

MARIETTA COLLEGE

Chartered 1835

2004-2005 CATALOG

GRADUATE PROGRAMS

Marietta College offers the following graduate degrees:

Master of Arts in Education, 8

Master of Arts in Liberal Learning, 15

Master of Arts in Psychology, 18

Master of Corporate Media, 22

Master of Science in Physician Assistant Studies, 26

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Notices

Statement of non-discrimination

Marietta College admits students of any race, color, national or ethnic origin, disability, gender orientation, or religious affiliation to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin, disability,

gender orientation, or religious affiliation in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college-administered programs. If you have questions regarding our non-discrimination policy, please contact our Director of Human Resources.

Services for Students with Disabilities

Marietta College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act regarding non-discrimination against persons with disabilities. The College seeks to offer support to all students and strives to make reasonable accommodations for individuals with documented disabilities.

All campus services for students with disabilities are coordinated through the College's Academic Resource Center (known as the "ARC"). Documentation of a student's disability from a licensed psychologist, psychiatrist, or physician must be provided to the ARC to establish recommended accommodations. In addition to reviewing documentation to facilitate arrangements for specific classroom accommodations, ongoing individualized guidance is available from the ARC's

Disabilities Specialist to include referrals to outside agencies for testing and assessment as necessary. Additional services available include tutoring, study skills assistance, access to adaptive technology (such as the Kurzweil 3000 Scan/Read System, the Dragon Naturally Speaking Voice Dictation Software, and a TTY) and other personalized services based upon documented needs.

Students needing assistance with disability-related issues should contact the ARC (Andrews Hall, 740-376-4700, arc@marietta.edu) for more information. In addition, students are strongly encouraged to discuss individual class-specific needs with each faculty member at the outset of each academic course.

And now The Fine Print...

This Catalog reflects the curriculum, policies, personnel, and expenses at Marietta College at the time of printing. It is intended for the guidance of current and prospective students and for the College's faculty and staff. The catalog is not intended and should not be regarded as a contract between the College and any student currently enrolled or applying for admission, or any other person. The College reserves the right

to depart without notice from the terms of this Catalog. To the extent possible, a student who has been continuously enrolled full-time and who has continuously made satisfactory progress towards a degree will be allowed to graduate according to policies and requirements in effect during the first semester in which the student is enrolled at Marietta College.

From the President

Welcome to Marietta College, a college with a proud history and a dynamic present. Chartered in 1835 to provide an education “in the various branches of useful knowledge,” Marietta has long been recognized as one of the best small private liberal arts colleges in the Midwest. The fact that the College is home to a chapter of Phi Beta Kappa underscores the rigor of the intellectual experience here. Those words, taken directly from the 2004-05 Undergraduate Catalog of Marietta College, point to the long history, the tradition of excellence, and the reputation of this College. Those attributes of history, excellence and reputation provide the firm foundation on which our graduate programs are built.

Graduate education at Marietta College began in 1976 with the introduction of the Master of Arts in Liberal Learning, which was designed by a group of faculty members who sought “to promote lifelong learning.” This first master’s degree program extended the College’s excellent liberal arts education to the graduate level. In 1990 Marietta College added the Master of Arts in Education. That program, built on the College’s strong undergraduate teacher education program, was intended to contribute to the professional education of teachers and to serve the needs of the region. The M.A.Ed. program has enabled hundreds of teachers to continue their education and to prepare for advancement in their profession. The purposes of providing advanced liberal arts education and preparing professionals to serve the region as well as the nation and the world inform the three most recent additions to our graduate programs. They are the Master of Science in Physician Assistant Studies, added in 2002 and the Master of Arts in Psychology and the Master of Corporate Media, which began in 2003-04. We expect each of the master’s degree programs described in this Catalog to address the needs of our students in several ways.

First, our graduate programs are built on the strengths of Marietta College in liberal arts, teacher education, interdisciplinary studies, and professional studies. Each program has been carefully crafted with the aspirations of today’s graduate students in mind--to prepare you for further study or for a specific career. Each depends on the special knowledge and skills of Marietta College’s faculty, who supplement their advanced degrees with experience in research and professional settings appropriate to guide you in this next important step in your education. The faculty with whom you will study are committed to providing to graduate students the same combination of intellectual challenge and personal mentoring that has long been a hallmark of the undergraduate experience at Marietta College.

Second, Marietta College’s core values define the philosophy that undergirds our educational programs. As you review those values, located on the following page of this Catalog, consider the ways in which those values correspond with your own aspiration. For example, you are now engaging in an in-depth program of study on a different level from that of your undergraduate major. You will develop a new level of intellectual sophistication as you master the literature in your field and apply your knowledge to solve real-world problems. You will explore new uses of technology as a research tool and as a means of communication with faculty members and peers here and around the world. Whether you prepare for future graduate study or for a profession that serves this region, the nation, or the world, your graduate education will deepen your understanding of what it means to be human. That understanding, coupled with the discipline-based knowledge and skills you develop here, will serve both you and your society well.

