process of completing their degree prior to start of graduate program.
2. A minimum undergraduate GPA of 2.75 on a 4.0 scale from a completed undergraduate or graduate degree program or a 3.0 in the last 60 credit hours of a completed undergraduate or graduate degree program.
3. Required Prerequisites Courses:  
See requirements for specific degree programs listed in Graduate Program Descriptions section of this Catalog.

## Application Procedures

### How to Apply

1. Create a Maryville Portal (MVP) account at [maryvillecollege.edu/apply/](http://maryvillecollege.edu/apply/)
2. Complete the online application for Graduate Students in chosen program
3. Submit \$50 non-refundable application fee
4. Request 1 official transcript for each institution attended beyond high school, to be sent directly from each institution to the Admissions Office
5. Request 1 official transcript for any coursework beyond your bachelor's degree
6. Submit all transcripts to: Maryville College - Graduate Admissions, 502 E. Lamar Alexander Pkwy, Maryville, TN 37804 or by email to [admissions@maryvillecollege.edu](mailto:admissions@maryvillecollege.edu)
7. Passing scores on the appropriate state-mandated subject matter exams(s) within five years
8. Statement of Purpose, outlining your professional and educational goals
9. Three recommendations (academic, employment, and character reference)
10. Professional Resume
11. Submission of a writing sample of high quality
12. TBI BACKGROUND RECORDS CHECK submitted directly to Maryville College EPP: no second-party background checks are accepted
13. Completed successful Entrance Screening for M.A.T. program.

### When to Apply

The master's program will operate under a cohort model. Prospective graduate students should apply for admission no later than November 1 for Early Action consideration and March 1 for Regular Decision consideration to be eligible to begin the

program beginning in May. Current Maryville College undergraduate students must apply by the January 15 deadline.

Please note that this master’s program is designed to be completed in one year (e.g., May – April). Students will be expected to enroll in courses each term including the summer session.

**Readmit Policy**

Students who leave the College for any reason during the academic year 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

**Notification of Admission**

Students who have applied and submitted required documents will be notified in writing of the Graduate Admissions Committee’s decision. An enrollment deposit of \$300 must be submitted to secure a position in the program.

**Graduate Financial Policies**

**Tuition**

Annual charges for tuition, fees, room, and board are divided into three semester rates. Students are billed at the per-credit hour rate per semester. Tuition, fees, and all other College charges are due and payable by May 1 for May/Summer Term, by August 1 for Fall Term, and by December 7 for Spring Term. In some circumstances, students may be eligible for financial aid. Please refer to the Financial Aid section of this policy for more information.

Tuition and Fees Schedule

**Master of Arts in Teaching Secondary STEM**

A one-year/3 semesters/36 credit hours graduate program in Education

*2022-2023*

**Total for MAT Program TUITION**

Tuition per credit hour	\$400	<b>\$14,400</b>
<b>FEES</b>		

Application Fee	\$50	\$50
Comprehensive Fee (per semester)	\$270	\$810
Parking Fee (per year)	\$50	\$50
Student Teaching Fee (fall and spring, per semester)	\$120	\$240
EDU 502 Education Technology course fee	\$100	\$100
Enrollment Deposit (non-refundable, credited to tuition balance)	\$300	
<b>Required Fees Total</b>		<b>\$1,250</b>
<b>GRAND TOTAL TUITION and FEES</b>		<b>\$15,650</b>

**Other Fees:**

Late Registration Fee (per session)	\$30
I.D. Card (replacement)	\$20
Returned Check Fee (per returned check)	\$35
Diploma Replacement Fee	\$50
Transcript (per request, may be more depending on method of delivery)	\$5

**Payment Policy**

Billing statements are available via each student’s Self-Service account approximately three weeks before the payment due date. Payments may be made on Self-Service using a credit or debit card, or an electronic check. Any outstanding account balance not paid by the published due date will be considered past due and will incur an \$100 late fee, and a financial hold will be placed on the student’s account. This could affect enrollment status. It is the student’s responsibility to make arrangements for payment in full including setting up payment plans or completing the necessary documents for 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 \$35 fee will be incurred.

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.

### Charge Reduction Policy

Graduate Program registration is considered a contract binding the student for charges for the entire semester. However, if it becomes necessary for a student to officially withdraw from school, the following actions must be taken. Students must complete and return a withdrawal form to the Registrar’s Office to be officially withdrawn. If a student is unable to withdraw in person, they may do so by notifying the Registrar’s Office and the Office of Student Affairs in writing. The withdrawal date is defined as follows:

1. IN GENERAL - In this section, the term ‘day the student withdrew’ is the date that the institution determines—
  - a. the student began the withdrawal process prescribed by the institution; or
  - b. the student otherwise provided official notification to the institution of the intent to withdraw; or
  - c. 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; or

2. SPECIAL RULE - Notwithstanding paragraph (1), 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 a graduate program. 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 and Spring Semester

For a student who formally withdraws from a graduate program 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 May Term and Summer Session

For a student who formally withdraws from a class or a graduate program during a 3- week May-Term or summer session, the session’s tuition, room, and board charges will be reduced in accordance with the following schedule, if you were 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.

### **Week or Longer Summer Session**

For a student who formally withdraws from a graduate program 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 graduate program 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 who live within College housing are expected to vacate such housing immediately upon withdrawal from the graduate program. 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 60% period of enrollment for the semester or term.

When a student's charges are reduced, any financial 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 decide to leave Maryville College housing before the census date, the charges may be prorated per their contract for College housing. Should the student have a meal plan, such plan 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 decides to leave College housing after the census date, there will be no charge reduction for housing for the semester. The student will receive a limited pro-rated charge reduction for meals, should they have a meal plan. 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 physically moved out

of College housing. 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 you drop your meal plan after 30% of the semester has been completed, meaning there was 70% unused, you would only receive a 35% reduction in your 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.

## Graduate Financial Aid

Eligibility for financial aid is determined by filing the Free Application for Federal Student Aid (FAFSA) through the Federal Processor. The FAFSA can be completed online. To receive federal aid, a student must be fully accepted into a graduate program. Provisional acceptance does not meet the requirements to qualify for federal aid. Graduation from a program can impact eligibility for future federal aid. Graduate students are eligible to apply for Federal Direct Unsubsidized Loans. Maximum annual loan amount is indicated below:

Unsubsidized Stafford	\$20,500
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This amount will be subject to the student's filing for federal aid, showing eligibility for loans and cost of attendance for school. Students may or may not be eligible for the maximum possible award based on these criteria.

### Semester Enrollment Status for Graduate Students

(Please note - students must be enrolled at least halftime to receive Federal Student Aid):

Full-time enrollment	9 credit hours or more per semester
Three quarter-time enrollment	7-8 credit hours per semester
Half-time enrollment	5-6 credit hours per semester
Less than half-time enrollment	4 credit hours or less per semester

All graduate students who receive federal financial aid must be working toward an eligible degree from Maryville College.

### Federal Graduate PLUS Loan

A Federal Grad PLUS Loan is a loan for graduate students who need further assistance after the use of Federal Direct Loans. This is a federal loan with a fixed interest rate and is approved based on a student's credit. Applications are made at <https://studentaid.gov/>. Students are eligible for an amount up to the Cost of Attendance, less other aid received.

### Grad PLUS Master Promissory Note (MPN)

The Grad PLUS Master Promissory Note (MPN) is required before funds can be disbursed. This MPN is a legal document in which students promise to repay the federal student loan(s) and any accrued interest and fees to the lender or loan holder. This is a Federal requirement that recipients must complete prior to receiving funds from this program.

### Loan Exit Counseling

Federal regulations require all students who borrow Graduate PLUS funds to complete exit counseling when graduating or dropping below half-time enrollment.

### Annual Student Loan Acknowledgement

Federal regulations require that students complete the Annual Student Loan Acknowledgement before funds can be disbursed each year. Students complete this process to acknowledge they understand how much they owe in student loans and how much more can be borrowed.

## Satisfactory Academic Progress Standards

Satisfactory Academic Progress (SAP) is a policy required by Federal and State financial aid regulations for all students receiving financial assistance through these programs. The policy is intended to ensure students are progressing towards degree completion. All students who receive federal and/or state financial aid must be working toward an eligible degree and be in good academic standing (as defined by this policy) to be eligible for aid. Maryville College will utilize the policy below in determining federal and state financial aid eligibility. Progress will be evaluated at the end of each period of enrollment. To ensure that students are making progress, the following requirements have been established:

## 1. Definitions

- a. An academic year consists of fall, spring, and summer semesters.
- b. Attempted hours are defined as any course that appears on the transcript.
- c. Satisfactory grades are A, B, C, D, and S.
- d. Unsatisfactory grades are F, I, U, W, WP, WF.

## 2. Progress Standards

- a. Pace of Progression Standard: Graduate students must satisfactorily complete at least 66.66% of all hours attempted.
- b. GPA Standard: Graduate students must maintain a minimum grade point average of 3.0, which is the academic standard to remain in a graduate program.
- c. Maximum Hours Standard: Graduate students will be allowed to receive federal aid for a maximum of 150% of the published required hours of their program of study. For example, if the student's graduate program requires 36 earned credit hours for graduation, then the student may attempt a maximum of 54 credit hours before suspension.
- d. Transfer students: All transferable credits will be counted toward the maximum number of hours allowed to be eligible for financial aid. Satisfactory progress will be evaluated at the end of the first academic year the student attends Maryville College.
- e. Repeat, Remedial, and ESL courses will be evaluated in a manner that is consistent with the academic standards of the College.
- f. Change in major: All course work appearing on the student's Maryville College transcript will be included in the evaluation process (regardless of the association with the current declared major). Neither change of academic major nor the pursuit of a double major extends the eligibility for financial assistance.

## 3. Review of Eligibility

Satisfactory academic progress is reviewed at the end each term for all financial aid applicants and ensures that they meet the required qualitative, quantitative, and maximum time frame standards outlined in Section II. Applicants who do not meet the standards outlined in Section II will be notified.

## 4. Removal from Financial Aid - Suspension

- a. A student who fails to meet any of the above standards of progress will be placed on Financial Aid Suspension.
- b. Students ineligible to receive financial aid are not prevented from enrolling at Maryville College if:
  - the student has an alternative method of payment AND
  - the student meets the academic requirements to re-enroll.

## 5. Appeals

Students placed on Financial Aid Suspension can appeal to the Financial Aid Office. Examples that may be acceptable for the appeal are:

- Student's serious illness or accident.
- Death, accident, or serious illness in the immediate family.
- Other extenuating circumstances directly affecting academic performance.

The appeal must be submitted in writing and be accompanied by appropriate supporting documents. These will be reviewed weekly by the Financial Aid Satisfactory Academic Progress Committee. Students will be notified in writing of the decision (approval or denial).

## 6. Reinstatement of Financial Aid

- a. If an appeal is approved, the student will be granted one semester of Financial Aid Probation. An Academic Plan will be established by the committee. The plan will be designed to address the academic deficiency, ensuring the student is making progress toward his/her degree. The student can continue to receive financial aid during the one semester of probation. Eligibility will be reviewed at the end of the term of probation. At that time, the student must

either be meeting the overall standards or meeting the terms of their Academic Plan.

- b. A student who is removed from financial aid and/or whose appeal has been denied may be eligible to have his/her financial aid reinstated if he/she enrolls without federal financial aid AND is able to reestablish the minimum progress standards or the terms of the previously established Academic Plan.
- c. It is the student's responsibility to inform the Financial Aid Office if the requirements to reestablish aid have been met.

## Graduate Academic Policies and Procedures

### 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 academic advisor. 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 Calendar

The MAT is designed as an accelerated one-year program. The academic program begins with a three-week May Term and continues with two consecutive 5.5-week Summer sessions, a 14-week Fall semester, and concluding with a 14-week Spring semester.

## Academic Integrity

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 its members from being true seekers of wisdom. It is therefore very important for all members of the community to clearly understand the standards that define this collective search for wisdom. As the Maryville College Covenant declares, it is important for all students "to act with integrity in all interactions...to encourage and support...fellow students as they aspire to be honest in their academic endeavors." Violations of academic integrity will be processed according to the Academic Integrity Policy listed in this Catalog.

## Academic Probation and Suspension

It is the responsibility of individual students to maintain good academic standing and to make satisfactory progress toward a degree. Students must maintain a minimum cumulative grade point average of 2.75 to remain in good standing. Students failing to do so may be dismissed for failing to maintain satisfactory academic progress.

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.

## 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 or for a period of 2 consecutive days during a May term or 4 consecutive days during a summer term. Such a withdrawal follows established College course withdrawal deadlines and associated refund policies.

## 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.

## 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.

## Email

The official means of campus communication with students is through their Maryville College email address only. Students should check their email account regularly.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment or FERPA, was passed and put not effect in January 1975. The law regulates the use and disclosure of personal information in educational records and permits a student to inspect what material is maintained in those records. 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.

## 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 a third party unless the student submits a written request that this be done. 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. No more than one grade of “C” will be applied toward graduation. Students have the option of repeating a course for which grades of “C” or lower are received.

Any course for which a student has received an “F” may be repeated once, and such a course must be taken at Maryville College. A second “F” in the repeated course will result in dismissal from the program. Only the credit hours and grades for the repeated course are used in determining the student’s overall GPA although all grades are recorded on the transcript.

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:

<u>Grade</u>	<u># of Quality Points</u>
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 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 (Withdrawn) - Given when a course is dropped during the first 45 days of classes in a regular semester, or by the published drop deadline in a shorter term. This grade does not affect grade point average.

## Online Learning Management System

Depending on the instructor, courses will be set up on the Blackboard learning platform or Google Classroom for MAT students. Course updates, syllabi, and information related to a specific course may be posted on Blackboard. Check individual course pages regularly.

## Registration

Students in the same cohort will be automatically registered into their classes each term or semester. Student class schedules may be accessed through Self-Service.

## Residency Requirement

All but 9 hours of coursework in the MAT degree must be taken in residency. Courses taken on the Maryville College campus or online, independent studies, thesis, other research, and internships will meet the residency requirement.

## Student Classification

Students are classified as full-time or part-time according to credit hours enrolled. Graduate students registered for a minimum of 9 credit hours each semester are classified as full-time. Those registered for fewer than 9 credit hours are classified as part-time.

## Transfer Credit

A student may be permitted to transfer credit from another accredited graduate school. Maryville College will consider transfer credit provided it was earned during the five-year period preceding admission, and provided each course has a grade of "B" or higher. A maximum of nine semester hours will be considered for transfer.

## Undergraduates Taking Graduate Courses

Approved undergraduate students may take a maximum of 9 graduate hours. Graduate hours will be accepted for graduate credit if the student is accepted and enrolls in the Maryville College graduate program. Credit earned from the graduate course(s) may only count as electives in the undergraduate degree. Prior to application, the student must have earned 90 semester hours of undergraduate credit, an approved degree plan indicating graduation within two semesters, and a minimum GPA to meet graduate school admission requirements.

## Withdrawals

Withdrawal from a course during the first eight days of classes (2 days during a May term or 3 days during a summer term) 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 45<sup>th</sup> 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.

## Withdrawal from the Program

Withdrawal from the program for the semester is initiated with the Program Director. Refunds will be determined according to the refund schedule in this catalog. If the student receives financial aid, Title IV funding may have to be returned, thereby creating a balance due for the withdrawing student.

## Medical Withdrawal

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 the Catalog.

Requests for medical withdrawal *from individual classes* are made to the Vice President and Dean of the College (Fayerweather Hall, Rm 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.

## Graduate Student Resources

### Student Life

Maryville College encourages student involvement and upholds community standards through policies and procedures that are found in the Graduate Student Handbook. Please refer to the Graduate Student Handbook for comprehensive information about student life, including the Maryville College Covenant, Residence Hall policies, Campus Safety, Student Conduct, and the Student Grievance Procedure.

### Academic Support Center

The Academic Support Center (ASC) provides a variety of study options, including Supplemental Instruction, Math Tank, and the Writing Center. The Academic Support Center also houses Disability Services (DS), which offers services and accommodations for students with documented

disabilities or medical needs. The ASC is located in the lower level of Thaw Hall and is open 8:00-5:00 Monday through Friday. Students may come by the office, contact staff by email, or call the main office number [865-981-8124](tel:865-981-8124).

### Academic Support Services

The Academic Support Center provides tutoring and group study sessions as appropriate and as requested by graduate students.

#### Group Study Sessions

Group Study is the largest component of the College's academic support system and focuses on collaborative learning through peer-led sessions. Opportunities to share opinions, class notes, reflections, ideas, and theories in preparation for exams, assignments, and class projects are just a few of the benefits. The Academic Support Center coordinates tutoring and study groups upon request.

### Disability Resources & Accessibility

Disability Resources & Accessibility seeks to meet the needs of students with documented disabilities by providing reasonable accommodations through an interactive process, assisting students in becoming self-advocates while supporting their curricular and co-curricular activities at college. Students are responsible for disclosing their disability and requesting accommodations by completing the registration form & providing current documentation of the disability.

Disability Resources & Accessibility 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 Resources & Accessibility Procedures

The steps to obtain services through Disability Resources & Accessibility are described below:

1. Admission to Maryville College

Students must be admitted to Maryville College before receiving services through Disability Resources & Accessibility. See the Admissions and Financial Aid section of the Maryville College catalog for required admission standards.

## 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 supports the request for reasonable accommodations for the disability. Registration form and documentation requirements are located online at [www.maryvillecollege.edu/disability](http://www.maryvillecollege.edu/disability).

## 3. Documentation

Documentation must specify the disability, its impact, and severity, as well as substantiate 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 Resources & Accessibility has the discretion to require additional documentation. Current documentation is required for permanent and/or temporary disabilities. Also, students requesting accommodations for multiple disabilities must provide documentation of all such conditions. The documentation must substantiate current functional limitations.

## 4. Accommodation Determination

After completing the registration form and submitting the necessary documentation, students should contact the Disability Resources & Accessibility office and set-up an appointment to determine reasonable accommodations. The official registration and implementation of services cannot begin until the student meets with a Disability Resources & Accessibility staff member.

Disability Resources & Accessibility professionals believe the student is the most valuable resource for determining effective and reasonable accommodations. Disability Resources & Accessibility assists students in becoming self-advocates while supporting their essential needs. Disability Resources & Accessibility assists faculty by providing information and by validating and providing necessary accommodations. Students who feel that they are experiencing problems/concerns in classes or 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. Disability Resources & Accessibility will begin an interactive process with those individuals regarding the problems/concerns.

## **Important Notes**

It is the student's responsibility to arrange for certain services that are outside the scope of Disability Resources & Accessibility 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 Resources & Accessibility professionals are available to consult with students regarding special needs and possible local resources.

## **Letter of Accommodation**

When reasonable accommodations have been established, the professor, advisor, and student will receive a Letter of Accommodation (LOA). The LOA indicates the accommodations which the student is qualified to receive.

Before issuing an LOA, Disability Resources & Accessibility must have a complete file. The file must include the registration form, appropriate documentation, and a signed Release of Information Waiver. Disability Resources & Accessibility staff will not discuss academic accommodation concerns with faculty members until all documents are received. Disability Resources & Accessibility will not disclose or discuss the disability documentation provided by the student without the written consent of the student.

### First Week of Class Responsibilities

Students are encouraged to meet with each of their scheduled class professors during the first week of the term to discuss the LOA for the implementation of the accommodations. Students and faculty should contact Disability Resources & Accessibility with questions or concerns regarding ways to implement the qualifying accommodations.

### Continuing Enrollment

Each semester, students should contact Disability Resources & Accessibility at the earliest possible opportunity to schedule a meeting to discuss class accommodations for the semester. If additional accommodations are requested, Disability Resources & Accessibility will review current documentation, meet with the student to discuss the additional requested accommodations.

### Grievance Procedures

An internal grievance procedure exists for students who believe the accommodations provided were not reasonable or not being provided. Students should submit a written statement of the specific complaint within ten (10) business days of the alleged incident or action to the Director of Disability Resources & Accessibility. The Director will work to resolve such concerns informally through an interactive process with the student, pertinent faculty, or staff members. If the grievance is in relation to the Director of Disability Resources & Accessibility, then the grievance should be submitted to the Vice President & Dean of Students. To establish the basis for such a grievance, students should be registered with Disability Resources & Accessibility and receiving services. Students should expect to receive a written response to their grievance within 10 business days of submitting it.