René Descartes wrote “It is not enough to have a good mind; the main thing is to use it well.” Marietta College’s commitment to each of its graduate students, chosen because you have good minds, is to provide the challenge and the resources that will enable you to succeed. That will happen to the extent that you join your professors in the discipline of discovery—that you use your mind well. I welcome you to the Marietta College community, and encourage you to make your mark here. I take pride in the knowledge that what you learn here will prepare you to make a still larger difference in our society in the years to come, and I look forward to working with you to help you reach your goals.

Jean A. Scott

The Nine Core Values

1. Liberal Arts Foundation

As a contemporary liberal arts college, Marietta reaffirms a liberal arts foundation as essential preparation for any career. Students will take a breadth of general education courses in the major areas of knowledge within the ever-changing liberal arts. This approach to teaching and learning stresses the development of critical thinking, problem solving and effective communication skills.

2. In-Depth Programs of Study

Marietta College is committed to offering programs of in-depth study that prepare students for both challenging careers and admission to well-respected graduate and professional schools. Marietta College offers majors, minors and other academic programs in those select areas that are consistent with the mission of the College and where it has the expertise and resources to meet or exceed baselines of excellence.

3. Residential College

Marietta College will remain primarily a residential college. A residential college is a living, dynamic community. It builds a sense of community among the students, faculty and administration. Through a residential college we create a stronger sense of belonging to the institution and to the students' matriculating class. As a residential community we develop our distinctive ethos, our dedication to the whole student, and affirm the interdependence between life inside and outside the classroom. We expect a critical mass of students will live on campus and participate in campus activities.

4. Technology

Marietta College students will be prepared to succeed in our increasingly technological society. Students will be technologically proficient, comfortable and capable with methods of communication and ways to gather information intelligently. They will use a variety of computer software, but will also be made aware of non-computer technology in science, mathematics, and/or engineering courses. Equally important, students will understand the importance of technology to culture, ways of learning, and our sense of being human.

5. World of Work

As a contemporary liberal arts college, Marietta today remains true to the founders' emphasis on an education "in the various branches of useful knowledge." We are

steadfast in our commitment to liberal education, yet our curriculum also reflects today's realities of economic expansion, worldwide market orientation, and our recognition that, ultimately, Marietta College prepares its students for the world of work. As we enter the 21st Century, Marietta will build a connection between the liberal arts and the pre-professions by integrating our belief that the liberal arts are the best preparation for any career with an equal commitment to practical experience as a necessary prerequisite for the world of work.

6. Financial Planning

Marietta College reaffirms the importance of following sound financial planning as a means to ensure that the institution achieves its operational and strategic goals. The primary goal of budget planning is to provide a framework for decision making that results in a balance between expected revenues and projected expenditures. The primary goal of financial planning is to facilitate the development of long range policy initiatives.

7. Service to the Region

Marietta College is a source of pride for the Mid-Ohio Valley, having brought regional and national attention to the area for nearly two centuries. As the only private liberal arts college in Southeast Ohio, Marietta is positioned to serve as a cultural and intellectual center for area residents. Whereas the College is proud of the contribution it has made to the area, it likewise appreciates the benefits it has received from the Mid-Ohio Valley. Marietta College of the 21st Century maintains its commitment to the area.

8. Leadership

A successful society demands familiarity with the principles of responsible citizenship and knowledge of leadership behaviors and skills. Marietta College believes that the role of citizen-leader must become a way of life if we are to create a livable, sustainable, ethical future.

9. Globalization

We are living in what has been called the "global village," a term which embodies a recognition that economic growth and political stability in the 21st Century will come through cooperative efforts among the nations of the world. Marietta College students will be prepared to thrive in a diverse, global society.

The College Year

The College year consists of two semesters and a summer term.

2004-05 Academic Calendar

2004 Fall Semester

August

Thu 19 Freshmen and transfer students move into residence halls, beginning at 9:00 a.m.

Thu 19-23 Freshman Orientation

Thu 19 Transfer student orientation at 1:00 p.m.

Thu 19 Freshman Matriculation Ceremony

Sun 22 Residence halls open for all returning students

Mon 23 Enrollment verification and PSEO registration

Mon 23 Laboratories and evening classes begin

Tue 24 Day classes begin

September

Fri 3 Last day to add/change courses

Fri 3 Last day to drop courses without "W" on transcript

Mon 6 Labor Day – Classes meet but offices closed

Fri 24-26 Family Weekend

October

Sat 2-5 Four Day Break

Wed 6 Classes resume and mid-semester grades due – 9:00 a.m.

Sat 8-10 Homecoming

Fri 29 Last day to withdraw from a course with a grade of "W"

November

Wed 24-28 Thanksgiving Break

Mon 29 Classes resume

December

Fri 3 Last day of classes

Sat 4-5 Reading Days

Mon 6-10 Final examinations

Tue 14 Final grades due - 9:00 a.m.

2005 Spring Semester

January

Sun 9 Residence halls open, beginning at 9:00 a.m.

Mon 10 Enrollment verification and PSEO registration

Mon 10 8:00 a.m. classes begin

Mon 17 Martin Luther King Jr. Day – no classes

Fri 21 Last day to add/change courses

Fri 21 Last day to drop courses without "W" on transcript

February

Mon 14 Founders' Day

March

Sat 5-13 Spring break

Wed 9 Mid-semester grades due – 9:00 a.m.

Mon 14 Classes resume

Fri 25 Last day to withdraw from courses with grade of "W"

April

Fri 22 Last day of classes

Sat 23-24 Reading Days

Mon 25-29 Final examinations

May

Tues 3 Final grades due – 9:00 a.m.

Sun 8 Commencement

2005 Summer Term

May

Mon 16 Summer Term begins

July

Mon 4 Fourth of July – classes meet but offices closed

Fri 29 Summer Term ends

August

Wed 3 Final grades for Summer School due – 9:00 a.m.

The Degree of Master of Arts in Education (M.A.Ed.)

Director: Dr. William M. Bauer (bauerwm@marietta.edu)

The Master of Arts in Education degree provides a broad-based liberal arts foundation with options for career enhancement in the field of education. Through this degree Marietta College helps teachers develop to their full potential as educational leaders and influence educational excellence.

The Master of Arts in Education is accredited by the Higher Learning Commission and approved by the Ohio Board of Regents.

Graduation Requirements

The graduation requirements for the M.A.Ed. degree are:

1. The Credit Requirement
2. The Core Requirement
3. The Diversity Course Requirement
4. The Practicum Requirement
5. The Portfolio Requirement
6. The Grade Point Requirement
7. The Residency Requirement
8. The Application Requirement

1. The Credit Requirement

Each student must complete at least thirty-three (33) credit hours of courses listed below for the M.A.Ed. Program.

2. The Core Requirement

Each student must complete the following core courses: EDUC 600, 610, 630, 640, and 651. (15 credit hours). Descriptions are given below.

3. The Diversity Course Requirement

Each student must complete a course selected from EDUC 612, 614, 632, and 657. (Other diversity courses are being developed.)

4. The Practicum Requirement

Each student must complete a practicum, EDUC 690, choosing between Option 1: Research Practicum, and Option 2: School Counseling Practicum. (3 credit hours). Descriptions are given below.

5. The Portfolio Requirement

Upon acceptance into the Master of Arts in Education degree program each student will open a portfolio. This portfolio consists of a graded copy of a written assignment for each course, a current Marietta College transcript, a degree plan, and a record of undergraduate degrees and grades. The student selects the written assignments to be placed in the portfolio. However,

three specific rules apply to each portfolio submission:

1. if the submission is a report or paper, it must be at least 5 pages in length;
2. if the submission is a project or problem, it must demonstrate an application of skill or technique that is normally associated with the course; and
3. the instructor of the course must agree to the selection by the student and indicate this agreement by signing the paper. In a case where the instructor does not sign the paper, reasons why it was not signed must be given. The Chair of the Education Department will judge the merits of individually unsigned submissions.

The portfolio is designed to allow a degree candidate to demonstrate the growing ability to discern and analyze problems faced by the professional educator. Particular emphasis is on writing and critical thinking skills.

Upon completion of 15 hours of course work towards the degree, the portfolio is reviewed by two faculty members, one from the Education Department and a second chosen by the student from a department other than education. At this point, the faculty reviewers indicate the status of the portfolio as “target,” “acceptable,” or “unacceptable.” The committee either:

1. develops a plan that allows the student the opportunity to remediate deficiencies found in the portfolio review; or
2. allows the student to advance toward the degree.

All courses taken for graduate credit at Marietta College and applied toward the Master of Arts in Education must have a portfolio submission. In cases where the student transfers credit from another institution, the portfolio submission for the transfer courses may be waived by the Chair of the Education Department.

6. The Grade Point Requirement

Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. with +/-, so a B+, for example, = 3.33. (The grade A+ can be awarded but earns only 4 quality points.) A minimum grade of "C" is required in a course and each student must earn an average grade point of 3.0 or better.

A full explanation of the grading system and abbreviations contained in grade reports is given in the **ACADEMIC POLICIES AND PRACTICES** section.

7. The Residency Requirement

At least twenty-seven (27) credit hours of M.A.Ed. courses must be graduate courses at Marietta College.

8. The Application Requirement

A student who has completed thirty (30) credit hours and has had the initial portfolio review, must make application to become a candidate for the M.A.Ed. degree

Admission to the M.A.Ed. Program

Admission to the College as a graduate student is competitive and selective. Each applicant receives individual consideration, however. Students may receive admission to the M.A.Ed. Program without condition, with conditions, or as a non-degree student.

Application forms are available from:

The Director of the M.A.Ed. Program
 Department of Education
 Erwin Hall, Box 97
 Marietta College
 215 Fifth Street
 Marietta, OH 45750
 Tel: (740) 376-4794

Completed application material should be returned to the Director of the M.A.Ed. Program.