### Contacting Disability Resources & Accessibility

Students can contact Disability Resources & Accessibility in the lower level of Thaw Hall, Monday through Friday from 8 a.m. – 5 p.m., via phone at [865.981.8120](tel:865.981.8120) or [865-981-8124](tel:865-981-8124), through the website [www.maryvillecollege.edu/disability](http://www.maryvillecollege.edu/disability), or email [disabilityservices@maryvillecollege.edu](mailto:disabilityservices@maryvillecollege.edu).

### Lamar Memorial Library

The Lamar Memorial Library prepares students for

lives of citizenship and leadership by serving as an intellectual commons and 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:

- Be able to determine the nature and extent of information needed,
- Be able to access needed information effectively and efficiently,
- Be able to evaluate information and its sources critically and incorporate selected information into their knowledge bases and values systems,
- Be able to use information effectively, individually or as members of a group, to accomplish a specific purpose,
- Be able to understand the economic, legal, and social issues surrounding the use of information, and
- Be able to access and use information ethically and legally.

### Intellectual Commons

The library provides a welcoming physical and virtual space supporting academic success, scholarship, and research.

- The library’s web page, <https://library.maryvillecollege.edu>, connects users to the library’s services, collections, and people.
- The library is open 86 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, <https://library.maryvillecollege.edu/librarianschedule>, for specific hours.

- The library hosts public computer workstations as well as color and monochrome printing, scanning, and copying services for students.
- The library offers a variety of workspaces, 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. We may refer questions about services provided by other programs in library spaces to the office sponsoring the service or activity.

### Information Access

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

- The library supplies state of the art research tools that connect students to high quality information appropriate for college and professional research.
- Librarians collaborate with faculty to build a collection of books, media, and digital information supporting each program of study at Maryville College.
- The library obtains 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](tel:865-981-8256), and via email or online chat and message services to answer questions and assist with research.
- Librarians help students develop research skills and information fluency through individual consultation and class instruction.

### Library Accounts and Overdue Materials

Each member of the Maryville College community has a library account. 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 Checked-Out Items" link on the library's home page to see what titles are 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 by email or by telephone [865-981-8099](tel: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, please contact the Circulation Coordinator by email or by telephone at [865-981-8099](tel:865-981-8099) to discuss arrangements for replacement.

## Graduate Programs of Study

### Education

**Associate Professor Cynthia Gardner, Chair, Division of Education, Director of Educator Preparation, Director of the Graduate Program, and MAT Program Coordinator**

Master of Arts in Teaching Secondary STEM

The Master of Arts in Teaching (Biology, Chemistry, Mathematics) and STEM Education follows the Maryville College Educator Preparation Program Learning Outcomes. MAT graduates will have the skills, dispositions, and knowledge needed to be successful first-year teachers. Our coordinated efforts provide an educator preparation program that will develop teachers who demonstrate:

1. The influence of a broad liberal arts education,

2. The ability to solve the many theoretical, practical, and ethical problems associated with who to teach, what to teach, and how best to teach,
3. An understanding of the learning process, and the skills to design instruction appropriate for diverse student populations,
4. The skills needed to analyze and implement the instructional process,
5. The ability to effectively integrate technology into the instructional process, and
6. A commitment to personal and professional growth.

### **MAT Student Learning Objectives (SLO)**

SLO 1: Graduates of the MAT program will demonstrate in-depth knowledge of the content in their specific teaching/licensure field.

SLO 2: Graduates of the MAT program will demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

SLO 3: Graduates of the MAT program will demonstrate the professional dispositions that are expected of educators, including: a) collaboration with peers, parents, and other school personnel, b) professional behaviors and expectations, c) communicating respect for and development of a rapport with all students, d) adhering to the Model Code of Ethics for Educators and the Tennessee Teacher Code of Ethics.

SLO 4: Graduates of the MAT program contribute to an expected level of student-learning growth.

SLO 5: Graduates of the MAT program effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

The Division of Education houses the Bachelor of Arts in Elementary Education and the Master of Arts in Teaching (MAT) degree programs, and works across multiple departments to provide initial licensure in various P/K-12 and 6-12 areas. The Educator Preparation Program at Maryville College is

continually refined to meet the State of Tennessee's licensure requirements for teachers. As a result, modifications in programs and curriculum may occur. Those interested in the MAT program should meet with the Director of Graduate Programs.

Undergraduate students at Maryville College wishing to pursue the MAT as a 5<sup>th</sup> year masters are encouraged to discuss the educator preparation program and teacher licensure requirements with their content advisor and the Director of Graduate Programs on a regular basis. This will ensure all requirements for the bachelor's degree and for the MAT are met on time.

The MAT is designed as an accelerated one-year program and delivered through a cohort model. The cohort model offers a supportive group of peers that enter and remain in the program together. A new cohort of MAT students begins each May with a three-week May Term. The program continues with two consecutive 5.5-week Summer sessions, a 14-week Fall semester, and concludes with a 14-week Spring semester. Completing the MAT program may take longer than one year for students who do not begin with or remain in the cohort. The MAT includes two semesters of clinical practice. During this time, candidates will be paired with a mentor teacher in grades 6-12 and work full-time in the secondary classroom.

### **Undergraduates Taking Graduate Courses**

Approved undergraduate students may take a maximum of 6 graduate hours. Credit earned from the graduate course(s) may only count as electives in the undergraduate degree. Prior to enrolling, the student must have earned 90 semester hours of undergraduate credit and a minimum GPA to meet graduate school admission requirements.

Below are the courses that undergraduates may take for graduate credit:

- EDU 501. Models of Teaching Secondary Curriculum & Methods
- EDU 502. Technology for the Secondary Classroom
- EDU 512. Effective Teaching Practices for Exceptional and Diverse Secondary Students
- EDU 521. Disciplinary Literacy for Middle Level and Secondary Students

### **Educator Preparation Professional Characteristics**

It is the responsibility of all students seeking teacher

licensure to develop and maintain professional behaviors, characteristics, and dispositions that are associated with professional educators. These essential dispositions include self-regulation, professional grooming/appearance, appropriate relationships, professionalism, cultural awareness, integrity, affect, respect, communication, and reflection. Candidates are expected to demonstrate essential dispositions throughout the program of study not only in coursework, teaching practice, professional activities, and student teaching, but also in personal interactions with students, families, colleagues, and communities. In addition to the above, the Tennessee State Board of Education requires candidates to be aware of the Tennessee Teacher Code of Ethics that outlines behaviors that will result in the dismissal and revocation of the teaching license.

### Admission and Screening

Students enrolling in the Master of Arts in Teaching program leading to initial teacher licensure must meet specific requirements to enter and progress through the program.

### Requirements for Initial Admission to the M.A.T. Program

- Completed Maryville College Application to Graduate Studies including all supporting materials.
- A bachelor's degree from a four-year, regionally accredited college or university in the discipline in which the individual is going to teach (for example, math).
- Passing scores on the appropriate state-mandated subject matter exams(s) within five years.
  - Students not meeting this requirement may be allowed to take a maximum of 9 credit hours. However, no students may enroll in 600-level courses without meeting the testing requirement.
- A minimum undergraduate GPA of 2.75 on a 4.0 scale from a completed undergraduate or graduate degree program or a 3.0 in the last 60 credit hours of a completed undergraduate or graduate degree program.
- Statement of Purpose, outlining your professional and educational goals.

- Three recommendations (academic, employment, and character reference).
- Professional Résumé.
- Submission of a writing sample of high quality.
- TBI BACKGROUND RECORDS CHECK submitted directly to Maryville College EPP: no second-party background checks are accepted.
- Completed successful Entrance Screening consisting of an oral interview with the Graduate Committee.

### Level II Screening – Formal Admission into the MAT Program (Candidate Status)

Level II Screening is held mid-summer and fully admits candidates to the MAT Program and Clinical Practice I.

Requirements for formal admission are:

1. 2.75+ GPA with no more than one grade of “C”.
2. Passing scores on the appropriate state-mandated subject matter exams(s).
3. *At target or above* for Professional Dispositions Standards.
4. Current TBI background check.
5. Current liability insurance.

### Level III Screening – Completion of the MAT Program

Level III Screening is performed at the conclusion of Clinical Practice I. Successful candidates are admitted to Clinical Practice II.

Requirements are\*:

1. 2.75+ GPA with no more than one grade of “C”.
2. Demonstrating “Target” or “Exceeds Target” in all areas of Professional Behavior and Dispositions.
3. Performance levels of 3 or above on TEAM evaluations completed in EDU 600.
4. Recommendation from clinical mentor and clinical supervisor.

\*Job-embedded candidates will follow guidelines as

directed by the Support Team, including a designated school administrator.

### **Entry to the Profession: Applying for Tennessee Licensure**

To be eligible for a teaching license in Tennessee, a graduate must be recommended by the College and meet the following requirements:

- A conferred bachelor's degree.
- Maintaining the 2.75 grade point average required for admission to the EPP.
- Demonstrating "Target" or "Exceeds Target" level of competence in all learner outcomes on the Summative Evaluation of Clinical Practice.
- Demonstrating "Target" or "Exceeds Target" in all areas of Professional Behavior and Dispositions.
- Obtaining qualifying scores on all required Praxis Subject Area Assessment(s) required by the state of Tennessee.
- Obtaining qualifying score on required edTPA exam(s) required by the state of Tennessee.
- Receiving a positive recommendation from the EPP as a result of the student teaching experience. (A grade of "C" does not guarantee a favorable recommendation.)
- Completing an exit meeting with EPP faculty.
- Satisfying any other licensure requirements mandated by the State of Tennessee. Requirements may change and candidates must meet requirements in effect at the time of their graduation. These requirements may be different from those in effect at the time they entered.

### **Retention in the Program**

Students may continue in the MAT Program as long as they make satisfactory progress and meet all requirements set forth by the Educator Preparation Program. All students in the program must maintain a grade point average of 2.75.

No more than one grade of "C" will be applied toward graduation. Students have the option of repeating a course for which they earn a grade of "C" or lower.

Any course for which a student has earned an "F" may be repeated once, and such a course must be taken at Maryville College. A second "F" in the repeated course will result in dismissal from the program. Only the credit hours and grades for the repeated course are used in determining the student's overall GPA, although all grades are recorded on the transcript. Completing the MAT program may take longer than one year for students that retake a course.

Students who fail to maintain academic performance and professional dispositions as required by Maryville College and the Educator Preparation Program are subject to action from the Teacher Advisory Board. The Board may place conditions on the student's continuation in the program or may remove the student from the program.

### **Background Checks**

All MAT students are required to complete and pass a TBI background check (background checks are valid for one year). Tennessee state law dictates that all persons who have contact with children in grades P-12 must have the appropriate background check conducted by the Tennessee Bureau of Investigation. All students must submit this information before they can participate in a clinical experience. See the Administrative Assistant in the Education Division for information about this process.

### **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.

### **Accreditation**

The Maryville College Educator Preparation Program is accredited by the Tennessee State Board of Education (TNSBE). All licensure programs are approved by the TNSBE.

### **Program Outcome Data Reports**

Student outcome data related to the Maryville College Educator Preparation Program is displayed annually in Tennessee's Annual Teacher Preparation Report Card and can be accessed on the College



website.

## M.A.T. in Secondary STEM

The **Master of Arts in Teaching Secondary STEM** requires completion of 36 credit hours.

### Required courses include:

#### Graduate Courses

EDU 500	Foundations of STEM Education	3
EDU 501	Models of Teaching Secondary Curriculum & Methods	3
EDU 502	Technology for the Secondary Classroom	3
EDU 512	Effective Teaching Practices for Exceptional and Diverse Secondary Students	3
EDU 521	Disciplinary Literacy for Middle Level and Secondary Students	3
EDU 600	Clinical Experience I	4
EDU 601	Clinical Experience II	6
EDU 611	Educational Assessment in the Secondary Classroom	3
EDU 630	Research Methods in Education	3
EDU 651	Teacher Assessment I	2
EDU 652	Teacher Assessment II	3

# Directory

(The year noted is that of first appointment.)

## Principal Administrative Officers

Bryan F. Coker

President (2020)

B.A., Rhodes College

M.Ed. University of South Carolina

Ph.D., University of Tennessee, Knoxville

Daniel E. Klingensmith

Vice President & Dean of the College Professor of History (1998)

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

Kelly Leonard

Vice President for Finance (2022)

B.A., Quinnipiac University

Melanie V. Tucker

Vice President & Dean of Students Chief Diversity Officer (2017)

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

Jennifer R. Brigati

Associate Professor of Biology (2006)

Chair, Division of Natural Sciences

B.S., Southampton College of Long Island University

Ph.D., Auburn University

Naji Bsisu

Assistant Professor of Political Science (2020)

B.S., University of Dayton

M.A., University of Chicago

M.A., University of Missouri

Ph.D., University of Georgia

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B.S., Tennessee Technological University

M.Sc., Ph.D., University of Tennessee

Sarah Beth Clinton

Associate 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

Doug Davis (2021)  
Visiting Lecturer in Chemistry  
B.S., Milligan College  
M.S., East Tennessee State University

Angela DeLozier  
Senior Lecturer in of Statistics (2014)  
B.A., Maryville College  
M.M., University of Tennessee, Knoxville

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Associate Professor of Chemistry (2012)  
B.S., Ph.D., Baylor University  
Post-Doctoral Fellow, Oak Ridge National  
Laboratory

Anna Engelzone  
Assistant Professor of Mathematical Sciences (2016)  
B.A., Goshen College  
Ph.D., North Carolina State University

Wei Fu  
Associate Professor of Marketing (2016)  
B.S., Kunming University of Science and Technology  
M.Acc., East Tennessee State University  
Ph.D., University of Tennessee, Knoxville

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Professor of Management (1998)  
B.A., Boston College  
M.B.A., Ph.D., University of Tennessee, Knoxville

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Associate Professor of Education (2018)  
Chair, Division of Education  
B.A., M.A., Ed.D., University of South Carolina

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Professor of Chemistry (2005)  
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  
Senior Lecturer in Physics (2016)  
B.S., M.S., M.S., University of Tennessee, Knoxville

Andrew Gunnoe  
Associate 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

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

Angela (Nikki) 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., Ph.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

Barbara C. Johnson  
Assistant Professor of Computer Science (2021)  
B.A., Viterbo University  
M.S., University of Kentucky  
Ph.D., University of Tennessee

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

L. Gabie Kerr  
Lecturer in Management (2018)

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

Rebecca L. Lucas  
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

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Senior Lecturer in Music (2015)  
B.M., Radford University  
M.M., M.M., Ohio University  
Ph.D., University of Kentucky

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Associate Professor of Music (1995)  
B.M., M.M., Youngstown State University  
Ph.D., Kent State University

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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  
Associate 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

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English Interpreting (2019)  
B.S., Indiana University  
B.S., University of New Mexico  
M.S., Western Maryland College

Roger W. Myers  
Associate Professor, Research and Instruction  
Librarian (1994)  
B.S., M.S.L.S., University of Tennessee, Knoxville

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Professor of Political Science (1997)  
B.A., St. Lawrence University  
M.A., Ph.D., Syracuse University

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Assistant Professor of Exercise Science (2016)  
B.S., Saginaw Valley State University  
M.S., Ph.D., University of Tennessee, Knoxville

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Professor, Elementary Education (2000)  
B.S., Virginia Polytechnic Institute/State University  
M.Ed., University of North Carolina at Greensboro  
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Professor of English (1990)  
Chair, Division of Languages & Literature  
Ralph S. Collins Professor in the Humanities  
B.A., Yale University  
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Associate Professor of English (2001)  
B.A., University of the South  
M.A., Ph.D., University of North Carolina, Chapel  
Hill

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Assistant Professor (2003)  
Director of the Library

B.A., Northwestern University  
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Assistant Professor of Cell Biology (2021)  
B.S., The Ohio State University  
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Assistant Professor of Health & Wellness Promotion  
(2019)  
B.S., Tennessee Technology University  
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Daniel J. Ross  
Associate Professor of Mathematics (2010)  
B.S., Martin Luther College  
M.S.T., Ph.D., University of Missouri

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Professor of Psychology (1989)  
B.A., Ph.D., University of Tennessee, Knoxville

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Professor of Psychology (2000)  
B.A., California State University, Sonoma  
M.A., California State University, Sacramento  
Ph.D., University of Tennessee, Knoxville

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Professor of Psychology (2002)  
B.A., Mississippi State University  
Ph.D., University of California, Santa Cruz

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Professor of Art (2005)  
B.A., Buena Vista University  
M.F.A., University of Minnesota

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Lecturer in English (2014)  
B.A., Pennsylvania State University  
M.F.A., West Virginia University

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Associate Professor of Religion (2006)  
Chair, Division of Humanities  
B.A., Emory & Henry College Yale Divinity School  
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Ph.D., Emory University

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Professor of Psychology (1994)  
Chair, Division of Behavioral Sciences  
B.A., California State University  
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of Bands (2015)  
B.M., Stetson University  
M.M., University of Cincinnati College,  
Conservatory of Music  
Ph.D., Florida State University

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B.A., Maryville College  
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Associate 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

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B.A., Pacific Lutheran University  
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 M.A., Appalachian State University  
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 Associate Professor of Accounting (2006)  
 B.S., University of Tennessee, Knoxville  
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 Certification in Internal Auditing Certification in  
 Public Accounting, TN

John Kimble Trevathan  
 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

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 B.S., Eastern College  
 M.S., University of Wisconsin  
 Ph.D., University of Kentucky

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 Assistant Professor in American Sign Language and  
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 B.A., University of Tennessee, Knoxville  
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 Senior Lecturer in Music (2015)  
 B.M., Concord College  
 M.M., 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  
 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  
B.A., DePauw University  
M.P.A., University of Colorado  
M.A., 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  
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

Paul Frederick Threadgill  
Biology  
B.S., University of Kentucky  
M.S., University of North Carolina  
Ph.D., University of Western Ontario Kerr Center for Sustainable Agriculture

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  
M.Div., Reformed Theological Seminary

John K. Berry  
Chief Operations Officer (2014)

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

Doniqua Chen  
Director of Campus Life (2016)  
B.A., Maryville College

Jay Clark  
Director of Environmental & Sustainability Initiatives (2014)  
B.S., M.S., University of Tennessee  
PhD., Oklahoma State University

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

Tessa Cortes  
Controller (2016)

B.A., Carson-Newman University

David “Dave” Daniels  
 Director of Military Outreach and Transfer Recruiting  
 (2021)  
 A.A.S., Asheville-Buncombe Technical Community  
 College  
 B.A., Maryville College

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

Meghan Fagg-Smith  
 Director of Annual Giving (2014)  
 B.A., Maryville College

Kathleen M. Farnham  
 Director of Church Relations (2001)  
 B.S., M.S., University of Tennessee

Pepe Fernandez  
 Head Men’s and Women’s Soccer Coach (1989)  
 B.A., Tennessee Wesleyan College  
 M.Ed., Lincoln Memorial University

Kelly Hawk Fitzgerald  
 Director of Educational Access and Compliance  
 B.A., Maryville College  
 M.S., Carson-Newman University  
 J.D., Stetson University

Benjamin “Ben” Fox  
 Head Football Coach (2021)  
 B.A., Washington University  
 M.B.A., Bryant University

Amy Gilliland  
 Director Community Engagement (2014)  
 B.A., M.S., University of Tennessee

Bruce Guillaume  
 Director of Mountain Challenge (1978)  
 B.A., Maryville College  
 A.C.S.W., University of Tennessee

Clint Helton  
 Head Baseball Coach (2014)  
 B.A., Maryville College  
 M.A., Union College

Angie Hensley

First Steps Coordinator (2021)  
 B.A., M.A., California Institute of Integral Studies

Erin Johnson  
 Director of Financial Aid (2016)  
 B.A., Arizona State University  
 M.P.A., Lincoln Memorial University

Leah Kelley  
 Head Softball Coach (2013)  
 A.S., Chattanooga State Community College  
 B.S., Maryville College

Chloe Kennedy  
 Assistant Director of Communications (2010)  
 B.S., M.A., University of Tennessee

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

Arielle Kilday  
 Director of Graduate Admissions, Dual Enrollment,  
 and Data Management (2009)  
 B.A., Maryville College  
 M.S., University of Tennessee

Keni J. Lanagan  
 Director of Human Resources (2003)  
 A.A., B.S., University of Florida

Adekunle Lawson  
 Director of Mens and Womens Track and Field  
 (2022)  
 B.S., Lynchburg College  
 M.S., Ohio University

Jessica Lewis  
 MAST Program (2022)  
 B.A., Maryville College  
 M.Div., University of Dubuque Theological  
 Seminary

Kelly Massenzo  
 Director of Undergraduate Admissions and Events  
 (2015)  
 B.S., University of Tennessee



Jenny Massey  
Head Athletic Trainer (2020)  
B.A., Tusculum College

Larry May  
Director of the Physical Plant (2018)  
Bona Ana Community College

Vicki McNutt  
Director of Mail Services (1999)  
Pellissippi State Technical Community College

Anthony Monaco  
Director of Golf (2019)  
B.A., Northern Kentucky University

Tyson Murphy  
Head Cross Country Coach (2006)  
B.A., Maryville College  
M.S., University of Tennessee

Raul Placeres  
Head Men's Basketball Coach (2011)  
B.A., Maryville College

Sara Quatrocky  
Athletic Director (2019)  
B.A., M.B.A., Lynn University

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Director of the Library (2003)  
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# Courses

## AEI-American Sign Language English Interpreting

### AEI 149 - Selected Topics in American Sign Language-English Interpreting (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course â€" See Course Description.