Application Procedure

To apply for admission to the M.A.Ed. Program, the applicant must submit the following:

1. Application for Admission;
2. Official transcripts of all college-level work, including any graduate work;
3. Two written recommendations attesting to the candidate's capacity to perform graduate-level work and demonstrating a commitment on the part of the candidate to complete the degree;
4. Official test scores of the Miller Analogies Test. (The test will be administered by the Department of

Education and students should contact the Department for details);

5. For non-native speakers of English, a TOEFL score report; and
6. A non-refundable \$25 application fee.

Prospective students should be aware that they may enroll for up to 6 credit hours of course work prior to application for admission to the program.

Admission Without Condition

To be admitted to the M.A.Ed. Program without condition, the candidate must:

1. hold a Bachelor's degree from an accredited institution;
2. have a minimum grade point average of 3.0 in all undergraduate work;
3. have two written recommendations which attest to sufficient intellectual ability to pursue graduate work as well as to professional expertise; and
4. have received a minimum score of 42 on the Miller Analogies Test.

Admission With Conditions

For applicants who do not meet the qualifications to be admitted without condition, the Department of Education may grant admissions with conditions if the applicant's undergraduate grade point average is at least 3.0 or the applicant has achieved a Miller Analogies Test (MAT) score of 42 or more. Applicants with an undergraduate grade point average of at least 3.0 but who have not taken the MAT or failed to achieve at least a score of 42, must take the MAT and score at least a 30. (Students can take the MAT as many times as they wish.) In order to continue in the M.A.Ed. program, students admitted with conditions must maintain at least a 3.0 grade point average for the first nine hours of graduate work at Marietta College.

Non-Degree Students

A student may apply to the Department of Education to receive non-degree status. A non-degree student may complete up to 15 hours of graduate level work at Marietta College. If a non-degree student wishes to take more than 15 credit hours, he or she must:

1. be admitted without condition into the Marietta graduate program, or
2. petition the Department of Education for a waiver.

Policies

Full-time Status

A M.A.Ed. student is considered full-time when carrying a 9 or more credit hour load.

Probation

Academic probation and dismissal for M.A.Ed. students are determined on an individual basis by the department. Normally, M.A.Ed. students will be placed on academic probation if the cumulative grade point average falls below the 3.00 required for the degree. After being on probation, a student will have six semester hours to raise the grade point average to 3.00 or better.

Accommodation of Transfer Credits

The Director of the Master of Arts in Education determines which courses will be accepted for graduate credit for the M.A.Ed. No more than six hours of transfer credit will be accepted toward the M.A.Ed. degree requirements.

Graduate students enrolled in the Master of Arts in Liberal Learning (M.A.L.L.) degree program may petition the Graduate Council to change their degree program to the M.A.Ed. program. The Graduate Council will review the petitioner's graduate courses at Marietta College to determine whether admission to the M.A.Ed. program will be granted.

The following general principles apply to those students desiring to change degree programs or transfer credit:

1. all hours transferred to the M.A.Ed. degree program must be consistent and fit the individual student's degree plan;
2. no more than six hours will be accepted from institutions other than Marietta College;
3. no more than nine hours may be transferred from the M.A.L.L. program;
4. in all cases no more than nine hours may be credited to the Master of Arts in Education degree; and
5. portfolio submissions may be waived for those graduate courses already taken at Marietta College or accepted as transfer credit.

Fees

The tuition fee for M.A.Ed. courses is \$344 per credit hour. See the Financial Aid section for information on Withdrawal and Refund Policy, and also for information on Financial Aid and Standards of Satisfactory Academic Progress.

Degree Structure

Core courses		15 Hours
EDUC 600 <input type="checkbox"/>	EDUC 610 <input type="checkbox"/>	EDUC 630 <input type="checkbox"/>
EDUC 640 <input type="checkbox"/>	EDUC 651 <input type="checkbox"/>	
Diversity course		3 Hours
One course from		
EDUC 612 <input type="checkbox"/>	EDUC 614 <input type="checkbox"/>	EDUC 632 <input type="checkbox"/>
EDUC 657 <input type="checkbox"/>		
Electives		12 Hours
Four M.A.Ed. courses, including any courses not used above		
EDUC 6__ <input type="checkbox"/>	EDUC 6__ <input type="checkbox"/>	EDUC 6__ <input type="checkbox"/>
EDUC 6__ <input type="checkbox"/>		
Practicum		3 Hours
EDUC 690 <input type="checkbox"/>		
Total		33 Hours

Course descriptions for the M.A.Ed. Program

EDUC 600 Pioneer Seminar

Teacher as Leader. Introductory course in Master of Arts in Education program. Discussion of nature of leadership. Emphasizes differing views of leadership in educational context. Students complete a degree plan, offering an opportunity to formulate degree objectives and list activities and courses to meet those objectives.

Credit: 3 Hours.

EDUC 610 Schools and American Culture

Relationship between societal, cultural, and historical forces and emergence of the public school. Development of schooling in America from colonial period to present. Emphasizes political, religious, and industrial forces that shaped the public school. Examines multicultural and pluralistic trends and diverse populations.

Credit: 3 Hours.

EDUC 612 Appalachian Culture

This course is designed to give graduate students an opportunity to investigate the Appalachian identity and a base for understanding Appalachian people, by exploring the values, attitudes, strengths and issues surrounding people of Appalachia America. It is aimed at also providing a foundation for further study and involvement in the Appalachian community. Topics covered include, education, music, history, culture and stereotypes facing people living in Appalachia America.

Credit: 3 Hours.

EDUC 614 Multicultural Perspectives for Educators

The course examines the definitions, characteristics, historical contexts, controversies, and implications of multicultural education. Designed primarily for practicing educators, the course provides the opportunity for students to assess their individual cultural biases and histories; to understand the issues of race, ethnicity, gender, social class, and language as they influence students' engagement in school and learning; and to determine ways to alter curriculum and instruction to meet the needs of diverse student bodies.

Credit: 3 Hours.

EDUC 620 Ethics for Teachers and Counselors

Nature of ethical inquiry using selected major philosophers as its foundation. Students develop or use already developed case studies to explore ways of ethical thinking among teachers, counselors and others in the field of education.

Credit: 3 Hours.

EDUC 630 Advanced Instructional Techniques

Development of knowledge base of effective classroom models and practices designed to improve student learning. Characteristics of selected, effective models studied and research evidence of effectiveness of those models analyzed. Teaching strategies and techniques for implementing one or more models in the classroom developed. Emphasizes impact of current technology on efficacy of models and practices. Students conduct project related to improving their classroom effectiveness.

Credit: 3 Hours.

EDUC 632 Sign Language

The basic understanding of manual communication. The course is an introduction to sign language with an emphasis on basic vocabulary acquisition and awareness of deafness and hearing loss. The course will also focus on deaf culture and historical treatment of people with hearing loss. Use of expressive and receptive communication skills in signed communication, maintaining English word order and conceptually accurate signs will be the main emphasis of study. Participation and active demonstrations will be required.

Credit: 3 Hours

EDUC 640 Research Methods in Education

Historical, descriptive, and experimental research examined in an ethical context of how these approaches constitute specific and varying philosophical and methodological conceptions of educational leadership and counseling. Study of quantitative and qualitative designs with parametric and nonparametric statistics. Students utilize the computer lab and software for data management and analysis.

Prerequisite: Course in statistics, or Education 351.

Credit: 3 Hours.

EDUC 641 Introduction to Mild/Moderate Learners

Study of the roles and the function of the special educator dealing with mild/moderate learners in self-contained, mainstreamed and inclusion settings. Issues in definition, identification and placement procedures. Knowledge of major researchers and historians, variations in beliefs, traditions and values across cultures, and current practices in the field will be addressed.

Credit: 3 Hours

EDUC 642 Instructional Methods of Mild/Moderate Learners

Methods for designing and implementing instruction for students with mild/moderate disabilities. Topics include individualized programming, designing and managing environments and materials, critical teaching behaviors, introduction to data based assessment, and skills and knowledge strategy in mathematics, reading, and writing. Students will participate in a variety of activities to demonstrate the skills and knowledge acquired in the classroom setting.

Credit: 3 Hours

EDUC 643 Assessment of Mild/Moderate Learners

Formal and non-formal evaluation methods to assess students with mild/moderate disabilities which include standardized and state and federally mandated alternative assessment practices. The role of the assessment in the IEP and multi-factored evaluation process.

Credit: 3 Hours

EDUC 644 Classroom Management Strategies for Mild/Moderate Learners

Focuses on positive behavioral supports, practices, and strategies for children, youth and young adults with mild/moderate disabilities. Included in this course are effective practices for monitoring, assessing, evaluating, managing, structuring and promoting appropriate social interactions of learners with high incidence disabilities.

EDUC 648 Disability and Special Education Law

An introduction to disability and special education law. Today's educator, administrator, or advocate must be familiar with and possess a basic understanding of the vast regulatory and judicial law that protects persons with disabilities. This course will provide a review of The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, The American with Disabilities Act (the "ADA"), Free Appropriate Public Education, and the Family Educational Rights and Privacy Act ("FERPA") among other laws, including state regulation. The course will also provide the student with skills necessary to conduct basic legal research on the Internet and at a public law library. Application of case law will be reviewed and studied.

Credit: 3 Hours

EDUC 649 Educating Exceptional Children in the Regular Classroom

The course is designed to assist current and future educators in developing best practices for including children with disabilities into the regular classroom setting. Various areas of exceptional children will be covered including those in the mild/moderate and severe/profound range of cognitive and physical development.

Credit: 3 Hours

EDUC 650 Psychology of Human Development and Diversity

Theories of individual and family development and transitions across the life-spans, theories of learning and personality development; human behavior including an understanding of developmental crisis, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior with strategies for development over the lifespan.