### AEI 249 - Selected Topics in American Sign Language-English Interpreting (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course â€" See Course Description.

### AEI 301 - Introduction to Interpreting (3)

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)

Prerequisite: ASL 107, sophomore level required, or permission of the instructor. Offered: Fall, Summer.

### AEI 302 - Interpreting Skills I (4)

This performance-based course introduces and applies the foundational processes of interpreting. Students work between ASL and spoken English doing both consecutive and simultaneous renderings. In addition, students start self-evaluation techniques, begin to develop a philosophy statement, and learn soft skills important to professionals. Course requires independent engagement with the deaf community and, in addition to the required coursework, students have to complete faculty-designed, structured practice for two hours each week where they receive faculty feedback specific to the student's own skill needs. AEI 301: Introduction to Interpreting is taken in conjunction with this course. (4 credit hours)

Prerequisite: ASL 107 and ASL 204. Corequisite: AEI 301. Offered: Fall.

### AEI 303 - Interpreting Skills II (4)

This performance-based course advances interpreting skills. Students spend a significant amount of time with self and peer-evaluation of work. They create skill goals and practice plans with instructor support. They continue to advance their ASL and English language, philosophy statement, and learn the Demand-Control Schema (DC-S) Framework. Ethical discussions coincide with the DC-S Framework. Course requires independent engagement with the deaf community, and observation of interpreted situations when available and appropriate. In addition to the required coursework, students have to complete faculty-designed, structured practice for two hours each week where they receive faculty feedback specific to the student's own skill needs. (4 credit hours)

Prerequisite: AEI 302 or placement into the course. Offered: Spring.

### AEI 305 - Interpreting Skills III (4)

As the final performance-based course, students should reach 70% or higher dynamic equivalency of a target message by the end of the course. Transliteration is introduced and content is focused on professional work in a range of settings with a variety of hearing and deaf clients. Students do content specific modules and finalize their philosophy statements. They sharpen secondary skills like teaming, language assessment, soft skills, and interpersonal skills. The Code of Professional Conduct from R.I.D. is learned and applied to scenarios. Students will work with interpreting mentors in practice sessions two hours per week. (4 credit hours)

Prerequisite: AEI 303. Offered: Fall.

### AEI 337 - Internship (0-15)

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)

Prerequisite: AEI 303. Offered: Fall, Spring, Summer.

### **AEI 349 - Selected Topics in American Sign Language-English Interpreting (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course " See Course Description.

### **AEI 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. Independent study with the guidance of a faculty supervisor, with an emphasis on skills- based projects. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam and junior standing. Offered: Fall, Spring, Summer.

### **AEI 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. Independent study with the guidance of a faculty supervisor, with an emphasis on skills- based projects. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam and junior standing. Offered: Fall, Spring, Summer.

### **AEI 401 - Seminar on American Sign Language-English Interpreting (3)**

This capstone course prepares students for their internships, entering the professional market, and ways to have a fulfilling and sustaining career. Students learn about the current state of the profession, ranging from employment opportunities to statistics on injury and trauma in the field. Topics include, but are not limited to, vicarious trauma, self-care plans, job outlook, independent contracting, certification process, and professional development. (3 credit hours)

Prerequisite: Senior standing in the major. Offered: Fall.

## **ART-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)

Offered: Fall, Spring.

### **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)

Offered: Fall, Spring.

### **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)

Offered: Fall, Spring.

### **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)

Offered: Fall, Spring.

### **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, and printing

procedures are studied. DSLR camera required. (4 credit hours)

Offered: Fall, Spring, Summer.

**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)

Offered: Fall, Spring, Summer.

**ART 126 - Introduction to Printmaking (4)**

An introduction to the materials and techniques of one of the 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)

Prerequisite: ART 110 or permission of the instructor. Offered: Spring.

**ART 140 - 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)

Offered: Fall, Spring.

**ART 149 - Selected Topics in Art (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

**ART 200 - Sustainable Art Processes (3)**

**ART 210 - Painting and Drawing II (4)**

A problem-based, thematic continuation of Painting and Drawing I 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)

Prerequisite: ART 110. Offered: Spring.

**ART 212 - Renaissance, Baroque and Modern Art (3)**

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)

Prerequisite: Sophomore standing. Offered: Fall, Spring.

**ART 224 - Photography 2 (4)**

A problem-based, thematic continuation of Photography 1. Further study of editing techniques, alternative printing processes, and lighting. Emphasis is placed on developing meaningful content. (4 credit hours)

Prerequisite: ART 124. Offered: Fall, Spring.

**ART 225 - Ceramics 2 (4)**

A problem based thematic continuation of Introduction to 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)

Prerequisite: ART 125. Offered: Fall, Spring.

**ART 249 - Selected Topics in Art (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

**ART 299 - Professional Practices Seminar (1)**

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)

Prerequisite: Sophomore standing. Offered: Fall, Spring.

### **ART 310 - Painting and Drawing III (4)**

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)

Prerequisite: ART 210. Offered: Fall.

### **ART 311 - 20th Century Art (3)**

A survey of the visual arts of the twentieth century. Instruction balances 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)

Prerequisite: Sophomore standing. Offered: Fall, Spring.

### **ART 312 - Studies in Ancient Art (3)**

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)

Prerequisite: ART 111 or permission of instructor. Offered: Fall, Spring.

### **ART 313 - Studies in Medieval Art (3)**

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)

Prerequisite: ART 111 or permission of instructor. Offered: Fall, Spring.

### **ART 314 - Studies in Renaissance Art (3)**

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)

Prerequisite: ART 212 or permission of instructor. Offered: Fall, Spring.

### **ART 315 - Studies in Art Since 1750 (3)**

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)

Prerequisite: ART 212 or permission of instructor. Offered: Fall, Spring.

### **ART 324 - Photography 3 (4)**

A problem-based, thematic continuation of Photography 2. Possible topics include analog 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)

Prerequisite: ART 224. Offered: Fall, Spring.

### **ART 325 - Ceramics 3 (4)**

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)

Prerequisite: ART 225. Offered: Fall, Spring.

### **ART 337 - Internship (0-15)**

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)

Prerequisite: 4 credit hours of either ART 210, ART 224, or ART 225 or permission of the instructor. Offered: Fall, Spring, Summer.

### **ART 349 - Selected Topics in Art (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course â€" See Course Description. Offered: Fall, Spring.

### **ART 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. The Senior Project involves individual research and production with the guidance of a faculty supervisor. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, 8 credit hours in a single studio area selected from ceramics, photography, painting, and drawing, and junior standing, and | Pre- or Co-requisite: an additional 4 credit hours from the same studio area. Offered: Fall, Spring, Summer.

### **ART 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. The Senior Project involves individual research and production with the guidance of a faculty supervisor. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, 8 credit hours in a single studio area selected from ceramics, photography, painting, and drawing, and junior standing, and | Pre- or Co-requisite: an additional 4 credit hours from the same studio area. Offered: Fall, Spring, Summer.

### **ART 401 - Advanced Studio (3)**

Individual, advanced study in one of the following areas: drawing, painting, ceramics, or photography. Taken after three semesters study in a particular area. (3 credit hours)

Prerequisite: Permission of the instructor. Offered: Fall, Spring, Summer.

## **ASL-American Sign Language Deaf Studies**

### **ASL 107 - History and Culture of the American Deaf Community (3)**

This introductory course explores the historic relationship between mainstream hearing culture and Deaf individuals, American Sign Language and deaf culture. Students also learn the values and norms in the community as well as investigate the role hearing people play in the community. This learning is facilitated through exploration of Deaf Literature,

significant Deaf events and prominent leaders in the Deaf community. (3 credit hours)

Offered: Spring.

### **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)

Offered: Fall, Spring, Summer.

### **ASL 120 - American Sign Language II (4)**

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)

Prerequisite: ASL 110 or placement into the course. Offered: Spring, Summer.

### **ASL 149 - Selected Topics in American Sign Language (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students.

Prerequisite: Vary by course â€" See Course Description. Offered: Summer.

### **ASL 203 - American Sign Language III (4)**

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. Practice sessions are used to expand expressive and receptive skills. (4 credit hours)

Prerequisite: ASL 110, ASL 120 or placement into the course. Offered: Fall, Summer.

### **ASL 204 - American Sign Language IV (4)**

Students increase vocabulary, develop everyday conversational skills, develop skills to translate

written text into ASL, and improve ability to make formal presentations in ASL. Practice sessions are used to expand expressive and receptive skills. (4 credit hours)

Prerequisite: ASL 203 or placement into the course.  
Offered: Spring.

**ASL 249 - Selected Topics in American Sign Language (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course " See Course Description.

**ASL 299 - Issues in Professional Development (1)**

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).

Prerequisite: ASL 203 or sophomore standing; open only to ASL and Deaf Studies and American Sign Language-English Interpreting majors. Offered: Spring.

**ASL 305 - American Sign Language V (3)**

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)

Prerequisite: ASL 204 or placement into the course.  
Offered: Fall, Spring.

**ASL 331 - Introduction to Linguistics of ASL (3)**

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)

Offered: Spring, Summer.

**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)

Offered: Fall, Spring, Summer, May Term.

**ASL 349 - Selected Topics in American Sign Language (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students.

Prerequisite: Vary by course " See Course Description. Offered: Fall.

**ASL 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. Independent study with the guidance of a faculty supervisor, with an emphasis on skills-based projects.

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring, Summer.

**ASL 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. Independent study with the guidance of a faculty supervisor, with an emphasis on skills-based projects.

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring, Summer.

**ASL 401 - Seminar on American Sign Language (3)**

In this capstone course students explore the wide range of professions that serve members of the Deaf community. Additionally, students gain insight into the current state of these professions and how having the ability to directly communicate with clients that utilize American Sign Language can enhance their career goals. Students also prepare for their internship placement. (3 credit hours)

Prerequisite: ASL 305 and Senior standing in major.



## BIO-Biology

### **BIO 111 - Fundamentals of Biology (4)**

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)

Prerequisite: MTH 110. Offered: Fall, Spring, Summer.

### **BIO 112 - Principles of Microbiology (4)**

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)

Prerequisite: MTH 110. Offered: Fall.

### **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)

Offered: Fall, Spring.

### **BIO 115 - Principles of Cellular Biology (4)**

An introduction to the fundamental principles and concepts of cellular biology in prokaryotes and eukaryotes. Topics include cellular ultrastructure and physiology; basic biochemistry of the cell; bioenergetics; photosynthesis; nuclear and cell division; and Mendelian genetics. Laboratory work supplements and expands lecture topics, and deals with cellular organization and function as well as biochemical and physiological processes. An emphasis is placed on collection, analysis, and presentation of data. 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)

Prerequisite: CHM 111 or CHM 121. Corequisite: CHM 111 or CHM 121. Offered: Fall, Spring.

### **BIO 149 - Selected Topics in Biology (3)**

BIO 149. Selected Topics in Biology (3)  
Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course – See Course Description in Self Service. Offered: Fall, Spring.

### **205 - Field Biology Travel (4)**

An integrative study of the organisms and natural history of a particular region. In addition to a semester-long lecture course, an immersive experience in a U.S. or International area is required. (4 credit hours)

Prerequisite: A grade of C- or higher in BIO 111, or EVS 101, or BIO 113, and sophomore standing.

### **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)

Offered: Fall.

**BIO 218 - Human Anatomy and Physiology II (4)**

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)

Prerequisite: BIO 217 or EXS 217. Offered: Spring.

**BIO 221 - Genetics (4)**

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)

Prerequisite: CHM 111 or CHM 121 and a grade of C- or higher in BIO 115. Offered: Fall, Spring.

**BIO 222 - Ecology and Evolution (4)**

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)

Prerequisite: Grade of C- or higher in BIO 113. Offered: Fall, Spring.

**BIO 249 - Selected Topics in Biology (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course - See Course Description in Self Service.

**BIO 299 - Professional Practices in Biology (1)**

This course focuses on professional preparation, critical analysis of scientific papers, and presentation methods used by biologists. (1 credit hour)

Prerequisite: Co-Requisite or Prerequisite: BIO 221 or 222. Offered: Fall, Spring.

**BIO 301 - Cell and Tissue Biology (4)**

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)

Prerequisite: Grade of C- or higher in BIO 221 and at least junior standing. Offered: Fall, Spring.

**BIO 305 - Plant Diversity (4)**

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)

Prerequisite: Grade of C- or higher in both BIO 113 and BIO 115 and at least junior standing. Offered: Spring.

**BIO 307 - Flowering Plants (4)**

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)

Prerequisite: Grade of C- or higher in both BIO 113 and BIO 115 and at least junior standing. Offered: Spring.

**BIO 310 - Earth System Science (4)**

This course and accompanying lab will focus on the interplay among the individual components of the Earth system – the solid Earth, atmosphere, oceans, and biosphere. Topics include: global change in modern environments and ancient analogues; an introduction to oceanography and atmospheric science; the carbon cycle; the solid Earth; diversity of biospheric interactions; long-term climate regulation; and human threats to the environment. (4 credit hours)

Prerequisite: (1) A grade of C- or higher in BIO 221 and BIO 222; or (2) CHM 121 and a grade of C- or higher in BIO 115 and BIO 222.

**BIO 311 - Natural History of the Great Smoky Mountains (4)**

An investigation of the landforms, flora, and fauna of the Southern Appalachians, especially as found in the Great Smoky Mountains. 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)

Prerequisite: A grade of C- or higher in BIO 113.  
Offered: Spring.

**BIO 315 - Geographic Information Systems (GIS) (3)**

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)

Prerequisite: At least junior standing. Offered: Fall, Spring, Summer.

**BIO 321 - Comparative Vertebrate Zoology (4)**

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)

Prerequisite: Grade of C- or higher in BIO 222 and at least junior standing. Offered: Fall, Spring.

**BIO 337 - Internship in Biology (0-15)**

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)

Prerequisite: At least 2.8 GPA in major/related courses, sophomore, junior, or senior standing and division approval. Offered: Fall, Spring, Summer.

**BIO 341 - Comparative Invertebrate Zoology (4)**

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)

Prerequisite: Grade of C- or higher in BIO 222 and at least junior standing. Offered: Fall, Spring.

**BIO 349 - Selected Topics in Biology (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course - See Course Description in Self Service. Offered: Fall, Spring, Summer, May Term.

**BIO 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, 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. Offered: Fall, Spring, Summer.

**BIO 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, 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. Offered: Fall, Spring, Summer.

**BIO 355 - Microbiology (4)**

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)

Prerequisite: Grade of C- or higher in BIO 221 and at least junior standing. Offered: Fall, Spring.

**BIO 357 - Immunology (3)**

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)

Prerequisite: Grade of C- or higher in BIO 221 and at least junior standing. Offered: Fall, Spring.

**BIO 403 - Vertebrate Field Zoology (4)**

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)

Prerequisite: Grade of C- or higher in BIO 222 and at least junior standing. Offered: Spring.

**BIO 412 - Animal Physiology (4)**

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)

Prerequisite: CHM 111 or CHM 121, Grade of C- or higher in BIO 115, and at least junior standing. Offered: Fall.

**BIO 413 - Microbial Ecology (4)**

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)

Prerequisite: Grade of C- or higher in both BIO 221 and BIO 222, and at least junior standing. Offered: Fall.

### **BIO 414 - Developmental Biology (4)**

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)

Prerequisite: CHM 111 or CHM 121, grade of C- or higher in BIO 115, and at least junior standing. Offered: Spring.

### **BIO 416 - Advanced Topics in Biochemistry and Molecular Biology (4)**

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)

Prerequisite: CHM 316 and BIO 221. Offered: Spring.

## **BUS-Business**

### **BUS 120 - Introduction to Hospitality and the Customer Experience (3)**

This course examines the concept of hospitality and how to create an exceptional customer experience by providing the foundations of quality customer service. Such service requires good interpersonal and communication skills, understanding the theory of consumer behavior and other relevant fields, and sound knowledge of the goods and services being provided. Topics include understanding the meaning of hospitality and customer needs, developing standards of service, cultivating brand loyalty, and developing the processes by which exceptional customer service is achieved. (3 credit hours)

### **BUS 149 - Selected Topics in Business (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3

credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Irregularly.

### **BUS 201 - Principles of Management (3)**

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)

Prerequisite: Sophomore standing. Offered: Fall, Spring.

### **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)

Offered: Fall, Spring.

### **BUS 242 - Marketing (3)**

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)

Prerequisite: Sophomore standing. Offered: Fall, Spring.

### **BUS 244 - Consumer Behavior (3)**

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)

Prerequisite: BUS 242. Offered: Fall, Spring.

### **BUS 246 - Marketing and Retail Management (3)**

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)

Prerequisite: BUS 242. Offered: Spring.

### **BUS 248 - Hospitality Marketing (3)**

This course examines how marketing principles apply specifically to the hospitality industry. Topics include packaging, advertising, distribution channels, and selling functions related to destination-marketing organizations. (3 credit hours)

Prerequisite: BUS 120.

### **BUS 249 - Selected Topics in Business (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Irregularly.

### **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)

Offered: Irregularly.

### **BUS 305 - Organizational Behavior (3)**

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)

Prerequisite: SOC 101 and junior standing. Offered: Fall, Spring.

### **BUS 316 - Management Accounting (3)**

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)

Prerequisite: BUS 215. Offered: Spring.

### **BUS 319 - Marketing Research (3)**

This course focuses on how marketing research is gathered and analyzed in order to make effective marketing decisions. The course is aimed at the manager who is the ultimate user of the research and thus is responsible for determining its scope and direction. The course will cover research design, techniques of data collection, and data analysis. Emphasis will be given to both quantitative and qualitative aspects of marketing research.

Prerequisite: BUS 242.

### **BUS 320 - Business Leadership and Governance (3)**

Using a comparative global approach, the course will examine business leadership and governance. Relationships between the Board of Directors, the CEO, and management as well as board responsibilities, structure, and composition will be discussed. Corporate governance issues like activist investors, diversity, and sustainability will be addressed. Using case studies, readings, speakers, and media, the governance structure will be analyzed from a cultural context. (3 credit hours)

Prerequisite: BUS 201 or permission of instructor.

### **BUS 322 - Hospitality Management and Operations (3)**

This course examines management and operations within various hospitality settings. Topics include types of hospitality locations, facilities planning, personnel organization, event, and strategic planning. (3 credit hours)

Prerequisite: BUS 120.

### **BUS 324 - Hospitality and Regional Identity through Food and Beverages (3)**

This course introduces the concepts and practical applications of food and beverage management within the hospitality industry. Topics include preparation, menu development, cost and budgeting, safety and sanitation, food service design, beverage management, service, and catering. (3 credit hours)

Prerequisite: BUS 120.

**BUS 329 - International Business (3)**

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)

Prerequisite: BUS 201, BUS 215, and Junior standing. Offered: Fall, Spring, Summer, May Term.

**BUS 333 - Human Resource Management (3)**

The acquisition, development, and management of human resources. Applied approaches to the legal, psychological, sociological, and technical dimensions of human resources. (3 credit hours)

Prerequisite: BUS 201. Offered: Spring.

**BUS 337 - Internship in Business - Hospitality and Regional Identity (6)**

Field experiences in Hospitality and Regional Identity 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. (6 credit hours)

**BUS 337 - Internship in Business (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. (0-15 credit hours)

Prerequisite: Junior standing and permission of the Division of Social Sciences Chair. Offered: Fall, Spring, Summer, May Term.

**BUS 341 - Business Law (3)**

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)

Prerequisite: Sophomore standing. Offered: Fall.

**BUS 344 - Principles of Finance (3)**

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)

Prerequisite: BUS 215. Offered: Fall, Spring.

**BUS 345 - Investment Analysis (3)**

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)

Prerequisite: BUS 344 or permission of instructor. Offered: Spring.