Credit: 3 Hours.

PSYC 650 Psychopathology

In depth analysis of the etiology, diagnosis, and treatment of psychological disorders from varying theoretical perspectives. Emphasis is placed on an empirical approach to psychological disorders.

Credit: 3 Hours

EDUC 651 Tests and Measurements

Information and skills needed to design, develop, analyze, and interpret tests. Study of reliability and validity, psychometric statistics, types of assessments, strategies for selecting, administering, interpreting, and reporting assessment instruments. Students develop skills necessary to use test results in planning, monitoring, and evaluating students in an ethical manner with respect to age, gender, ethnicity, language, disability and cultural differences.

Credit: 3 Hours.

EDUC 652 Introduction to Counseling

Overview of the counseling profession which includes history of the helping professions; professional roles, preparation standards, credentialing, and functions of counselors; introduction to ACA and other professional organizations and their ethical standards; development of skills and attitudes that counselors need to respond to personal needs of their students; relationship of counselors to other professionals; basic counseling techniques; working with community agencies, effecting public policy, and advocacy; and consulting with parents and other school personnel.

Credit: 3 Hours.

EDUC 653 Computers in Education

Relationships between computer technology, classroom management, and the teaching/learning process. Review of micro-computer hardware and software, compatibility problems, computer support for teacher tasks, computer simulation and modes of learning, and issues related to use of computers in education.

Prerequisite: Computer Science 105.

Credit: 3 Hours.

EDUC 654 Group Communications

Theory, research, principles, and practices of group dynamics, including characteristics of small groups, members' roles and behaviors, leadership styles, and various types of groups. Students study topics such as the group process, types of groups, organizing and leading groups, attitudinal and behavioral problems in groups, and methods of evaluating effectiveness of groups. Students lead small groups and analyze videotapes.

Credit: 3 Hours.

EDUC 655 Critical Thinking and Higher Cognitive Reasoning in Mathematics and Science

How students learn to develop and apply formal notations to problems in mathematics and science. Different models of cognitive development studied and applied. Emphasizes development of effective strategies for teaching formal problem solving. Course primarily for secondary teachers of mathematics and science.

Prerequisite: Understanding of science and calculus-level mathematics.

Credit: 3 Hours.

EDUC 656 Contemporary Theories of Learning

Survey of contemporary theories of learning and review of their application to practical settings. Lecture/ seminar format. Students read, analyze, and discuss original research publication.

Credit: 3 Hours.

EDUC 657 Educators as Cross Cultural Leaders-Study Abroad

This course is an in-depth, cross-disciplinary study of cultural similarities and differences in approaches to social conflict and other social problems in the United States and in areas across the world. A three-week study abroad period will bring students into intensive contact with educators, scholars, and community activists in across the globe. The influence of socio-identities (e.g., race, ethnicity, religion, gender, socioeconomic status, and sexual orientation) on individuals' functioning, concerns, and the education and/or counseling processes will be explored. Graduate students will prepare presentations and write an in-depth term paper on the country visited and perform in a "debate" comparing and contrasting educational theories of different cultures.

Credit: 3 Hours

EDUC 658 Human Resources

Leadership and Supervision Concepts and strategies in supervision with emphasis on human resources development. Analogies/application of leadership within field of education.

Credit: 3 Hours.

EDUC 659 Assistive Technologies for Students with Disabilities

This course reviews the technology used to assist students with disabilities in accessing the general education curriculum and activities as well as technology to assist people with disabilities in everyday activities. This course provides students with the knowledge and application of technology to support students in computer access, augmentative and alternative communication systems, reading and writing and everyday activities. Assessment and implementation issues will be presented in the context of developing individualized plans for students using assistive technology. Various experts in the field will be guest speakers such as speech, occupational and physical therapists and rehabilitation professionals.

Credit: 3 Hours

EDUC 661 Diagnosis and Correction of Reading Difficulties

Clinical and classroom aspects of reading difficulties. Emphasizes testing procedures, instructional materials, and teaching techniques.

Prerequisite: Foundations in Reading course.

Credit: 3 Hours.

EDUC 662 Instructional Strategies for Reading

Successful instructional strategies for developmental reading. Alternative approaches to reading in pluralistic society, appraisal of materials and methods, and research-based reading instruction.

Prerequisite: Foundations in Reading course.

Credit: 3 Hours.

EDUC 663 Reading Clinic

Experiences in reading supervision, test administration and interpretation, and strategic remedial instruction for master's level students.

Prerequisites: Education 661 and 662.

Credit: 4 Hours.

EDUC 670 Teachers and Schools in Film

This elective course illustrates how films have shaped the image of teachers, students, and schools over the past five decades. Students in the course view, discuss, and analyze a variety of films that portray certain aspects of the teaching profession; consider their role in the perpetuation of the media-inspired images; and use film as a basis for reflecting upon ways to improve their practice.