**BUS 346 - Management Through Literature (3)**

A study of managers and management style as depicted in creative literature. (3 credit hours)

Prerequisite: BUS 201. Offered: Irregularly.

**BUS 349 - Selected Topics in Business (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. . Offered: Irregularly.

**BUS 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring.

**BUS 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: BUS 351, ENG 120, English Proficiency Exam, and junior standing. Offered: Fall,

Spring.

### **BUS 365 - Financial Reporting and Analysis (3)**

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)

Prerequisite: BUS 215 and Junior standing. Offered: Fall.

### **BUS 366 - Advanced Financial Reporting (3)**

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)

Prerequisite: BUS 365. Offered: Spring.

### **BUS 401 - Strategic Management (3)**

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, International Business, Management, and Marketing. (3 credit hours)

Prerequisite: Senior standing, BUS 344 or permission of the instructor. Offered: Fall, Spring.

## **CHM-Chemistry**

### **CHM 111 - Fundamentals of Chemistry (4)**

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)

Prerequisite: Placement into MTH 112 or successful completion of MTH 105. Offered: Fall, Spring, Summer.

### **CHM 121 - General Chemistry I (4)**

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)

Prerequisite: Placement into MTH 115 and satisfactory performance on the chemistry placement exam, or a grade of C- or higher in CHM 111. Offered: Fall, Summer.

### **CHM 122 - General Chemistry II (4)**

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)

Prerequisite: Grade of C- or higher in CHM 121. Offered: Spring, Summer.

### **CHM 149 - Selected Topics in Chemistry (3-4)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3-4 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

### **CHM 223 - Organic Chemistry I (4)**

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)

Prerequisite: Grade of C- or higher in CHM 122.  
Offered: Fall.

#### **CHM 224 - Organic Chemistry II (4)**

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)

Prerequisite: Grade of C- or higher in CHM 223.  
Offered: Spring.

#### **CHM 249 - Selected Topics in Chemistry (3-4)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3-4 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

#### **CHM 264 - Analytical Chemistry (4)**

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)

Prerequisite: Grade of C- or higher in CHM 122.  
Offered: Fall, Spring.

#### **CHM 316 - Fundamentals of Biochemistry and Molecular Biology (4)**

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)

Prerequisite: Grade of C- or higher in both CHM 224 and BIO 221 or permission of instructor. Offered: Fall.

#### **CHM 337 - Internship in Chemistry (0-15)**

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)

Prerequisite: At least 2.8 GPA in major/related courses, sophomore, junior, or senior standing and division approval. Offered: Fall, Spring, Summer.

#### **CHM 349 - Selected Topics in Chemistry (3-4)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3-4 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

#### **CHM 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, junior standing, and at least 18 hours in chemistry .  
Offered: Fall, Spring, Summer.

### **CHM 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, junior standing, and at least 18 hours in chemistry .  
Offered: Fall, Spring, Summer.

### **CHM 365 - Instrumental Methods (4)**

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)

Prerequisite: Grade of C- or higher in CHM 223 or permission of the instructor. Offered: Fall, Spring.

### **CHM 371 - Inorganic Chemistry (3)**

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)

Prerequisite: Grade of C- or higher in CHM 224.  
Offered: Spring.

### **CHM 381 - Physical Chemistry I (3)**

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)

Prerequisite: Grade of C- or higher in both CHM 122 and MTH 225. Offered: Fall.

### **CHM 391 - Physical Chemistry II (3)**

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)

Prerequisite: Grade of C- or higher in both CHM 122 and MTH 225. Offered: Spring.

### **CHM 399 - Research Seminar (1)**

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)

Prerequisite: Junior standing. Offered: Fall.

### **CHM 416 - Advanced Topics in Biochemistry and Molecular Biology (4)**

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)

Prerequisite: CHM 316 and BIO 221. Offered: Spring.

#### **CHM 425 - Physical Chemistry Laboratory (2)**

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)

Prerequisite: Pre- or Co-requisite: CHM 391.  
Corequisite: Pre- or Co-requisite: CHM 391. Offered: Spring.

## **CHN-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)

Offered: Fall.

#### **CHN 120 - Elementary Chinese II (4)**

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)

Offered: Spring.

#### **CHN 149 - Selected Topics in Chinese (3)**

Course content varies from year to year to meet the

special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course " See Course Description.

#### **CHN 201 - Intermediate Chinese I (3)**

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)

Offered: Fall.

#### **CHN 202 - Intermediate Chinese II (3)**

A continuation of Chinese 201 with the addition of authentic learning materials from real-life sources. Offered as demand warrants. (3 credit hours)

Offered: Spring.

#### **CHN 249 - Selected Topics in Chinese (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course " See Course Description.

#### **CHN 349 - Selected Topics in Chinese (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course " See Course Description.

## **CRJ-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)

Offered: Fall, Spring.

**CRJ 149 - Selected Topics in Criminal Justice (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**CRJ 204 - Criminal Law & Procedure (3)**

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)

Prerequisite: CRJ 101. Offered: Spring.

**CRJ 226 - Investigative Forensics (3)**

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)

Prerequisite: CRJ 101. Offered: Fall.

**CRJ 249 - Selected Topics in Criminal Justice (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**CRJ 337 - Internship (3)**

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)

Prerequisite: Junior standing and permission of the Division of Social Sciences Chair. Offered: Fall, Spring, Summer.

**CRJ 349 - Selected Topics in Criminal Justice (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall.

**CRJ 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, junior standing and SLS 301. Offered: Fall, Spring.

**CRJ 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, junior standing and SLS 301. Offered: Fall, Spring, Summer.

## CSC-Computer Science

**CSC 111 - Introduction to Computer Science I (3)**

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)

Prerequisite: Placement out of/ or satisfactory completion of MTH 105. Offered: Fall, Spring.

**CSC 112 - Introduction to Computer Science II (3)**

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)

Prerequisite: CSC 111. Offered: Spring.

### **CSC 149 - Selected Topics in Computer Science (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course â€" See Course Description.

### **CSC 221 - Computer Architecture (3)**

Introduction to computer organization and architecture. Hardware components, representation of data, digital logic, machine language instructions, and microprogramming. (3 credit hours)

Prerequisite: CSC 111. Offered: Fall, Spring.

### **CSC 231 - Discrete Structures (3)**

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)

Prerequisite: CSC 112 and MTH 225 or 232. Offered: Spring.

### **CSC 241 - Data Structures (3)**

Techniques for programmatically representing data structures such as stacks, queues, trees, graphs, matrices, heaps, multiply linked lists, recursion, and hash tables. (3 credit hours)

Prerequisite: CSC 112 and 231. Offered: Fall, Spring.

### **CSC 249 - Selected Topics in Computer Science (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course â€" See Course Description.

### **CSC 251 - Graphical User Interfaces (3)**

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)

Prerequisite: CSC 112. Corequisite: CSC 112. Offered: Fall, Spring.

### **CSC 299 - Professional Practices in the Mathematical Sciences (1)**

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)

Prerequisite: Sophomore standing. Offered: Fall.

### **CSC 312 - Algorithm Design and Analysis (3)**

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)

Prerequisite: CSC 241. Offered: Fall, Spring.

### **CSC 313 - Database Management Systems (3)**

A course in the design, function, and application of database management systems. (3 credit hours)

Prerequisite: CSC 111. Offered: Fall, Spring.

### **CSC 314 - Data Mining (3)**

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)

Prerequisite: CSC 313 and MTH 321. Offered: Fall, Spring.

### **CSC 321 - Introduction to Systems (3)**

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)

Prerequisite: CSC 221. Offered: Fall, Spring.

### **CSC 326 - Numerical Analysis (3)**

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)

Prerequisite: MTH 225 and CSC 231 or permission of the instructor.

### **CSC 337 - Internship in Computer Science (0-15)**

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)

Prerequisite: Division Chair approval. Offered: Fall, Spring, Summer.

### **CSC 343 - Applied Programming Practicum in Computer Science (2-6)**

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).

Prerequisite: Division Chair approval. Offered: Fall, Spring, Summer.

### **CSC 349 - Selected Topics in Computer Science (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course " See Course Description. Offered: Fall.

### **CSC 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, 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 . Offered: Fall, Spring, Summer.

### **CSC 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, 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 . Offered: Fall, Spring, Summer.

### **CSC 381 - Theory of Computation (3)**

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)

Prerequisite: CSC 231. Offered: Fall, Spring.

## **DAN-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)

Offered: Fall, Spring.

## DSN-Design

### **DSN 123 - Design 1 (4)**

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)

Prerequisite: Art 102. Offered: Spring.

### **DSN 149 - Selected Topics in Design (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

### **DSN 223 - Design 2 (4)**

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)

Prerequisite: DSN 123. Offered: Fall.

### **DSN 231 - Typography (4)**

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)

Prerequisite: DSN 123. Offered: Fall, Spring, Summer.

### **DSN 249 - Data Visualization (3)**

### **DSN 317 - History of Design (3)**

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)

Prerequisite: Sophomore standing. Offered: Fall, Spring.

### **DSN 319 - Contemporary Theories in Design (1)**

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)

Prerequisite: DSN 223. Offered: Fall.

### **DSN 323 - Design 3 (4)**

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)

Prerequisite: DSN 223. Offered: Spring.

### **DSN 337 - Internship (0-15)**

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)

Prerequisite: 4 credit hours of either DSN 223, DSN 231, or DSN 323 or permission of the instructor. Offered: Fall, Spring, Summer.

### **DSN 349 - Selected Topics in Design (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **DSN 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. The Senior Project involves individual research and

production with the guidance of a faculty supervisor. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, 9 credit hours design and junior standing. Offered: Fall, Spring, Summer.

### **DSN 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. The Senior Project involves individual research and production with the guidance of a faculty supervisor. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, 9 credit hours design and junior standing. Offered: Fall, Spring, Summer.

## **ECN-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)

Offered: Spring.

### **ECN 149 - Selected Topics in Economics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **ECN 201 - Principles of Economics (4)**

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)

Prerequisite: MTH 110. Offered: Fall, Spring, Summer.

### **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)

Offered: Fall, Spring, Summer.

### **ECN 249 - Using Big Data to Analyze Social Issues (3)**

### **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)

Offered: Irregularly.

### **ECN 321 - Intermediate Macroeconomics (4)**

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)

Prerequisite: ECN 201 and junior standing or permission of the instructor. Offered: Spring.

### **ECN 322 - Intermediate Microeconomics (3)**

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)

Prerequisite: ECN 201 and junior standing or permission of the instructor. Offered: Fall, Spring.

### **ECN 325 - International Trade and Finance (3)**

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)

Prerequisite: ECN 201 and junior standing or permission of the instructor. Offered: Fall, Spring.



**ECN 331 - Public Policy Toward Business (3)**

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)

Prerequisite: ECN 201 and junior standing or permission of the instructor. Offered: Fall, Spring.

**ECN 332 - Money and Banking (3)**

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)

Prerequisite: ECN 201 and junior standing or permission of the instructor. Offered: Fall, Spring.

**ECN 334 - History of Economic Thought (3)**

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)

Prerequisite: ECN 201 and junior standing or permission of the instructor. Offered: Fall, Spring.

**ECN 337 - Internship in Economics (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)

Prerequisite: Junior standing and permission of the Division of Social Sciences Chair. Offered: Fall, Spring, Summer.

**ECN 345 - Investment Analysis (3)**

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)

Prerequisite: BUS 344 or permission of instructor. Offered: Spring.

**ECN 346 - Environmental Economics (3)**

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)

Prerequisite: ECN 201. Offered: Fall, Spring.

**ECN 349 - Selected Topics in Economics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

**ECN 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring.

**ECN 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring, Summer.

## EDU-Education

**EDU 149 - Selected Topics in Education (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**EDU 199 - Contemporary & Professional Issues (3)**

A course for prospective educators 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 are introduced. The prospective educator supports instruction through tutoring or small group sessions in a traditional and/or virtual educational setting. Approximately 10 hours of fieldwork will be completed for this course. Students are responsible for off-site transportation. Current background check is required. (3 credit hours)

Prerequisite: FYS 110. Offered: Spring.

**EDU 200 - Field Experience I (1)**

Teacher candidates observe different pedagogical strategies related to K-5 classroom instruction. A minimum of 15 hours of field experience in traditional and/or virtual settings chosen by the instructor is required. Candidates are responsible for transportation to off-site placements. Current background check is required. (1 credit hour)

Prerequisite: Sophomore status. Corequisite: EDU 201. Offered: Fall.

**EDU 201 - Models of Classroom Instruction (3)**

Prospective educators learn about and use a variety of research-based models of instruction. Implications of these models as they relate to classroom instruction are made explicit. Current trends and issues in instructional design are explored. Integral components of the course include peer-teaching, microteaching, field observations and analysis of videotaped lessons in traditional and/or virtual settings. Current background check is required. (3 credit hours)

Prerequisite: Sophomore status. Corequisite: EDU 200. Offered: Fall.

**EDU 202 - Educational Technology (3)**

This course prepares prospective educators 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)

Prerequisite: Sophomore status. Offered: Fall, Spring.

**EDU 211 - Methods for Teaching Earth and Life Science (2)**

Designed for prospective educators to apply concepts learned in Biology to instruct children in both formal and informal educational settings. (2 credit hours)

Prerequisite: Sophomore status. Corequisite: Concurrent enrollment in the designated BIO course. Offered: Spring.

**EDU 221 - Introduction to Exceptional Learners (3)**

This course lays the foundation for understanding characteristics of students with varied exceptional education needs, while examining theoretical, legal and ethical considerations. Issues associated with culturally and linguistically diverse backgrounds are explored. Special emphasis is placed on identification, research-based interventions, and instructional strategies to address the unique needs in traditional and/or virtual classroom settings. An embedded field experience provides instructional opportunities with exceptional learners in inclusive classrooms. A minimum of 15 hours of fieldwork will be completed for this course. Candidates are responsible for transportation to off-site placements. Current background check is required. (3 credit hours)

Prerequisite: Sophomore status. Offered: Spring.

**EDU 249 - Selected Topics in Education (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**EDU 299 - Contemporary and Professional Issues in Education (1)**

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)

Prerequisite: PSY 101, declared major in an educator

preparation program, or permission of instructor.

**EDU 300 - Field Experience (1)**

Teacher candidates observe different pedagogical strategies related to PK12/Secondary classroom instruction. A minimum of 15 hours of field experience in traditional and/or virtual settings chosen by the instructor is required. Candidates are responsible for transportation to off-site placements. Current background check is required. (1 credit hour)

Prerequisite: Sophomore status. Corequisite: EDU 301. Offered: Fall.

**EDU 301 - Models of Classroom Management & Instruction (3)**

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)

Prerequisite: Sophomore standing. Corequisite: EDU 300.

**EDU 305 - Strategies for Classroom Management (2)**

This course prepares teacher candidates to be successful in managing all aspects of the traditional and virtual learning environment while emphasizing elementary classroom learners' ability to set goals that enhance their personal and academic growth. Candidates identify and use culturally responsive and relevant classroom management strategies. Successful application of theory and practice are essential course experiences. Candidates are responsible for transportation to off-site placements. Current background check is required. (2 credit hours)

Prerequisite: Formal admission into Clinical (Candidate status). Corequisite: EDU 323, EDU 351, EDU 400 and EDU 411. Offered: Fall, Spring.

**EDU 312 - Instructional Strategies for Diverse Learners (3)**

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 in both traditional and virtual settings, students will be able to acknowledge and identify student differences and adapt instruction based on racial, ethnic, cultural, linguistic and socio-economic variations. Candidates are responsible for transportation to off-site placements. Current background check is required. (3 credit hours)

Prerequisite: Acceptance into the Educator Preparation Program (Provisional Status) and EDU 201 or EDU 301. Corequisite: EDU 375. Offered: Fall, Spring.

**EDU 321 - Disciplinary Literacy Methods (3)**

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. Both traditional and virtual settings are utilized. Candidates are responsible for transportation to off-site placements. Current background check is required. (3 credit hours)

Prerequisite: Acceptance into the Educator Preparation Program (Provisional status), and EDU 201 or EDU 301. Corequisite: MTH 309, EDU 324, EDU 325, and EDU 376. Offered: Fall, Spring, Summer.

**EDU 323 - Reading & Writing K-5 (3)**

This course provides teacher candidates with an understanding of the processes involved in the ability to read and write. Emphasis is placed on the development of oral language; the phonological awareness continuum; print and alphabetic knowledge; phonics instruction; and vocabulary, fluency and comprehension. Strategies for teaching reading and writing skills are contextualized in children's literature and content material. Assessment tools and differentiated approaches are examined and applied. Multicultural perspectives and varied technologies are used to facilitate and reinforce instruction in traditional and/or virtual settings. Candidates are responsible for transportation to off-site placements. Current background check is required. (3 credit hours)

Prerequisite: Formal admission into Clinical (Candidate status). Corequisite: EDU 305, EDU 351,

EDU 400 and EDU 411. Offered: Fall.

**EDU 324 - Instructional Methods of Teaching Science (3)**

This course provides students with theory, research, and methodology related to appropriate and effective science instruction in traditional and virtual settings. Emphasis is 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. Candidates are responsible for transportation to off-site placements. Current background check is required. (3 credit hours)

Prerequisite: Acceptance into the Educator Preparation Program (Provisional status) and EDU 201. Corequisite: MTH 309, EDU 321, EDU 325 and EDU 376. Offered: Spring.

**EDU 325 - Instructional Methods in Teaching Social Studies (3)**

This class prepares students to use knowledge, skills, and dispositions from Social Studies to organize and provide integrated instruction in traditional and virtual settings 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. Candidates are responsible for transportation to off-site placements. Current background check is required. (3 credit hours)

Prerequisite: Acceptance into the Educator Preparation Program (Provisional status) and EDU 201. Corequisite: MTH 309, EDU 321, EDU 324, and EDU 376. Offered: Spring.

**EDU 333 - Applied Pedagogy (3)**

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)

Prerequisite: Junior standing or permission. Offered: Fall, Spring.

**EDU 349 - Selected Topics in Education (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

**EDU 351 - Senior Study I (3)**

Teacher candidates complete appropriate performance-based and subject-specific assessments as their Senior Study project. Graded Pass/Fail. Candidates are responsible for transportation to off-site placements. (3 credit hours)

Prerequisite: Formal admission into Clinical (Candidate status). Offered: Fall, Spring.

**EDU 352 - Senior Study II: Professional Seminar (3)**

This course is offered in conjunction with Clinical Experience II. Teacher candidates complete appropriate performance-based and subject-specific assessments as their Senior Study project. 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. Graded Pass/Fail. Candidates are responsible for transportation to off-site placements. (3 credit hours)

Prerequisite: Formal admission into Clinical (Candidate status) and Successful completion of EDU 351. Corequisite: EDU 401 (for Elementary) or EDU 403 (for PK12/Secondary). Offered: Fall, Spring.

**EDU 375 - Field Experience II (1)**

Teacher candidates observe instruction in diverse settings. A minimum of 15 hours of field experience in traditional and/or virtual settings chosen by the instructor is required. Candidates are responsible for transportation to off-site placements. Current background check is required. (1 credit hour)

Prerequisite: Acceptance into the Educator Preparation Program (Provisional status) and EDU 201 or EDU 301. Corequisite: EDU 312. Offered: Fall.

**EDU 376 - Field Experience III (2)**

This field-based experience is designed to immerse teacher candidates into the traditional and/or virtual K-5 classroom environment. Candidates plan and implement lessons across several content areas that include strategies for meeting the needs of all learners and applying instructional technology. Candidates are responsible for transportation to off-site placements. Current background check is required. (2 credit hours)

Prerequisite: Acceptance into the Educator Preparation Program (Provisional Status) and EDU 201 or EDU 301. Corequisite: MTH 309, EDU 324, EDU 321, and EDU 325. Offered: Spring.

**EDU 400 - Clinical Experience I (3)**

This clinical prepares teacher candidates to implement instruction under the guidance of Maryville College EPP faculty and K-5 clinical educators. Candidates design and implement lessons across multiple content areas and evaluate student assessment. Candidates attend a traditional and/or virtual K-5 classroom chosen by the instructor each day (Monday-Friday). Candidates are responsible for transportation to off-site placements. Current Background check is required. NOTE: This course begins when the clinical educators report for the academic year. (3 credit hours)

Prerequisite: Formal admission into Clinical (Candidate status). Corequisite: EDU 305, EDU 351, EDU 323, and EDU 411. Offered: Fall.

**EDU 401 - Clinical Experience II (10)**

A full-day, supervised teaching experience including direct teaching with students who have diverse learning needs and varied backgrounds in at least two settings under the guidance of Maryville College faculty and mentor teachers. No additional courses besides EDU 352 may be taken during the clinical experience. Current Background check is required. Candidates are responsible for transportation to off-site placements. NOTE: This course begins when the clinical educators report for the academic year. Fee: To be applied. (10 credit hours)

Prerequisite: Formal admission into Clinical

(Candidate status) and a grade of C or better in EDU 400. Corequisite: EDU 352. Offered: Fall, Spring, Summer.

**EDU 403 - Clinical Practice for PK12/Secondary (10) (10)**

A full-day, supervised teaching experience including direct teaching with students who have diverse learning needs and varied backgrounds in at least two settings under the guidance of Maryville College faculty and mentor teachers. No additional courses besides EDU 352 may be taken during the clinical experience. Current Background check is required. Candidates are responsible for transportation to off-site placements. NOTE: This course begins when the clinical educators report for the academic year. Fee: To be applied. (10 credit hours)

Prerequisite: Formal admission into Clinical (Candidate status). Corequisite: EDU 352. Offered: Fall, Spring.

**EDU 411 - Educational Assessment & Evaluation (3)**

The course emphasizes use of individual and group measures of student progress and focuses on multiple and diverse methods of evaluation. Students learn the purpose of various types of assessment as well as their application and delivery mechanisms in traditional and/or virtual settings. Specific classroom assessment techniques (CATs) are addressed. Candidates are responsible for transportation to off-site placements. Current Background check is required. (3 credit hours)

Prerequisite: Formal admission into Clinical (Candidate status). Corequisite: EDU 305, EDU 323, EDU 351, and EDU 400. Offered: Fall, Spring.

**EDU 500 - Foundations of STEM Education (3)**

Course focuses on foundational concepts and current practices for integrating learning across Science, Technology, Engineering, and Mathematics in traditional and/or virtual settings. Students are provided a solid background to enhance and deepen student learning in STEM by focusing on in-context projects that include the arts and humanities. Topics include approaches to STEM education; introduction to national and state curriculum standards; integration of technology and engineering; planning across STEM disciplines; equity in STEM; and culturally relevant pedagogy in mathematics and science. (3 credit hours)

**EDU 501 - Models of Teaching Secondary Curriculum & Methods (3)**

Course introduces a variety of research-based models of instruction. Implications of these models, as they relate to classroom instruction in the STEM disciplines, are made explicit. Current trends and issues in instructional design are explored. Integral components of the course include peer teaching, microteaching, field observations, and analysis of videotaped lessons in traditional and/or virtual settings. InTASC Model Core Teaching Standards and High-Level Practices are introduced. (3 credit hours)

**EDU 502 - Technology for the Secondary Classroom (3)**

Designed to prepare candidates 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 in the STEM disciplines. Technology fee required. (3 credit hours)

**EDU 512 - Effective Teaching Practices for Exceptional and Diverse Secondary Students (3)**

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 used in the secondary classroom. Candidates will acknowledge and identify student differences and adapt instruction based on racial, ethnic, cultural, linguistic, and socio-economic variations. (3 credit hours)

**EDU 521 - Disciplinary Literacy for Middle Level and Secondary Students (3)**

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 the STEM disciplines. Emphasis is on using texts, other printed material, and mixed media to facilitate reading comprehension and concept development. (3 credit hours)

**EDU 600 - Clinical Experience I (4)**

Candidates will be paired with a mentor teacher in the appropriate secondary context. Requires candidates to be in the 6-12 classroom full-time. Candidates are responsible for transportation to off-site placements.

(4 credit hours)

Corequisite: EDU 651 and EDU 630.

**EDU 601 - Clinical Experience II (6)**

Candidates will be paired with a mentor teacher in the appropriate secondary context. Requires candidates to be in the 6-12 classroom full-time. Candidates are responsible for transportation to off-site placements. (6 credit hours)

Prerequisite: Successful completion of EDU 651 and EDU 600. Corequisite: EDU 652.

**EDU 611 - Educational Assessment in the Secondary Classroom (3)**

Course emphasizes the use of individual and group measures of student progress and focuses on multiple and diverse methods of evaluation. Candidates will learn the purpose of various types of assessment as well as their application and delivery mechanisms. Specific classroom assessment techniques (CATs) applicable to the STEM disciplines are addressed. (3 credit hours)

**EDU 630 - Research Methods in Education (3)**

An introduction to the major methods and techniques used in educational research. Offers an overview of quantitative, qualitative, and mixed-method research methodologies used across disciplines. Emphasis will be placed on the establishment of appropriate connections between research questions and methods. (3 credit hours)

Corequisite: EDU 651.

**EDU 651 - Teacher Assessment I (2)**

Course guides candidates in completion of their edTPA portfolio. In conjunction with Research Methods in Education, candidates comprehend the significance of educational research, analyze results, and evolve as reflective practitioners and change-agents within their chosen field. A major assignment for this course is a research project designed within the student teaching experience. Candidates will submit a proposal and begin collecting data. The research will be completed and presented during EDU 652. Teacher Assessment II. (2 credit hours)

Corequisite: EDU 630 and EDU 600.

### **EDU 652 - Teacher Assessment II (3)**

Course guides candidates in completion of their edTPA portfolio and research project. Each candidate collects and analyzes data and presents their research to an audience. (3 credit hours)

Prerequisite: Successful completion of EDU 651 and EDU 600.

## **EGR-Engineering**

### **EGR 351 - Senior Study I (3)**

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)

Prerequisite: ENG 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 . Offered: Fall, Spring.

## **ENG-English**

### **ENG 101 - English Composition for Second Language Learners (3)**

A semester-length course for second language learners of English whose writing skills, as determined through standardized tests and/or writing samples, need additional practice to reach college-level proficiency in writing for academic courses. (3 credit hours).

Offered: Fall, Spring.

### **ENG 108 - Fundamentals of College Writing (3)**

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)

Prerequisite: Placement into the course. Offered: Fall, Spring.

### **ENG 110 - Composition and Speech I (3)**

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. (3 credit hours)

Prerequisite: ENG 108 or placement into the course. Offered: Fall, Spring.

### **ENG 120 - Composition and Speech II (3)**

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)

Prerequisite: ENG 110 or placement into the course. Offered: Fall, Spring, Summer, May Term.

### **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)

Offered: Fall, Spring, Summer.

### **ENG 149 - Selected Topics in English (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

### **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)

Offered: Fall, Spring.

### **ENG 160 - The Early Western Literary Tradition (3)**

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)

Prerequisite: Placement into ENG 110 or higher, or completion of ENG 108. Offered: Fall, Spring, Summer.

### **ENG 162 - Interpreting Literature (3)**

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)

Corequisite: ENG 120.

### **ENG 170 - The Modern Western Literary Tradition (3)**

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)

Prerequisite: Placement into ENG 110 or higher, or completion of ENG 108. Offered: Fall, Spring.

### **ENG 180 - Literature and the American Experience (3)**

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)

Prerequisite: Placement into ENG 110 or higher. Offered: Fall, Spring.

### **ENG 181 - Women's and Minority Literature (3)**

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).

Prerequisite: Placement into ENG 110 or higher. Offered: Spring, May Term.

### **ENG 182 - Literature and the Classical Tradition (3)**

Designed to offer students an opportunity to improve their cultural literacy while honing their interpretive and critical skills, this course offers a close analysis of classical works in various genres and examines the influence this literature has had on the intellectual, psychological, and philosophical progress of Western civilization. This course fulfills the core requirement in literature. (3 credit hours)

Prerequisite: Placement into ENG 110 or higher. Offered: Spring.

### **ENG 191 - American Literature: Puritan through Romantic (3)**

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)

Prerequisite: Pre- or co-requisite: ENG 120 or equivalent placement. Corequisite: Pre- or co-requisite: ENG 120 or equivalent placement.

### **ENG 196 - Survey of British Literature I (3)**

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)

Prerequisite: Pre- or co-requisite: ENG 120 or equivalent placement. Corequisite: Pre- or co-requisite: ENG 120 or equivalent placement. Offered: Spring.

**ENG 200 - Words and the Land (3)**

**ENG 201 - Advanced Literary Interpretation (3)**

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)

Prerequisite: ENG 120. Offered: Spring.

**ENG 208 - Modern Fantasy and Science Fiction (3)**

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)

Prerequisite: ENG 120. Offered: Fall, Spring.

**ENG 211 - Young Adult Literature (3)**

An introduction to the multiple genres of young adult literature. This course examines the historical development of literature written for and about young adults; develops an awareness of issues surrounding the use and teaching of young adult literature; and explores instructional strategies for incorporating young adult literature in the classroom. Literary excellence in young adult literature, and current issues and controversies in the field will be discussed. Possible topics include Coming of Age Novels, the Multicultural Experience in Adolescent Literature, and Fantasy and Science Fiction. Course topics may change with each offering. (3 credit hours)

Prerequisite: ENG 120.

**ENG 212 - Children's Literature (3)**

An introduction to children's literature, with attention devoted to picture books, including fiction and nonfiction, poetry, and non-print materials. Specific topics discussed include literary styles, genres, the relationship of art and text, historical development of literature for children, the role of culturally diverse literature in the classroom, and criteria for evaluating contemporary literature. The course will explore ways to use literature to create engaging classroom

experiences. (3 credit hours)

Prerequisite: ENG 120. Offered: Fall, Summer.

**ENG 213 - Creative Writing: Poetry (3)**

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)

Prerequisite: ENG 120. Offered: Fall, Spring.

**ENG 214 - Creative Writing: Fiction (3)**

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)

Prerequisite: ENG 120. Offered: Fall, Spring.

**ENG 216 - Publications (1)**

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)

Prerequisite: ENG 120. Offered: Fall, Spring.

**ENG 217 - Journalism (3)**

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)

Prerequisite: ENG 120. Offered: Fall, Spring.

**ENG 219 - Advanced Rhetoric and Grammar (3)**

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)

Prerequisite: ENG 120. Offered: Fall, Spring.

**ENG 249 - Selected Topics in English (3)**

Course content varies from year to year to meet the

special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring.

**ENG 292 - American Literature: Realism to the Present (3)**

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)

Prerequisite: Pre- or co-requisite: ENG 120 or equivalent placement. Corequisite: Pre- or co-requisite: ENG 120 or equivalent placement. Offered: Fall.

**ENG 297 - Survey of British Literature II (3)**

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)

Prerequisite: Pre- or co-requisite: ENG 120 or equivalent placement. Corequisite: Pre- or co-requisite: ENG 120 or equivalent placement.

**ENG 311 - History of the English Language (3)**

The history and development of the English language based on textual analysis of Old, Middle, and Early Modern English. (3 credit hours)

Prerequisite: Junior standing. Offered: Fall, Spring.

**ENG 312 - Linguistic Theory and Second Language Acquisition (3)**

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)

Prerequisite: ENG 219. Offered: Fall, Spring,

Summer.

**ENG 313 - Advanced Creative Writing: Poetry (3)**

In this course, students will engage with poetry as a profession and a craft. An intensive workshop setting will encourage inquiry and practice of advanced techniques within the realm of content, form, rhythm, and style. Some lecture about prosody and discussion about respected poetry will supplement this practice, as well as the introduction to methodologies and experiences in the literary publishing world and the Master of Fine Arts degree. (3 credit hours)

Prerequisite: ENG 213 or permission of instructor. Offered: Fall.

**ENG 314 - Creative Nonfiction (3)**

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)

Prerequisite: One course from ENG 213, ENG 214, or ENG 217 and Junior standing. Offered: Fall.

**ENG 315 - Business and Technical Writing (3)**

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)

Prerequisite: Junior standing. Offered: Fall, Spring.

**ENG 316 - Advanced Creative Writing: Fiction (3)**

In this class students will read and analyze literary fiction and compose their own fiction through a drafting process. Each of their fictional works will be critiqued in an advanced workshop setting that will require students to practice written and oral techniques of constructive criticism. We will also address outlets for publication of literary fiction--journals and book publishers--and discuss preparation for and standards of graduate programs in creative writing. (3 credit hours)

Prerequisite: ENG 213 or ENG 214, or permission of instructor. Offered: Spring.

**ENG 317 - Public Relations Writing and Practice (3)**

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)

Prerequisite: Junior standing. Offered: Fall, Spring.

**ENG 322 - Advanced Studies in American Literature (3)**

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)

Prerequisite: Junior standing. Offered: Fall, Spring.

**ENG 331 - Chaucer in Middle English (3)**

Major works of Chaucer read in Middle English, with lectures on the historical and literary backgrounds. (3 credit hours)

Prerequisite: Junior standing. Offered: Spring.

**ENG 332 - Shakespeare (3)**

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)

Prerequisite: Junior standing. Offered: Fall, Spring.

**ENG 333 - English Literature of the 17th Century (3)**

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)

Prerequisite: ENG 191, ENG 292, ENG 196, or ENG 297; or junior standing and completion of one 100-level (or higher) literature course. Offered: Fall, Spring.

**ENG 334 - English Literature of the Restoration and 18th Century (3)**

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)

Prerequisite: ENG 191, ENG 292, ENG 196, or ENG 297; or junior standing and completion of one 100-level (or higher) literature course. Offered: Fall, Spring.

**ENG 335 - English Literature of the 19th Century (3)**

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.

Prerequisite: ENG 191, ENG 292, ENG 196, or ENG 297; or junior standing and completion of one 100-level (or higher) literature course. Offered: Fall, Spring, Summer.

**ENG 336 - British and American Literature of the 20th Century (3)**

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)

Prerequisite: ENG 191, ENG 292, ENG 196, or ENG 297; or junior standing and completion of one 100-level (or higher) literature course. Offered: Fall, Spring.

**ENG 337 - Internship (0-15)**

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)

Offered: Fall, Spring, Summer.

- ENG 337 (3 hours) (3)

- ENG 337 (6 hours) (6)

- ENG 337 (9 hours) (9)

#### **ENG 348 - The Novel in English (3)**

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)

Prerequisite: Junior standing. Offered: Fall, Spring.

#### **ENG 349 - Selected Topics in English (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

#### **ENG 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, pass the English Proficiency Exam, junior standing and HUM 347. Offered: Fall, Spring, Summer.

#### **ENG 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, pass the English Proficiency Exam, junior standing and HUM 347. Offered: Fall, Spring, Summer.

#### **ENG 399 - Writing Communication Capstone (3)**

This course will prepare students for the job market and/or graduate-level study through production of a portfolio and submission of select pieces for publication. Additionally, the course will focus on publishing, job search, and interview practice; discernment of vocation and employment through readings and class visits from alumni; and

presentation and defense of the senior study. Students will personalize their portfolio materials depending on their interest and skill set gained from internships. The course will culminate in the thesis presentation/defense and portfolio submission, which will include reflective essays covering courses taken in the major. (3 credit hours)

Prerequisite: English 351. Pre- or co-requisite: ENG 337. Corequisite: Pre- or co-requisite: ENG 337.

## **ENV-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)

Offered: Fall, Spring, Summer.

#### **ENV 149 - Selected Topics in Environmental Studies (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

#### **ENV 231 - Environmental Sociology (3)**

The study of the relationship between human societies and their physical environment. Course focuses on how environmental sociologists explain the origins of environmental degradation, how environmental harms are unequally distributed among different communities and nations, and the role that social movements play in addressing these issues. (3 credit hours)

Prerequisite: SOC 101.

**ENV 249 - Selected Topics in Environmental Studies (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring.

**ENV 337 - Internship in Environmental Studies (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)

Prerequisite: Junior standing and permission of the Division of Social Sciences Chair. Offered: Fall, Spring, Summer.

**ENV 345 - Environmental Politics (3)**

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)

Prerequisite: Junior standing. Offered: Spring, Summer.

**ENV 346 - Environmental Economics (3)**

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)

Prerequisite: ECN 201. Offered: Fall, Spring.

**ENV 349 - Selected Topics in Environmental Studies (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall.

**ENV 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. The courses involve individual study with the guidance of a faculty supervisor. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, junior standing and Social Science 301. Offered: Fall, Spring, Summer.

**ENV 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. The courses involve individual study with the guidance of a faculty supervisor. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, junior standing and Social Science 301. Offered: Fall, Spring, Summer.

## ESL-English as a Second Language

**ESL 101 - Introductory English I (3)**

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 (3)**

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 (3)**

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)

Offered: Spring.

### **ESL 104 - Elementary English II (3)**

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)

Offered: Spring.

### **ESL 201 - Intermediate English I (3)**

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)

Offered: Spring.

### **ESL 202 - Intermediate English II (3)**

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 (3)**

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)

Offered: Spring.

### **ESL 204 - Intermediate English IV (3)**

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)

Offered: Spring.

### **ESL 301 - Advanced English I (3)**

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)

Offered: Fall, Spring.

### **ESL 302 - Advanced English II (3)**

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)

Offered: Fall,.

### **ESL 303 - Advanced English III (3)**

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)

Offered: Fall.

### **ESL 304 - Advanced English IV (3)**

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)

Offered: Fall.

## **ETH-Ethics**

### **ETH 490 - Philosophical and Theological Foundations of Ethical Thought (3)**

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)

Prerequisite: Senior standing. Offered: Fall, Spring, May Term, Summer.

## **EVS-Environmental Science**

### **EVS 101 - Introduction to Environmental Science (4)**

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. Laboratory work supplements and expands lecture topics as well as introduces techniques used by Environmental Scientists. Intended for students majoring or minoring in Environmental Science and for non-majors who want or need a more challenging introductory course in biology. (4 credit hours)

Offered: Spring, Summer.

### **EVS 149 - Selected Topics in Environmental Science (3)**

Course content varies from year to year to meet the

special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**EVS 249 - Selected Topics in Environmental Science (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**EVS 310 - Earth System Science (4)**

This course and accompanying lab will focus on the interplay among the individual components of the Earth system – the solid Earth, atmosphere, oceans, and biosphere. Topics include: global change in modern environments and ancient analogues; an introduction to oceanography and atmospheric science; the carbon cycle; the solid Earth; diversity of biospheric interactions; long-term climate regulation; and human threats to the environment. (4 credit hours)

Prerequisite: (1) A grade of C- or higher in BIO 221 and BIO 222; or (2) CHM 121 and a grade of C- or higher in BIO 115 and BIO 222.

**EVS 311 - Natural History of the Great Smoky Mountains (4)**

An investigation of the landforms, flora, and fauna of the Southern Appalachians, especially as found in the Great Smoky Mountains. 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)

Prerequisite: A grade of C- or higher in BIO 113.  
Offered: Spring.

**EVS 337 - Internship in Environmental Science (0-15)**

Practical on-campus or off-campus experiences that apply methodologies and techniques of

environmental science 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)

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

**EVS 349 - Selected Topics in Environmental Science (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**EVS 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. Research in environmental science 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)

Prerequisite: ENG 120, English Proficiency Exam, junior standing, and at least 21 hours in courses that satisfy the requirements for a Major in Environmental Science including 8 hours in chemistry .

**EVS 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. Research in environmental science 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)

Prerequisite: ENG 120, English Proficiency Exam, junior standing, and at least 21 hours in courses that satisfy the requirements for a Major in Environmental Science including 8 hours in chemistry .



## EXS-Exercise Science

### EXS 149 - Selected Topics in Exercise Science (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### 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)

Offered: Fall.

### EXS 218 - Human Anatomy and Physiology II (4)

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)

Prerequisite: EXS 217 or BIO 217. Offered: Spring.

### 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)

Offered: Fall, Spring.

### EXS 221 - Nutrition Across the Lifespan (3)

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)

Prerequisite: EXS 219. Offered: Spring.

### EXS 222 - Sport and Exercise Nutrition (3)

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)

Prerequisite: EXS 219. Offered: Spring.

### EXS 241 - Population Health and Disease Prevention (3)

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)

Prerequisite: PHR 101. Offered: Spring.

### EXS 242 - Physical Activity and Chronic Disease (3)

This course examines the interaction of physical activity with pathophysiology and with the treatment of chronic diseases and conditions. (3 credit hours)

Prerequisite: EXS 241. Offered: Spring.

### EXS 249 - Selected Topics in Exercise Science (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring.

### EXS 311 - Athletic Training (3)

Prerequisite: EXS 217, EXS 218, and American Red Cross certifications in Standard First Aid and CPR. Corequisite: EXS 217, EXS 218, and American Red Cross certifications in Standard First Aid and CPR. Offered: Spring.

### EXS 312 - Advanced Athletic Training (3)

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)

Prerequisite: EXS 311.