Prerequisite: Acceptance into the Master of Arts in Education Program

Credit: 3 Hours

EDUC 671 Special Topics

Approved graduate and/or undergraduate academic course work in the student's teaching field or a supporting area.

Prerequisite: Advisor approval.

Credit: 3 to a maximum of 9 Hours.

EDUC 672 Directed Study

Examination of special areas of interest. Topic must relate to student's teaching field and be approved by director of graduate studies.

Prerequisite: Director approval.

Credit: 3 Hours.

EDUC 675 Scientific Inquiry

Examination of nature of science and scientific method as a way of knowing. Participants develop classroom exercises and science projects to help middle and junior high school aged children understand differences between science and pseudoscience, relationship between science and technology, and role of science in society.

Prerequisites: Acceptance into the Master of Arts in Education Program and participation in Women in the Sciences (W.I.T.S.).

Credit: 3 Hours.

EDUC 676 Nonverbal Communication

Standard nonverbal communication systems: kinetic, proxemic, artifactual, vocalic, tactile and olfactory, and telepathic. Some experiential research required.

Credit: 3 Hours.

EDUC 677 Mentorship

Collaborative study and experiences designed to develop community of educational leaders. Veteran teachers and administrators participate in yearlong program to develop mentorship skills, design a district mentor program, and collaborate with entry-level teachers.

Credit: 3 Hours.

EDUC 680 Organization and Administration of School Guidance

Study of the organization and administration of a school guidance program, K-12. Attention to pupil personnel services in the domains of guidance and counseling and corresponding student competencies. Coverage of services, administrative procedures, staff responsibilities, legal and ethical considerations, evaluation procedures, parent consultation models and community resources.

Credit: 3 Hours.

EDUC 681 Elementary School Guidance

Research, theory, and established practice of elementary school counseling. Review of historical foundations and social, physiological, psychological development of the elementary child. Focus on designing a guidance curriculum, organizing and planning group counseling, career development in the elementary schools, prevention counseling, assessment practices, and working with parents and ancillary agencies.

Credit: 3 Hours.

EDUC 682 Career and Vocational Development

Investigation of the historical basis for career development, examination of the current status and trends in the work force, and techniques for preparing counselors to assist students in the selection, preparation, and evaluation of specific occupations. Focus on computer-based career information, guidance, and development systems; diversity issues that affect career development; assessment instruments; specific counseling techniques applicable to specific populations; and ethical considerations related to information access.

Credit: 3 Hours.

EDUC 683 Group Counseling

Learning to use groups to increase self-understanding and to improve the quality of interpersonal relationships including purposes, process, leadership, membership, evaluation, and ethics in group counseling. Examines group dynamics, developmental stages of groups, leadership styles, group counseling theories, research, ethical standards, and group counseling methodology. Students participate in groups, lead groups, and analyze audio and video tapes.

Credit: 3 Hours

EDUC 684 Counseling Theory

An examination of the traditional forces of counseling (psychodynamic, cognitive-behavioral, and existential-humanistic) and therapy and ethical considerations. Includes both individual and systems perspectives as well as coverage of relevant research and factors considered in applications; basic interviewing skills, counseling skills, and influences on the helping process; diversity issues, and characteristics that affect the helping processes, such as verbal and nonverbal behaviors, personal characteristics, traits, capabilities, and life circumstances.

Credit: 3 Hours.

EDUC 685 Counseling and Multicultural Education

Study of racial/ethnic minorities and cross-cultural counseling, psychological implications of various minorities and cultures, psychodynamics of coping and survival, cultural sensitivity, and counseling such populations as African-Americans, American Indians, Asian-Americans, and Hispanic/Latinos with respect to their specific need and cultural factors.

Credit: 3 Hours.

EDUC 686 Counseling over the Lifespan

Integrated approach to the study of counseling and human development from birth to death with an emphasis on biological processes, cognitive processes, and social processes. Also includes such things as historical perspective, family processes, parent-adolescent conflict, career transitions, longevity and physical decline, and death and dying.

Credit: 3 Hours.

EDUC 687 Assessment and Appraisal

Selection, administration, and interpretation of psychometric/educational instruments and program evaluation. In-depth study of cognitive, affective and psychomotor appraisal with respect to age, gender, ethnicity, language, disability, and cultural factors. Includes test administration, analysis, reporting results, and ethical considerations; design and analysis of data for program evaluation.

Credit: 3 Hours.

EDUC 690 Practicum: Student must choose between two options**Option 1: Research Practicum**

Synthesis of discipline theory, research, and technology in which students, with approval and guidance of their advisor and one other professor design and complete a culminating research report, project, or clinical practicum.

Credit: 3 Hours.

Option 2: School counseling Practicum

Supervised practicum of a minimum of 100 clock hours with direct service to clients in individual and group interactions. Individual supervision by direct observation, video and audio tapes, as well as group practicum meetings each week.

Credit: 3 Hours.