### EXS 332 - Kinesiology (3)

A study of human movement from anatomical and mechanical perspectives to include equilibrium,

force, motion, leverage and fluid mechanics. (3 credit hours)

Prerequisite: EXS 217 and EXS 218. Offered: Fall, Spring, Summer.

### **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)

Prerequisite: Junior standing and two exercise science courses at the 300-level, or permission of the instructor. Offered: Fall, Spring, Summer.

### **EXS 342 - Research Methods in Physical Activity (3)**

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)

Prerequisite: STA 120. Offered: Fall.

### **EXS 345 - Physiology of Exercise (3)**

Study of the physiological principles related to exercise and human movement to include health and sport related components of physical fitness. (3 credit hours)

Prerequisite: EXS 217 and EXS 218. Offered: Fall, Spring, May Term, Summer.

### **EXS 349 - Selected Topics in Exercise Science (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **EXS 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence, EXS 351 and EXS 352. 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)

Prerequisite: ENG 120, English Proficiency Exam, EXS 342, and junior standing. Offered: Fall, Spring, Summer.

### **EXS 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence, EXS 351 and EXS 352. 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)

Prerequisite: ENG 120, English Proficiency Exam, EXS 342, and junior standing. Offered: Fall, Spring, Summer.

### **EXS 365 - Pediatric Exercise Physiology (3)**

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)

Prerequisite: EXS 345. Offered: Fall, Spring.

### **EXS 411 - Exercise Testing and Prescription (3)**

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)

Prerequisite: EXS 345.

### **EXS 412 - Biomechanical Principles of Human Movement (3)**

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)

Prerequisite: MTH 115 and EXS 332.

## FRN-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)

Offered: Fall, Spring, Summer.

### FRN 120 - Elementary French II (4)

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)

Prerequisite: Placement into the course or FRN 110.  
Offered: Fall, Spring, Summer.

### FRN 149 - Selected Topics in French (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

### FRN 201 - Intermediate French I (3)

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.

Prerequisite: Placement into the course or FRN 120.

Offered: Fall, Spring.

### FRN 202 - Intermediate French II (3)

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)

Prerequisite: Placement into the course or FRN 201.  
Offered: Fall, Spring.

### FRN 225 - Intermediate Conversation and Composition (3)

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. (3 credit hours)

Prerequisite: FRN 201 or the equivalent. Offered: Spring.

### FRN 249 - Selected Topics in French (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

### FRN 337 - Internship (0-15)

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)

Prerequisite: FRN 202 or the equivalent.

### FRN 349 - Selected Topics in French (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

## FYS-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)

Offered: Fall, Spring.

## GER-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)

Offered: Fall.

### GER 120 - Elementary German II (4)

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)

Prerequisite: Placement into the course or GER 110.

Offered: Spring.

### GER 149 - Selected Topics in German (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

### GER 201 - Intermediate German I (3)

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)

Prerequisite: Placement into the course or GER 120.

Offered: Fall.

### GER 202 - Intermediate German II (3)

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)

Prerequisite: Placement into the course or GER 201.

Offered: Spring.

### GER 225 - Intermediate Conversation and Composition (3)

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)

Prerequisite: GER 201 or the equivalent.

Offered: Fall, Spring.

### GER 249 - Selected Topics in German (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

### GER 337 - Internship (0-15)

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)

Prerequisite: GER 202 or the equivalent.

### **GER 349 - Selected Topics in German (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

## **GRK-Biblical Greek**

### **GRK 110 - Biblical (Koine) Greek I (4)**

Biblical (Koine) Greek I is an introductory course in the language. Students will learn the basic grammatical elements and linguistic principles of the language (morphology, semantics, and syntax) and acquire a working vocabulary. The class will engage in frequent discussions of the Hellenistic world, the social and religious context in which the New Testament texts were produced, and introduce the skills necessary for exegetical work with the Greek New Testament and the Septuagint. (4 credit hours)

### **GRK 120 - Biblical (Koine) Greek II (4)**

Biblical (Koine) Greek II is the second of two elementary courses in Biblical Greek. Students will expand their basic knowledge of Greek vocabulary, grammar, and linguistic principles. They will continue to build their skills with dictionaries and other linguistic tools. The field of textual criticism and its role in biblical interpretation will also be introduced. (4 credit hours)

Prerequisite: GRK 110 or Placement into the course.

### **GRK 201 - Intermediate Biblical (Koine) Greek (3)**

Intermediate Biblical (Koine) Greek is designed to further expand the student's knowledge of the vocabulary, grammar, and translational skills in New Testament and other early Christian literature. (3 credit hours)

Prerequisite: GRK 120 or Placement into the course.

## **GWS-Gender and Womens 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)

Offered: Fall, Spring.

### **GWS 337 - Internship in Gender and Women's Studies (3)**

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. (3 credit hours)

Prerequisite: GWS 101 and sophomore standing.

Offered: Fall, Spring, Summer.

### **GWS 401 - Seminar on Gender and Women's Studies (3)**

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)

Prerequisite: GWS 101 and at least 3 additional hours in GWS coursework. Offered: Fall, Spring.

## HIS-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)

Offered: Fall.

### **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)

Offered: Spring.

### **HIS 149 - Selected Topics in History (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer, May Term.

### **HIS 221 - Europe and the World in the 20th Century (3)**

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)

Prerequisite: Sophomore standing. Offered: Fall, Spring.

### **HIS 224 - Latin America and the United States (3)**

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)

Prerequisite: Sophomore standing.

### **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)

Offered: Fall, Spring.

### **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)

Offered: Fall, Spring.

### **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)

Offered: Fall, Spring.

### **HIS 249 - Selected Topics in History (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **HIS 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)

Prerequisite: Sophomore standing. Offered: Fall, Spring.

### **HIS 262 - Theory and Method in the Study of History (3)**

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 credit hours)

Prerequisite: HIS 149 or equivalent, and sophomore standing. Offered: Spring.

### **HIS 303 - Studies in United States History (3)**

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)

Prerequisite: HIS 131 and HIS 132. Offered: Spring.

### **HIS 305 - African American History: 1500-Present (3)**

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)

Prerequisite: Junior status or permission of instructor. Offered: Spring.

### **HIS 307 - History of the U.S. South: 1600-Present (3)**

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)

Prerequisite: Junior status or permission of instructor. Offered: Spring.

### **HIS 321 - Studies in Modern European History (3)**

This course will examine a particular theme 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)

Prerequisite: HIS 243 or Junior standing. Offered: Fall, Spring.

### **HIS 333 - Studies in Asian History (3)**

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)

Prerequisite: HIS 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. Offered: Fall, Spring.

### **HIS 334 - Studies in Latin American History (3)**

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)

Prerequisite: Junior standing or HIS 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. Offered: Fall, Spring.

### **HIS 335 - Studies in African History (3)**

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 African social history. (3 credit hours)

Prerequisite: HIS 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. Offered: Fall, Spring.

### **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)

Offered: Fall, Spring, Summer.

### **HIS 341 - Medieval Love (3) (3)**

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.

Prerequisite: Junior standing or permission of

instructor. Offered: Spring.

### **HIS 342 - Studies in Pre-Modern History (3)**

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)

Prerequisite: HIS 242 or Junior standing. Offered: Fall, Spring.

### **HIS 345 - Studies in World History (3)**

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)

Prerequisite: Junior standing.

### **HIS 349 - Selected Topics in History (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

### **HIS 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, HIS 262, HUM 347, and junior standing. Offered: Fall, Spring, Summer.

### **HIS 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-



course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, HIS 262, HUM 347, and junior standing. Offered: Fall, Spring, Summer.

## HUM-Humanities

### 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)

Offered: Spring, Summer.

### 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 of the formal research proposal. Ordinarily taken in the fall of the junior year. (1 credit hour)

Offered: Fall, Spring.

## INT-International Studies

### INT 149 - Selected Topics in International Studies (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

### 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)

Offered: Fall.

### INT 249 - Selected Topics in International Studies (3)

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring.

### INT 316 - International Organizations and Law (3)

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)

Prerequisite: Junior standing, or permission of instructor. Offered: Fall, Spring.

### INT 317 - International Criminal Law and Human Rights (3)

Utilizing interdisciplinary approaches and diverse modes of inquiry, students will learn the fundamental debates that undergird human rights issues in the world. The course will delve into crimes against humanity, genocide, slavery, torture, war crimes, and other international human rights violations that are addressed in international law. The course will also explore other areas of international criminal law as it relates to criminal activities on an interstate and global scale, such as piracy, cyber-crime, espionage, arms and drug trafficking, and terrorism. The course will utilize several primary and secondary sources, such as philosophical writings, religious texts, and historical documents, as well as primary legal sources, such as court documents, treaties, and conference proceedings. Documentary films, popular media, and propaganda will also be critically reviewed. (3 credit hours)

### INT 337 - Internship in International Studies (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)

Prerequisite: Junior standing and permission of the Division of Social Sciences Chair. Offered: Fall, Spring, Summer.

#### **INT 349 - Selected Topics in International Studies (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

#### **INT 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring.

#### **INT 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring, Summer.

## **ITA-Italian**

#### **ITA 110 - Elementary Italian I (4)**

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)

Offered: Fall.

#### **ITA 120 - Elementary Italian II (4)**

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)

Prerequisite: Placement into the course or ITA 110. Offered: Spring.

#### **ITA 201 - Intermediate Italian I (3)**

An extensive reinforcement of elementary Italian grammar and an introduction to intermediate Italian grammar, speech, and culture. With emphasis placed on spoken and written communication, the course is designed to build proficiency in all four language skills (listening, reading, speaking, and writing) and to provide an in-depth look at modern Italy through its art, history, music, and contemporary society. (3 credit hours)

Prerequisite: Placement into the course or ITA 120. Offered: Fall.

#### **ITA 202 - Intermediate Italian II (3)**

A sequel to Italian 201, designed to increase the students' mastery of more sophisticated constructions of the Italian language and to enhance the students' vocabulary and fluency. Emphasis will again be placed on spoken and written communications, including the literary and spoken past absolute, conditional, and subjunctive verb forms. The study of modern Italy will continue through a close examination of modern Italian cinema and literature. (3 credit hours)

Prerequisite: Placement in the course or ITA 201. Offered: Spring.

## **JPN-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)

Offered: Fall, Spring.

#### **JPN 120 - Elementary Japanese II (4)**

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)

Prerequisite: Placement into the course or JPN 110.  
Offered: Spring.

#### **JPN 149 - Selected Topics in Japanese (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

#### **JPN 201 - Intermediate Japanese I (3)**

A continuation of Japanese 110-120, with the introduction of Kanji (Japanese characters). Offered as demand warrants. (3 credit hours)

Prerequisite: Placement into the course or JPN 120.  
Offered: Fall, Spring.

#### **JPN 202 - Intermediate Japanese II (3)**

A continuation of Japanese 201, with the introduction of an additional 100 Kanji. Offered as demand warrants. (3 credit hours)

Prerequisite: Placement into the course or JPN 201.  
Offered: Spring.

#### **JPN 225 - Intermediate Conversation and Composition (3)**

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)

Prerequisite: JPN 201 or the equivalent. Offered: Fall, Spring.

#### **JPN 249 - Selected Topics in Japanese (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

#### **JPN 337 - Internship in Japanese (0-15)**

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)

Prerequisite: JPN 202 or permission of the instructor.  
Offered: Fall, Spring, Summer.

#### **JPN 349 - Selected Topics in Japanese (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring, Summer.

## **LAT-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)

Offered: Fall.

#### **LAT 120 - Elementary Latin II (L2) (4)**

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)

Prerequisite: Placement into the course or LAT 110.  
Offered: Spring.

### **LAT 201 - Intermediate Latin I (3)**

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)

Prerequisite: Placement into the course or LAT 120.  
Offered: Fall.

### **LAT 202 - Intermediate Latin II (3)**

Intermediate Latin II is the second of two intermediate-level Latin courses designed to augment the student's knowledge of the vocabulary, grammar, and prose idiom of classical and post-classical Latin. Students will expand their 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 the reading of original texts.

Prerequisite: Placement into the course or LAT 201.  
Offered: Spring.

## **MCW-Maryville College Works**

### **MCW 299 - Issues in Professional Development (0-1)**

This course supports career development and preparation for success in the complex world of work with an emphasis on the liberal arts. Lectures and in-class discussions focus on designing a career development plan, creating a professional online presence, delivering an effective personal introduction, and identifying opportunities related to professional goals. Students will examine career options related to their major, network with professionals who majored in the same subject, complete assignments related to the topics listed above, and conduct research on opportunities relevant to their majors and aspirations. Intended for students

in majors that do not have a major-specific 299/399 career development course. (0-1 credit hour)

Offered: Fall, Spring, Summer.

### **MCW 337 - Professional Experience in Senior Study (0)**

This course prompts students who are completing a senior study for SPE credit to reflect on how their research-centered experience could benefit them in their pursuit of career and educational opportunities. The course will ensure that students set goals for their project, learn how to explain their project to nonexperts, and understand how to market the skills that they attained during the completion of their projects when searching for opportunities related to their professional goals. Lectures and in-class discussions focus on how to set goals for their projects, how to present their work to a wider audience, and how to promote their research skills in application documents and interviews related to the job or graduate school application process. (0 credit hour)

Corequisite: A senior study 351 or 352 course, depending on major. Offered: Fall, Spring, Summer.

### **MCW 400 - Senior Year Seminar (1)**

This course will provide seniors with the professional development needed to secure post-graduation opportunities. Course content focuses on expanding professional networks, updating a professional online presence, creating effective application documents, navigating the workplace, and maximizing post-graduation opportunities. (1 credit hour)

Prerequisite: Senior class standing. Offered: Fall, Spring, May, Summer.

## **MTH-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

placement examination.

Offered: Fall.

**MTH 110 - Quantitative Literacy (QL) (3)**

Through a problem-solving approach, students will 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.

Prerequisite: Placement out of/ or satisfactory completion of MTH 105. Offered: Fall, Spring.

**MTH 112 - College Algebra with Precalculus (3)**

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.

Prerequisite: Satisfactory performance on the mathematics assessment or MTH 105. Offered: Fall, Spring, Summer.

**MTH 115 - Precalculus with Trigonometry (4)**

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.

Prerequisite: Satisfactory performance on the mathematics assessment or MTH 112. Offered: Fall, Spring, Summer.

**MTH 125 - Calculus I (MR) (4)**

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.

Prerequisite: MTH 115 or the equivalent. Offered: Fall, Spring, Summer.

**MTH 149 - Selected Topics (3)**

Offered: Fall, Spring.

**MTH 221 - Inferential Statistics w/Data Visualization (3)**

This course builds on a first course in statistics to broaden and deepen analytical skills. Topics include statistical models, experimental design, and creative data visualization. The types of models covered include interval estimation, hypothesis testing, power analysis, linear regression, ANOVA including block and two-factor designs, and chi-square tests.

Prerequisite: STA 120. Offered: Fall, Spring, Summer, May Term.

**MTH 222 - Regression Analysis (3)**

Students will learn how to apply statistical models to gain insights and make predictions for data from a range of disciplines. Topics include linear regression, multiple regression, data transformations, logistic regression, regression diagnostics, and data visualization techniques for displaying multiple variables.

Prerequisite: STA 120. Offered: Fall, Spring.

**MTH 225 - Calculus II (4)**

A continuation of Mathematics 125. Topics include the definite integral and its applications, sequences and series, and approximations using Taylor series.

Prerequisite: MTH 125. Offered: Fall, Spring.

**MTH 232 - Linear Algebra (3)**

Topics include linear equations, vector spaces, linear transformations, determinants, matrices and applications.

Prerequisite: MTH 125. Offered: Fall, Spring.

**MTH 235 - Calculus III (4)**

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.

Prerequisite: MTH 225. Offered: Spring.

**MTH 236 - Ordinary Differential Equations (3)**

An introduction to linear and non-linear differential equations. Topics include methods of undetermined coefficients, variation of parameters, differential operator, Laplace transforms, and qualitative methods.

Applications are taken from the natural and social sciences.

Prerequisite: MTH 225. Offered: Spring.

**MTH 249 - Using Big Data to Analyze Social Issues (3)**  
- A MTH course numbered MTH 302 or higher (3)

**MTH 301 - Principles of Geometry (3)**

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.

Prerequisite: Pre- or co-requisite: CSC 231.  
Corequisite: Pre- or co-requisite: CSC 231. Offered: Fall, Spring.

**MTH 302 - Modern Algebra (3)**

An Introduction to abstract algebra. Topics include groups, rings, integral domains, and fields.

Prerequisite: CSC 231. Offered: Fall, Spring.

**MTH 303 - Advanced Algebra (3)**

Topics will be selected from the areas of groups, rings, fields, vector spaces, and transformations.

Prerequisite: MTH 302 or the permission of the instructor. Offered: Spring.

**MTH 305 - Mathematical Modeling (3)**

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.

Prerequisite: MTH 125. Offered: Fall.

**MTH 309 - Math Content & Instructional Methods (3)**

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. Current background check is required. Candidates are responsible for transportation to off-site placements. (3 credit hours)

Prerequisite: Acceptance into the Educator Preparation Program (Provisional Status) and EDU 201. Corequisite: EDU 321, EDU 324, EDU 325 and EDU 376. Offered: Spring.

**MTH 315 - Advanced Calculus (3)**

An introduction to Real Analysis. Topics include sequences, the theory of limits, continuity, differentiation and integration.

Prerequisite: MTH 235 and CSC 231. Offered: Fall, Spring.

**MTH 316 - Advanced Calculus II (3)**

A continuation of Mathematics 315. Topics include the theory of Riemann integration, infinite series, sequences and series of functions, and power series.

Prerequisite: MTH 315 or permission of the instructor. Offered: Spring.

**MTH 321 - Probability & Statistics I (3)**

An introduction to probability, including counting methods, discrete and continuous probability distributions and their properties, and sampling distributions.

Prerequisite: STA 120 and MTH 299 and junior standing; or MTH 125 and permission of the instructor. Offered: Fall, Spring.

**MTH 322 - Probability & Statistics II (3)**

A continuation of Mathematics 321. Topics include point estimation, including maximum likelihood estimation and methods of moments, confidence intervals, tests of hypotheses and regression.

Prerequisite: STA 120 and MTH 299 and junior standing; or MTH 125 and permission of the instructor. Offered: Fall, Spring.

**MTH 326 - Numerical Analysis (3)**

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.

Prerequisite: MTH 225; and CSC 231 or permission of the instructor. Offered: Fall, Spring.

**MTH 337 - Internship (0-15)**

Practical off-campus experience in a field setting.

One credit hour is associated with each week of full-time employment.

Offered: Fall, Spring, Summer.

**MTH 349 - Selected Topics (3)**

Topics selected from such areas as Real Analysis, Complex Analysis, History of Mathematics, Number Theory, or Partial Differential Equations, depending on current faculty and student interest.

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring.

**MTH 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence, 351 is the first course. 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)

Prerequisite: ENG 120, 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.

**MTH 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence, 352 is the second course. 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)

Prerequisite: ENG 120, 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.

- **One additional MTH course numbered 303 or higher (3)**

**MUS-Music**

**MUS APT - Applied Theory (0-3)**

Offered: Fall, Spring, Summer.

**MUS BRS - Brass (0-3)**

Offered: Fall, Spring.

**MUS COM - Composition (0-3)**

Development of basic techniques in the structure and craft of musical composition. Writing in all genres according to individual abilities and interests.

Offered: Fall, Spring.

**MUS E12 - The Maryville College Concert Choir (0-1)**

Offered: Fall, Spring.

**MUS E13 - The Maryville College Community Chorus (0-1)**

Offered: Fall, Spring.

**MUS E14 - The Orchestra at Maryville: A College-Community Ensemble (0-1)**

Offered: Fall, Spring.

**MUS E15 - The Maryville College Jazz Band (0-1)**

Offered: Fall, Spring.

**MUS E16 - The Maryville College Community Concert Band (0-1)**

Offered: Fall, Spring.

**MUS E17 - Chamber Music Ensemble (0-0.5)**

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.

Prerequisite: Permission of instructor. Offered: Fall, Spring.

**MUS FND 1 - Fundamentals of Music I (0)**

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.

Offered: Fall, Spring.

**MUS FND 2 - Fundamentals of Music II (0)**

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.

Prerequisite: MUS FND 1. Offered: Spring.

**MUS GTR - Guitar (0-3)**

Offered: Fall, Spring.

**MUS HPT - Harpsichord (0-3)**

Prerequisite: Demonstrated basic keyboard proficiency. Offered: Fall.

**MUS IMP - Jazz Improvisation (0-3)**

Development of fundamental skills and techniques necessary for jazz improvisation performance.

Offered: Fall, Spring.

**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.

Offered: Fall, Spring.

**MUS ORG - Organ (0-3)**

Prerequisite: Demonstrated basic keyboard proficiency. Offered: Fall, Spring.

**MUS PER - Percussion (0-3)**

Offered: Fall, Spring.

**MUS PIA - Piano (0-3)**

Prerequisite: Demonstrated basic keyboard proficiency. Offered: Fall, Spring.

**MUS STR - Strings (0-3)**

Offered: Fall, Spring.

**MUS VOC - Voice (0-3)**

Offered: Fall, Spring.

**MUS WWD - Woodwinds (0-3)**

Offered: Fall, Spring.

**MUS 101 - Musicianship: Theory I (3)**

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)

Prerequisite: Placement during the audition process. Offered: Fall.

**MUS 102 - Musicianship: Theory II (3)**

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)

Prerequisite: Grade of C- or higher in MUS 101. Offered: Spring.

**MUS 111 - Musicianship: Ear Training I (1)**

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)

Prerequisite: Placement during the audition process. Offered: Fall.

**MUS 112 - Musicianship: Ear Training II (1)**

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)

Prerequisite: Grade of C- or higher in MUS 111. Offered: Spring.

**MUS 140 - 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)

Offered: Fall, Spring, Summer.

**MUS 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**MUS 201 - Musicianship: Theory III (3)**

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)

Prerequisite: Grade of C- or higher in MUS 102.  
Offered: Fall.

**MUS 202 - Musicianship: Form and Analysis (3)**

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)

Prerequisite: Grade of C- or higher in MUS 201.  
Offered: Spring.

**MUS 211 - Musicianship: Ear Training III (1)**

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)

Prerequisite: Grade of C- or higher in MUS 112.  
Offered: Fall.

**MUS 212 - Musicianship: Ear Training IV (1)**

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)

Prerequisite: Grade of C- or higher in MUS 211.  
Offered: Spring.

**MUS 213 - Choral Literature (2)**

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)

Prerequisite: MUS 102. Offered: Fall.

**MUS 220 - Elementary Music Methods (2)**

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)

Prerequisite: MUS 102. Offered: Fall, Spring.

**MUS 223 - Percussion Methods (2)**

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)

Prerequisite: MUS 101. Offered: Spring.

**MUS 224 - Woodwind Methods I (2)**

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)

Prerequisite: MUS 101. Offered: Fall.

**MUS 225 - Woodwind Methods II (2)**

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)

Prerequisite: MUS 101. Offered: Spring.

**MUS 226 - Brass Methods I (2)**

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)

Prerequisite: MUS 101. Offered: Spring.

**MUS 227 - Brass Methods II (2)**

Emphasis is placed on elementary performing ability on low-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)

Prerequisite: MUS 101. Offered: Fall, Spring.

**MUS 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**MUS 299 - Professional Development in Music Education (3)**

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)

Prerequisite: MUS 102. Offered: Fall, Spring.

**MUS 305 - Analytical Techniques (3)**

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.

Prerequisite: MUS 202. Offered: Spring.

**MUS 306 - Philosophy & Aesthetics of Music (3)**

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

Prerequisite: MUS 140 or permission of the instructor and junior standing. Offered: Spring.

**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.

Offered: Fall, Spring.

**MUS 312 - History of Music in the United States (3)**

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)

Prerequisite: MUS 101 or MUS 140 or permission of instructor. Offered: Spring.

**MUS 313 - History of Western Fine Arts Music to 1750 (3)**

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)

Prerequisite: MUS 102. Offered: Spring.

**MUS 314 - History of Western Fine Arts Music from 1750 to the Present (3)**

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)

Prerequisite: MUS 102. Offered: Fall.

**MUS 315 - Introduction to Ethnomusicology (3)**

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)

Prerequisite: MUS 101 or MUS 140 or permission of instructor. Offered: Fall.

**MUS 321 - Methods and Materials of Music Education K-12 (2)**

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)

Prerequisite: MUS 202. Offered: Fall, Spring.

**MUS 322 - Conducting (3)**

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)

Prerequisite: MUS 102. Offered: Fall.

**MUS 323 - Orchestration and Arranging (2)**

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)

Prerequisite: MUS 201. Offered: Fall, Spring, Summer.

**MUS 325 - Advanced Choral Conducting (2)**

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)

Prerequisite: MUS 322. Offered: Spring.

### **MUS 326 - Secondary Music Methods (2)**

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)

Prerequisite: MUS 102. Offered: Spring.

### **MUS 337 - Internship (2-3)**

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. (2 to 3 credit hours)

Prerequisite: MUS 102 and permission of instructor. Offered: Fall, Spring, Summer.

### **MUS 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **MUS 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. The Senior Project involves individual research with the guidance of a faculty supervisor. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam,

junior standing, and successful completion of all areas of keyboard proficiency. Offered: Fall, Spring, Summer.

### **MUS 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the Second course. The Senior Project involves individual research with the guidance of a faculty supervisor. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, junior standing, and successful completion of all areas of keyboard proficiency. Offered: Fall, Spring, Summer.

### **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)

Offered: Fall, Spring, Summer.

### **MUS 402 - Literature in the Applied Field II (1)**

A continuation of Music 401. (1 credit hour)

Offered: Spring.

## **NSC-Neuroscience**

### **NSC 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring.

### **NSC 244 - Introduction to Neuroscience (3)**

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)

Prerequisite: PSY 101. Offered: Fall, Spring.

### **NSC 248 - Drugs and Behavior (3)**

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)

Prerequisite: PSY 101. Offered: Spring.

### **NSC 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring.

### **NSC 337 - Internship in Neuroscience (0-15)**

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)

Prerequisite: Junior standing and permission of the instructor. Offered: Fall, Spring, Summer.

### **NSC 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring.

### **NSC 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence, and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring.

### **NSC 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence, and 352 is the Second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring.

### **NSC 402 - Advanced Neuroscience (3)**

Advanced study of topics in neuroscience. The course will build upon topics covered in the Introduction to Neuroscience and focus on Neuropsychology and Neurocognition.

Prerequisite: PSY 101, NSC 244, and BIO 113 or 115. Offered: Fall, Spring.

## **ORN-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)

Offered: Fall, Spring.

## **OST-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)

Offered: Fall.

### **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)

Offered: Spring.

**OST 103 - Introduction to Sustainable Tourism (3)**

This course explores the three central components of sustainable tourism: environmental stewardship, socioeconomic issues, and local culture. Lectures, field trips, case studies, and field experiences are featured in the course. (3 credit hours)

Offered: Fall.

**OST 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring.

**OST 205 - Food Traditions of Appalachia (3)**

This course introduces students to the culture, systems, and traditions of Appalachia foodways. We will examine traditional food practices, food preservation, the relationship to the environment, meal patterns, the influence of immigrants and slavery, agriculture, sustainability of the current food system, and the food identity of Appalachia. Partnerships with local historical and community organizations will enhance the student's understanding of how a typical Appalachian resident grows, cooks, and eats. (3 credits)

Prerequisite: Sophomore level or permission from the instructor.

**OST 215 - Natural Environments and Health (3)**

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)

Prerequisite: OST 101. Offered: Fall, Spring.

**OST 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**OST 302 - Sustainable Tourism and Development (3)**

This course explores socioeconomic issues related to sustainable tourism and development in a variety of contexts. Lectures, field trips, case studies, and field experiences are featured. (3 credit hours)

Offered: May.

**OST 303 - Sustainable Tourism and Local Culture (3)**

This course explores the impact and preservation that tourism can have on local communities. Lectures, case studies, field trips, and field experiences are featured. (3 credit hours)

Offered: Spring.

**OST 315 - Wilderness Emergency Response (3)**

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)

Prerequisite: Scientific Reasoning-Life Sciences and 2 outdoor activity classes.

**OST 335 - Outdoor Recreation Leadership (3)**

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)

Prerequisite: OST 101 and 2 outdoor activity classes. Offered: Fall, Spring.

**OST 337 - Outdoor Studies and Tourism Internship (3)**

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)

Prerequisite: OST 301 and junior standing. Offered: Fall, Spring, Summer.

**OST 337 - Outdoor Studies Internship (9)**

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. (9 credit hours)

### **OST 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall.

### **OST 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring, Summer.

### **OST 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring, Summer.

## **OVS-Overseas Study**

### **OVS 203 - Cross-Cultural Preparation for Education Abroad (0-1)**

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.

Prerequisite: Nomination for Education Abroad program or permission of instructor. Offered: Fall,

Spring.

### **OVS 337 - Professional Experience in Education Abroad (0)**

This course provides students who are completing Education Abroad for SPE with preparation to understand how their international experience could benefit them in their pursuit of career and educational opportunities. The course will ensure that students reflect on their international exposure and understand how to market the skills that they attained during the completion of their travel when searching for opportunities related to their professional goals. Topics covered in this course include goal reflection, skill development assessment, and how to promote skills and international experience in application documents and interviews related to the job or graduate school application process. Students will also be enrolled in OVS 000 as a placeholder course to track their credit enrollment abroad. (0 credit hour)

Prerequisite: OVS 203. Corequisite: OVS 000 (temporarily to track enrollment abroad). Offered: Fall, Spring.

## **PHL-Philosophy**

### **PHL 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **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)

Offered: Spring.

### **PHL 201 - Ancient and Medieval Philosophy (3)**

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)

Corequisite: ENG 120. Offered: Fall.

**PHL 205 - Early Modern Philosophy from 16th to the 18th Century (3)**

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)

Prerequisite: ENG 120. Offered: Fall, Summer.

**PHL 206 - Enlightenment & Late Modern Philosophy 18th-20th Century (3)**

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)

Prerequisite: ENG 120. Offered: Fall.

**PHL 207 - Contemporary Philosophy (3)**

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)

Prerequisite: ENG 120. Offered: Fall.

**PHL 211 - American Philosophy (3)**

An exploration of central themes, thinkers, and schools of thought in American philosophy, ranging from New England transcendentalists (Emerson & Thoreau) to pragmatists (Pierce, James, Dewey) to neo-pragmatists (Rorty) to contemporary political theorists (Rawls, Sandel). (3 credit hours)

Offered: Fall, Spring.

**PHL 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring, Summer.

**PHL 326 - Philosophy of Religion (3)**

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)

Prerequisite: Any philosophy course or junior standing. Offered: Fall, Spring.

**PHL 329 - Modern Critiques of Religion (3)**

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)

Prerequisite: Any philosophy course or junior standing. Offered: Fall, Spring.

**PHL 337 - Internship in Philosophy (0-15)**

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)

Prerequisite: Permission of Division Chair.

**PHL 348 - Comparative Philosophy (3)**

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)

Prerequisite: Any philosophy course or junior standing. Offered: Fall, Spring.

**PHL 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

**PHL 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, junior standing and HUM 347. Offered: Fall, Spring.

### **PHL 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, junior standing and HUM 347. Offered: Fall, Spring.

## **PHR-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)

Offered: Fall, Spring, Summer.

### **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)

Offered: Spring.

### **PHR 104 - Aquatic Exercise and Fitness (1)**

Offered: Spring.

### **PHR 106 - Aquatic Education (1)**

Offered: Fall, Spring.

### **PHR 107 - Paddling I (1)**

Offered: Fall, Spring.

### **PHR 108 - Paddling II (1)**

Prerequisite: PHR 107. Offered: Fall, Spring.

### **PHR 109 - Paddling III (1)**

Prerequisite: PHR 108. Offered: Fall, Spring.

### **PHR 121 - Social Dance (1)**

Offered: Fall, Spring.

### **PHR 122 - Dance (1)**

### **PHR 123 - Tap Dance (1)**

### **PHR 125 - Mountain Challenge I (1)**

Credit is awarded by Mountain Challenge after five (5) events are successfully completed. Sign up with Mountain Challenge for events. Up to three (3) hours of PHR credit can be earned through Mountain Challenge. PHR 125 is for events 1-5.

Offered: Fall, Spring, Summer.

### **PHR 126 - Mountain Challenge II (1)**

Credit is awarded by Mountain Challenge after five (5) events are successfully completed. Sign up with Mountain Challenge for events. Up to three (3) hours of PHR credit can be earned through Mountain Challenge. PHR 125 is for events 6-10.

Offered: Fall, Spring, Summer.

### **PHR 127 - Mountain Challenge III (1)**

Credit is awarded by Mountain Challenge after five (5) events are successfully completed. Sign up with Mountain Challenge for events. Up to three (3) hours of PHR credit can be earned through Mountain Challenge. PHR 125 is for events 11-15.

Offered: Fall, Spring, Summer.

### **PHR 131 - Yoga I (1)**

Offered: Fall, Spring.

### **PHR 132 - Yoga II (1)**

Prerequisite: PHR 131. Offered: Fall, Spring.

### **PHR 133 - Stretching and Mindfulness for Body Awareness (1)**

Offered: Fall, Spring.

**PHR 134 - Fitness Walking (1)**

Offered: Spring.

**PHR 135 - Jogging (1)****PHR 136 - Cycling for Fitness (1)****PHR 137 - Mountain Biking (1)****PHR 139 - Aerobics (1)**

Offered: Fall, Spring.

**PHR 141 - Archery (1)**

Offered: Fall, Spring.

**PHR 142 - Personal Fitness (1)**

Offered: Fall, Spring.

**PHR 147 - Bowling (1)**

Offered: Spring.

**PHR 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**PHR 153 - Golf (1)**

Offered: Fall, Spring.

**PHR 163 - Racquetball (1)**

Offered: Fall, Spring.

**PHR 166 - Tennis (1)**

Offered: Fall, Spring.

**PHR 168 - Weight Training and Conditioning (1)**

Offered: Fall, Spring.

**PHR 172 - Camping and Outdoor Education (1)**

Offered: Fall, Spring.

**PHR 174 - Map and Compass (1)**

Offered: Fall.

**PHR 176 - Fly Fishing (1)**

Offered: Fall.

**PHR 177 - Community CPR & First Aid (1)**

Offered: Fall, Spring.

**PHR 179 - Lifeguard Training (2)**

Offered: Spring.

**PHR 188 - Rock Climbing I (1)**

Offered: Fall, Spring.

**PHR 189 - Rock Climbing II (1)**

Prerequisite: PHR 188. Offered: Spring.

**PHR 191 - Karate I (1)**

Offered: Fall, Spring.

**PHR 192 - T'ai Chi Ch'uan I (1)**

Offered: Fall, Spring.

**PHR 193 - Karate II (1)**

Offered: Fall, Spring.

**PHR 194 - T'ai Chi Ch'uan II (1)**

Offered: Fall, Spring.

**PHR 195 - Karate III (1)**

Offered: Fall, Spring.

**PHR 196 - T'ai Chi Ch'uan III (1)**

Offered: Fall, Spring.

**PHR 198 - T'ai Chi Ch'uan IV (1)**

Offered: Fall, Spring.

**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)

Offered: Fall, Spring, Summer.

**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)

Offered: Fall, Spring.

**PHR 235 - Group Facilitation (3)**

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)

Prerequisite: Sophomore standing. Offered: Fall, Spring.

**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)

Offered: Fall, Spring, Summer.

**PHR 237 - Introduction to Health Education (1)**

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)

Prerequisite: PHR 236. Open only to PE/Health licensure majors. Offered: Fall, Spring.

**PHR 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring.

**PHR 321 - Physical Education and Recreation for Special Populations (3)**

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)

Prerequisite: PSY 101 and Junior standing. Offered: Fall, Spring.

**PHR 331 - Physical Education for Children (3)**

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)

Prerequisite: Junior standing. Offered: Fall, Spring.

**PHR 334 - Administration and Supervision of Physical Education Programs (2)**

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)

Prerequisite: PHR 102 and PHR 231. Offered: Fall, Spring.

**PHR 336 - Community Health (3)**

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)

Prerequisite: PHR 101, PHR 236 and PHR 237. Offered: Fall, Spring.

**PHR 337 - Internship in Physical Education (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)

Offered: Fall, Spring, Summer.

**PHR 346 - Physical Education in Games, Sports and Activities (3)**

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)

Prerequisite: PHR 231 and PHR 102. Offered: Fall, Spring, Summer.

**PHR 347 - Professional Seminar (1)**

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)

Prerequisite: Junior standing. Offered: Spring.

**PHR 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**PHR 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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 followed by 352 the fall term of the senior year. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, PHR 341 and junior standing. Offered: Fall, Spring, Summer.

**PHR 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. Individual study or project designed by the student under the guidance of a faculty supervisor. Ordinarily taken in the fall term of the senior year preceded by 351 the spring term of the junior year. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam,

PHR 341 and junior standing. Offered: Fall, Spring, Summer.

**PHS-Physical Science****PHS 111 - Investigations in Physical Science (4)**

A survey of basic concepts in physical science. The course will focus primarily on the concepts of motion, mechanics, energy, and thermodynamics as well as provide an introduction to magnetism, electricity, optics, and waves. Additionally, the course will equip students with three sets of competencies: (1) to apply the process of science, (2) to use quantitative reasoning, and (3) to use modeling. The laboratory component will demonstrate relevant topics and will provide hands on experience with the course material. Intended primarily for students not majoring in the natural sciences or mathematics; but is required for students majoring in biology for teacher licensure. (4 credit hours)

Prerequisite: MTH 110.

**PHY-Physics****PHY 101 - College Physics I (4)**

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)

Prerequisite: MTH 115 or equivalent. Offered: Fall.

**PHY 102 - College Physics II (4)**

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)

Prerequisite: Grade of C- or higher in PHY 101.  
Offered: Spring.

#### **PHY 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

#### **PHY 201 - General Physics I (4)**

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)

Prerequisite: Pre or co-requisite: MTH 225.  
Corequisite: Pre or co-requisite: MTH 225. Offered: Fall, Spring.

#### **PHY 202 - General Physics II (4)**

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)

Prerequisite: Grade of C- or higher in PHY 201.  
Offered: Fall, Spring.

#### **PHY 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

#### **PHY 271 - Modern Physics (4)**

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)

Prerequisite: PHY 202. Offered: Fall, Spring.

#### **PHY 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall.

## **PLS-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)

Offered: Fall, Spring, Summer.

#### **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)

Offered: Fall, Spring, Summer.

**PLS 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall.

**PLS 211 - Comparative Government and Politics (3)**

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)

Prerequisite: Sophomore standing. Offered: Fall, Spring, Summer.

**PLS 212 - International Politics (3)**

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)

Prerequisite: Sophomore standing. Offered: Fall, Spring, Summer.

**PLS 232 - Public Policy (3)**

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)

Prerequisite: Sophomore standing. Offered: Fall, Spring.

**PLS 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: May Term.

**PLS 306 - Political Philosophy (3)**

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)

Prerequisite: PLS 121 or PLS 122 or permission of the instructor. Offered: Fall, Spring.

**PLS 313 - Regional Comparative Governments and Politics (3)**

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)

Prerequisite: PLS 121 and PLS 211 or permission of the instructor. Offered: Fall.

**PLS 316 - International Organizations and Law (3)**

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)

Prerequisite: Junior standing, or permission of instructor. Offered: Fall, Spring.

**PLS 321 - American Political Process (3)**

American political and governmental institutions and processes including: public opinion, interest groups, political parties, Congress, and the presidency. (3 credit hours)

Prerequisite: PLS 122 or permission of instructor. Offered: Fall.

**PLS 322 - The Judicial Process (3)**

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)

Prerequisite: PLS 122 or permission of instructor. Offered: Fall, Spring.

### **PLS 328 - Global Feminisms (3)**

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)

Prerequisite: Junior standing. Offered: Spring.

### **PLS 337 - Internship in Political 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)

Prerequisite: Junior standing and permission of the Division of Social Sciences Chair. Offered: Fall, Spring, Summer.

### **PLS 345 - Environmental Politics (3)**

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)

Prerequisite: Junior standing. Offered: Spring, Summer.

### **PLS 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3

credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **PLS 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring, Summer.

### **PLS 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring, Summer.

## **PSY-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)

Offered: Fall, Spring, Summer.

### **PSY 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

### **PSY 211 - Child Development (3)**

This course focuses on the development of the child, perinatally to pre-adolescence. Physical, cognitive,

social, and emotional domains are related to various stages of development. Key environmental contexts, including child poverty, trauma, and adversity, are examined. Community engagement is a key component of this course. (3 credit hours)

Prerequisite: PSY 101. Offered: Fall, Spring, Summer.

### **PSY 218 - Adolescent Development (3)**

This course focuses on the development of the adolescent from puberty through emerging adulthood. The interplay of physical, cognitive, social, and emotional domains is examined through the various stages of development. Key environmental contexts, including families, peer relationships, schools, and youth organizations will be discussed. Community engagement is a key component of this course. (3 credit hours)

Prerequisite: PSY 101. Offered: Fall, Spring.

### **PSY 221 - Social Psychology (3)**

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)

Prerequisite: PSY 101. Offered: Fall, Spring, Summer.

### **PSY 222 - Adult Development and Aging (3)**

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)

Prerequisite: PSY 101. Offered: Fall, Spring.

### **PSY 224 - Cross-Cultural Psychology (3)**

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)

Prerequisite: PSY 101. Offered: Fall, Spring, Summer.

### **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)

Prerequisite: Person & Society (PS) core requirement and sophomore standing. Offered: Fall, Spring.

### **PSY 228 - Human Sexuality (3)**

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)

Prerequisite: Person & Society (PS) core requirement and sophomore standing. Offered: Fall, Spring, Summer.

### **PSY 232 - Child Trauma and Resilience (3)**

Students will develop a foundation for understanding childhood trauma, post-trauma responses, and approaches to working with children experiencing trauma and stress. The course examines the relationship between trauma and physiological disorders and look at trauma within various contexts, such as home, school, and community. It also reviews related issues, including bereavement, mental health, recovery and resilience. Ways in which teachers, therapists, and other caregivers work with traumatized populations will be explored. Community engagement with either at-risk populations or programs that support trauma-



informed practices is required. (3 credit hours)

Prerequisite: Sophomore standing. Offered: Spring.

**PSY 244 - Introduction to Neuroscience (3)**

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)

Prerequisite: PSY 101. Offered: Fall, Spring.

**PSY 248 - Drugs and Behavior (3)**

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)

Prerequisite: PSY 101. Offered: Spring.

**PSY 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer, May Term.

**PSY 289 - Psychology of Language and Communication (3)**

Combining theory and practice, this course is designed to develop knowledge and skills for communicating in personal and professional contexts. Through lectures, readings, discussion, and individual and group work, students will gain greater understanding of language and communication theory from psychology and related fields. The course will cover a range of topics related to communication and language, such as social and cultural influences on communication, digitally mediated communication, communication in groups, and nonverbal communication. In addition to opportunities to further develop analytical and critical thinking skills, students will refine communication skills through individual and group projects. (3 credit hours)

Prerequisite: PSY 101 and Sophomore standing.

Offered: Fall.

**PSY 299 - Contemporary and Professional Issues in Psychology (2)**

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)

Prerequisite: Major in Psychology, Psychology with Counseling Track, Neuroscience, or Child Development and Learning; PSY 101. Offered: Fall, Spring, Summer.

**PSY 301 - Theories of Personality (3)**

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)

Prerequisite: PSY 101 and junior standing. Offered: Fall, Spring.

**PSY 311 - Research Design (3)**

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)

Prerequisite: PSY 101 and STA 120. Offered: Fall, Spring.

**PSY 312 - Experimental Psychology (4)**

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)

Prerequisite: PSY 101 and STA 120. Offered: Fall,

Spring, Summer.

#### **PSY 314 - Cognitive Psychology (4)**

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)

Prerequisite: PSY 101 and PSY 312. Offered: Spring, Summer.

#### **PSY 315 - Human Thought and Learning (4)**

The main foci of this course are the foundational and contemporary research studies that have contributed to the various approaches to learning (Behavioral, Cognitive, Social Learning, Humanistic, and Neurological) and how these approaches can be applied to enhance one's own learning as well as to facilitate the learning of others. Topics include but are not limited to: classical conditioning, operant conditioning, information processing, triadic reciprocal causation, modeling, self-efficacy, motivation, attribution, and self-actualization. The lab component of this course will further students research and statistical skills and will require human subjects' experimentation.

Prerequisite: PSY 101, STA 120, and junior standing; Pre or co-requisite: PSY 299. Corequisite: Pre or co-requisite: PSY 299. Offered: Fall, Spring, Summer.

#### **PSY 324 - Child Poverty and Inequality (3)**

The study of the developmental effects of childhood poverty and inequality on children's physical and mental health, school achievement, and safety. Various social contexts will be explored, including housing, medical, education, and justice. Community engagement is a key component of this course. (3 credit hours)

Prerequisite: PSY 101 and junior standing. Offered: Fall.

#### **PSY 327 - Sensation and Perception (4)**

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)

Prerequisite: PSY 101. Offered: Fall.

#### **PSY 331 - Abnormal Psychology (3)**

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)

Prerequisite: PSY 101. Offered: Fall, Spring, Summer.

#### **PSY 333 - Theories and Techniques in Counseling (3)**

Examination of the major theories and techniques of counseling, ethical decision-making, and diversity issues that counselors must consider. (3 credit hours)

Prerequisite: PSY 101. Offered: Fall, Spring.

#### **PSY 336 - Community Psychology and Social Justice (3)**

Students will examine research and theory on the ways that individuals relate to their communities as well as the reciprocal effect of communities on individuals. Students will learn how research findings from psychology can be used to promote positive change, health, and empowerment at individual and systemic levels, decreasing human suffering and promoting values of equality and justice. Even the field of psychology itself will be examined through the lens of social justice principles. Topics may include social movements, stigma, power, privilege, oppression, sexism, racism, ableism, classism, heterosexism, and economic justice. Course will include project-based learning. (3 credit hours)

Prerequisite: PSY 101 and Junior Standing. Offered: Fall.

#### **PSY 337 - Internship in Psychology (0-15)**

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)

Prerequisite: Junior standing and permission of the instructor. Offered: Fall, Spring, Summer.

#### **PSY 338 - Introduction to Counseling Practice (3)**

An introduction to the foundations of the professional

practice of counseling/psychotherapy including self-reflection, self-care, and basic listening skills. The course will include a didactic portion as well as student case presentations and group supervision. (3 credit hours)

Prerequisite: PSY 333. Offered: Fall.

### **PSY 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

### **PSY 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring, Summer.

### **PSY 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, and junior standing. Offered: Fall, Spring, Summer, May Term.

### **PSY 401 - History and Systems of Psychology (3)**

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)

Prerequisite: Junior standing and 12 credit hours in Psychology. Offered: Spring.

### **PSY 402 - Advanced Neuroscience (3)**

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)

Prerequisite: PSY 101, PSY 244, and BIO 113 or BIO 115. Offered: Spring.

## **REL-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)

Offered: Fall, Spring.

### **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)

Offered: Fall, Spring.

### **REL 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer, May Term.

### **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)

Offered: Spring.

### **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)

Offered: Fall, Spring.

**REL 211 - The American Religious Experience (3)**

Experience (3) An introduction to religious studies which employs the American religious experience as its model. (3 credit hours)

Offered: Spring.

**REL 212 - World Religions (3)**

Religion as a universal human phenomenon. Each offering of the course will examine several religious traditions such as Islam, Judaism, Hinduism, Taoism, Buddhism, and Christianity, as well as indigenous religions. (3 credit hours)

Prerequisite: Sophomore standing or permission of the instructor. Offered: Fall, Spring, Summer.

**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)

Offered: Fall, Spring.

**REL 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

**REL 325 - Sociology of Religion (3)**

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)

Prerequisite: SOC 101 or permission of the instructor. Offered: Fall, Spring.

**REL 326 - Contemporary Theology (3)**

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)

Prerequisite: Any religion course or junior standing. Offered: Fall, Spring, Summer.

**REL 337 - Internship in Religion (0-15)**

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)

Prerequisite: Permission of the Division Chair. Offered: Fall, Spring, Summer.

**REL 344 - Explorations in Biblical Studies (3)**

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)

Prerequisite: REL 130 or REL 140. Offered: Fall, Spring.

**REL 346 - Explorations in Christian Thought and Culture (3)**

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)

Prerequisite: Any religion course or junior standing. Offered: Fall, Spring.

**REL 348 - Explorations in the History of Religions (3)**

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)

Prerequisite: Any religion course or junior standing. Offered: Fall, Spring.

**REL 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description

in Self Service. Offered: Fall, Spring, Summer.

### **REL 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. The courses involve individual study with the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and followed by 352 in the fall term of the senior year. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, junior standing and HUM 347. Offered: Fall, Spring.

### **REL 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. The courses involve individual study with the guidance of a faculty supervisor. Ordinarily taken in the fall term of the senior year and preceded by 351 in the spring term of the junior year. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, junior standing and HUM 347. Offered: Fall, Spring, Summer.

## **SLS-Social Sciences Interdisciplinary Courses**

### **SLS 203 - Introduction to Nonprofit Management (3)**

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)

Prerequisite: Sophomore standing. Offered: Spring.

### **SLS 299 - Issues in Professional Development (2)**

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)

Prerequisite: Sophomore standing; open only to Business and Economics majors. Offered: Fall, Spring.

### **SLS 301 - Social Sciences Research Methods (3)**

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)

Prerequisite: STA 120 and junior standing. Offered: Fall, Spring, Summer.

## **SOC-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)

Offered: Fall, Spring, Summer.

### **SOC 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **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)

Offered: Fall, Spring.

### **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)

Offered: Fall, Spring.

### **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)

Offered: Fall, Spring.

**SOC 221 - Social Psychology (3)**

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)

Prerequisite: PSY 101. Offered: Fall, Spring, Summer.

**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)

Offered: Fall, Spring.

**SOC 231 - Environmental Sociology (3)**

The study of the relationship between human societies and their physical environment. Course focuses on how environmental sociologists explain the origins of environmental degradation, how environmental harms are unequally distributed among different communities and nations, and the role that social movements play in addressing these issues. (3 credit hours)

Prerequisite: SOC 101.

**SOC 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Spring, Summer.

**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)

Offered: Fall, Spring, Summer.

**SOC 305 - Organizational Behavior (3)**

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)

Prerequisite: SOC 101 and junior standing. Offered: Fall, Spring.

**SOC 315 - Social Inequality (3)**

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)

Prerequisite: SOC 101 or permission of the instructor and junior standing. Offered: Fall, Spring, Summer.

**SOC 320 - Development and Globalization (3)**

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)

Prerequisite: SOC 101. Offered: Spring.

**SOC 325 - Sociology of Religion (3)**

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)

Prerequisite: SOC 101 or permission of the instructor. Offered: Fall, Spring.

**SOC 326 - Social Movements (3)**

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)

Prerequisite: SOC 101.

### **SOC 328 - Global Feminisms (3)**

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)

Prerequisite: Junior standing.

### **SOC 337 - Internship in Sociology (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)

Prerequisite: Junior standing and permission fo the Division of Social Sciences Chair. Offered: Fall, Spring, Summer.

### **SOC 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **SOC 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. 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)

Prerequisite: ENG 120, English Proficiency Exam,

junior standing and SLS 301. Offered: Fall, Spring, Summer.

### **SOC 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. 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)

Prerequisite: ENG 120, English Proficiency Exam, junior standing and SLS 301. Offered: Fall, Spring, Summer.

### **SOC 401 - Social Theory (3)**

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)

Prerequisite: Senior standing and nine hours in sociology, or permission of the instructor. Offered: Fall.

## **SPN-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)

Offered: Fall, May Term, Summer.

### **SPN 120 - Elementary Spanish II (4)**

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)

Prerequisite: Placement into the course or SPN 110.

Offered: Spring, Summer.

### **SPN 201 - Intermediate Spanish (3)**

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)

Prerequisite: Placement into the course or SPN 120.  
Offered: Fall, Spring.

### **SPN 202 - Intermediate Spanish Grammar and Writing (3)**

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)

Prerequisite: Placement into the course or SPN 201.  
Corequisite: SPN 203. Offered: Spring.

### **SPN 203 - Conversational Spanish (3)**

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)

Prerequisite: SPN 201 or the equivalent. Corequisite: SPN 202 - Intermediate Spanish Grammar and Writing. Offered: Spring.

### **SPN 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **SPN 304 - Introduction to Literature in Spanish (3)**

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)

Prerequisite: Either SPN 202 or SPN 203 or permission of the instructor. Offered: Fall.

### **SPN 305 - Civilizations & Cultures of Latin America (3)**

A survey of the historical, cultural, geographic, artistic, and political structures of Latin America through reading, discussion, and presentation. (3 credit hours)

Prerequisite: SPN 202 or SPN 203 or permission of the instructor. Offered: Fall.

### **SPN 306 - Civilizations & Cultures of Spain (3)**

A survey of the historical, cultural, geographic, artistic, and political structures of Spain through reading, discussion, and presentation. (3 credit hours)

Prerequisite: SPN 202 or SPN 203 or permission of the instructor. Offered: Fall.

### **SPN 313 - Topics in Spanish Peninsular Literature (3)**

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)

Prerequisite: SPN 304 or permission of the instructor. Offered: Spring.

### **SPN 314 - Topics in Latin American Literature (3)**

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)

Prerequisite: SPN 304 or permission of the instructor. Offered: Spring.

### **SPN 337 - Internship (3)**

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)

Prerequisite: SPN 202. Offered: Fall, Spring, Summer.

### **SPN 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring, Summer.

### **SPN 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. The courses involve individual study with the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and followed by 352 in the fall term of the senior year. (3 credit hours each)

Prerequisite: ENG 120, HUM 347, English Proficiency Exam, and Senior standing. Offered: Fall, Spring.

### **SPN 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. The courses involve individual study with the guidance of a faculty supervisor. Ordinarily taken in the fall term of the senior year and preceded by 351 in the spring term of the junior year. (3 credit hours each)

Prerequisite: ENG 120, HUM 347, English Proficiency Exam, and Senior standing. Offered: Fall, Spring, Summer.

## **STA-Statistics**

### **STA 120 - Introductory Statistics (4)**

The course develops the analytical skills necessary in the collection, organization, visualization, and interpretation of data. Topics include statistical inference for a single proportion, single mean, comparison of two proportions, comparison of two means, and correlation and regression. In addition to theory-based methods, the course develops probabilistic intuition and statistical reasoning through use of simulation to conduct randomization tests. Emphasis is given to how study design and data collection determine the scope of inference. The

laboratory component emphasizes the use of statistical software for data analysis and visualization. (4 credit hours)

Prerequisite: MTH 110 or satisfactory performance on the quantitative literacy assessment. Offered: Fall, Spring, Summer.

## **SUS-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)

Offered: Spring.

### **SUS 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

### **SUS 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

### **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)

Offered: Fall, Spring, Summer.

**SUS 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service.

**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.

Offered: Fall, Spring.

**THT-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)

Offered: Fall.

**THT 140 - 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)

Offered: Fall, Spring, Summer.

**THT 149 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall.

**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. May not be taken in the same semester with THT 304. (1 credit hour)

Offered: Fall, Spring.

**THT 208 - Playwriting (3)**

Students will explore first-hand the art and craft of writing for the stage by creating their own monologues, scenes, and short plays. Topics will include finding one's own distinct artistic voice, the revision process, and the creation of engaging stories, dynamic characters, and believable dialogue. (3 credit hours)

**THT 209 - Play Analysis (3)**

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)

Prerequisite: THT 101. Offered: Spring.

**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)

Offered: Fall, Spring.

**THT 213 - Fundamentals of Theatrical Design (3)**

Introduces students to the fundamentals of the design process in theatre. It emphasizes the aesthetic choices designers make in order to serve the script and maintain artistic unity. Consideration will also be given to providing practical solutions to design and budget challenges, as well as the methods and materials used by theatrical designers for communicating design choices. (3 credit hours)

Offered: Spring.

**THT 214 - Lighting Design (3)**

A hands-on approach to the study of lighting for the theatre. Students will explore the techniques and technologies used in lighting, including electricity, instrumentation, and computerized light boards. In addition to these technological aspects, the course will also explore the aesthetic considerations of creating an effective lighting design, such as the conceptual and storytelling aspects of light. (3 credit hours)

**THT 215 - Audio Production (3)**

An introduction to industry-standard techniques and technologies used in sound design, reinforcement, and audio recording. The course combines a theoretical overview of sound system function, design, construction, and maintenance with practical-use approaches geared toward both musical and theatrical performance. (3 credit hours)

**THT 216 - Scene Design (3)**

An exploration of the practical and artistic considerations of scene design; the course emphasizes the set designer's tasks of completing thorough script analysis, period research, and an appropriate design concept. Students will also practice the communication methods used by designers, such as renderings, ground plans, computer-aided drafting, and models. (3 credit hours)

**THT 217 - Costume Design (3)**

An in-depth study of the process of designing and making costumes. Course emphases include script analysis, period research, concept development, and rendering. Students will also get hands-on experience making costumes, such as sewing, pattern making, and draping. (3 credit hours)

Offered: Fall.

**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)

Offered: Fall, Spring.

**THT 222 - Acting II: Creating the Character (3)**

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)

Prerequisite: THT 221. Offered: Fall, Spring.

**THT 223 - Voice and Movement (3)**

This course gives particular emphasis to the actor's primary instruments: the voice and the body. Class exercises and activities encourage the actor to express characters more effectively through heightened awareness and more intentional use of these two instruments. (3 credit hours)

**THT 224 - Improvisation for the Theatre (3)**

An introduction to short-form improvisation and theatre exercises with the intention of honing the actor's creative instincts, increasing spontaneity, and developing team-building skills. The study of improvisation prepares actors for both scripted and non-scripted work, as well as for auditions. (3 credit hours)

Offered: Spring.

**THT 225 - Acting for the Camera (3)**

Through film and television scenes, as well as audition materials, students will explore the techniques employed by actors performing in front of a camera. Students will also explore acting challenges specific to the camera, such as shooting out of sequence, reaction shots, and adapting facial expressions and gestures in order to make the transition from stage acting to screen acting. (3 credit hours)

**THT 226 - Acting in Shakespeare (3)**

Through film and television scenes, as well as audition materials, students will explore the techniques employed by actors performing in front of a camera. Students will also explore acting challenges specific to the camera, such as shooting out of sequence, reaction shots, and adapting facial expressions and gestures in order to make the transition from stage acting to screen acting. (3 credit hours)

**THT 249 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3 credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

**THT 299 - Professional Practices in Theatre (1)**

Activities and topics that prepare students for issues related to professional work in the field. Topics will include audition techniques, portfolio preparation, headshots, resumes, unions, professional organizations, legal and ethical issues, and promotion. (1 credit hour)

Offered: Spring.

**THT 304 - Advanced Theatre Production (2)**

Course credit given to students who work as a stage manager or as a crew head 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. Additionally, stage managers and crew heads are expected to lead crews of students, maintain clear lines of communication between all members of the production team, and attend weekly production meetings outside of class. Guidelines for accountability are set by the faculty director. This course is offered on an S/U basis only. May be repeated for credit. May not be taken in the same semester with THT 204. (2 credit hours)

Offered: Fall, Spring.

**THT 311 - Directing (3)**

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)

Prerequisite: THT 204 (2 semesters minimum), THT 209, and THT 221. Offered: Fall, Spring.

**THT 315 - American Theatre History (3)****THT 316 - Theatre History I (3)**

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)

Prerequisite: Junior standing or permission of the instructor. Offered: Fall, Summer.

**THT 317 - Theatre History II (3)**

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)

Prerequisite: Junior standing or permission of the instructor. Offered: Fall, Spring.

**THT 337 - Internship (7-15)**

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)

Prerequisite: Completion of a minimum 5 hours in Theatre coursework, or junior standing and permission of the instructor. Offered: Fall, Spring, Summer.

**THT 349 - Selected Topics (3)**

Course content varies from year to year to meet the special interests, abilities, and needs of students. (3

credit hours)

Prerequisite: Vary by course. See Course Description in Self Service. Offered: Fall, Spring.

### **THT 351 - Senior Study I (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 351 is the first course. The courses involve individual study with the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and followed by 352 in the fall term of the senior year. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, junior standing, and at least 12 hours in Theatre courses. Offered: Fall, Spring.

### **THT 352 - Senior Study II (3)**

The Senior Study requirement is fulfilled with a two-course sequence and 352 is the second course. The courses involve individual study with the guidance of a faculty supervisor. Ordinarily taken in the fall term of the senior year and preceded by 351 in the spring term of the junior year. (3 credit hours each)

Prerequisite: ENG 120, English Proficiency Exam, junior standing, and at least 12 hours in Theatre courses. Offered: Fall, Spring.

## **WRC-World Cultures**

### **WRC 370 - Topics in World Culture (3)**

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)

Prerequisite: ENG 120; one of the following: ENG 160, ENG 170, ENG 180 or ENG 181; and Junior standing . Offered: Fall, Spring, Summer, May Term.

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