EDUC 691 Intervention Specialist Field Experience

This 30 hour field experience placement will be held during the first trimester of the candidates program. Candidates will be required to complete Field Experience application. Students can expect to be a participant observer in this program.

Credit: 3 Hours

EDUC 692 Internship

Supervised internship of 600 clock hours begun after successful completion of Education 690. Student will have a minimum of 240 hours of direct service with clients with one hour of individual, on-site supervision per week and one and one-half hours of group supervision throughout the internship. Internship provides the opportunity for the student to develop counseling skills; gain experience utilizing professional resources, such as assessment instruments, computer software, professional literature, research, and information and referral systems. Students will develop audio and video tapes during the internship and be formally evaluated.

EDUC 693 Intervention Specialist Practicum and Seminar (clinical internship) (6-12)

Fourteen week supervised professional teaching experience in the greater Washington County, Ohio and under the guidance of a Marietta College faculty supervisor, and selected cooperating teacher in mild/moderate settings. Students are to follow district-wide calendar. This program offers a supervised clinical internship experience of 150 clock hours begun after successful completion of core courses in the Mild/Moderate certificate. Students will have a minimum of 150 hours of direct clinical internship. This clinical internship experience allows students to gain experience utilizing skills taught in the program, gain experience from professional resources, such as assessment instruments, computer software, professional literature, research and information and referral systems within the mild/moderate domain.

Prerequisite: Completion of all mild/moderate core courses and good standing in the Professional Education Program.

Credit: 3 Hours

The Degree of Master of Arts in Liberal Learning (M.A.L.L.)

Director: Dr. James H. O'Donnell, III (odonnelj@marietta.edu)

The Master of Arts in Liberal Learning is tailored to fit two general types of needs: that of the person seeking a broad-based liberal studies program and that of a person desiring a liberal studies program built around a core of career supportive courses. Students interested in liberal studies at an advanced level, but not wishing to complete a master's degree, may enroll in selected M.A.L.L. courses.

The Master of Arts in Liberal Learning is accredited by the Higher Learning Commission and approved by the Ohio Board of Regents. Teachers may use the program to both renew and upgrade their education.

Graduation Requirements

The graduation requirements for the M.A.L.L. degree are:

1. The Credit Requirement
2. The Degree Plan Requirement
3. The Core Courses Requirement
4. The Grade Point Requirement
5. The Residency Requirement

1. The Credit Requirement

Each student must complete a minimum of thirty (30) graduate credit hours.

2. The Degree Plan Requirement

In collaboration with the M.A.L.L. director, each M.A.L.L. student must submit an individualized plan for his or her program of study along with the application for admission to the program. Program plans can be revised in response to redefined needs and goals. Program plans and revisions are placed in the student's file in the Office of Graduate Programs and Continuing Education.

3. The Core Courses Requirement

Each student must complete both the Entry Course, MALL 601, and the Assessment Course, MALL 690. Both courses use classical and modern readings to study general themes of Western thought and reflect on the nature of liberal learning. Taken early in the program, the Entry Course is designed to help a student see his or her degree goals in conjunction with the ideals of liberal learning. Given this purpose, enrollment in the Entry Course should take place no later than after accumulating six hours of Marietta College graduate credit. By the same token, in that the Assessment Course offers the student the opportunity to appraise his or her individualized program and reconsider the ideals of liberal learning, enrollment should take place no earlier than after completion of the twenty-fourth (24th) hour of credit.

4. The Grade Point Requirement

Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. with +/-, so a B+, for example, = 3.33. (The grade A+ can be awarded but earns only 4 quality points.) A minimum grade of "C" (= 2 quality points) is required in each M.A.L.L. course, except when the course is an enhanced undergraduate course, in which case a minimum grade of "B-" is required. An overall grade point average of 3.0 is required.

A full explanation of the grading system and abbreviations contained in grade reports is given in the **ACADEMIC POLICIES AND PRACTICES** section.

5. The Residency Requirement

At least 24 hours of the M.A.L.L. courses must be taken in residence at Marietta College.

Admission to the M.A.L.L. Program

Admission to the College as a graduate student is competitive and selective. Each applicant receives individual consideration, however. Students may receive admission to the M.A.L.L. Program without condition, with conditions, or as a non-degree student.

Application forms are available from:

Office of Graduate Programs and
Continuing Education
Ms. Cathy J. Brown, Director
Irvine Administration Building – Room 208
Marietta College
215 Fifth Street
Marietta, OH 45750
Tel: (740) 376-4740

Completed application material should be returned to the Office of Graduate Programs and Continuing Education.

Application Procedure

To apply for admission to the M.A.L.L. Program, the applicant must submit the following:

1. Application for Admission;
2. Official transcripts of all college-level work, including any graduate work;
3. Two written recommendations attesting to the candidate's capacity to perform graduate-level work and demonstrating a commitment on the part of the candidate to complete the degree;
4. Official test scores of the Miller Analogies Test. (The test will be administered by the College's Department of Education and students should contact the Office of Graduate Programs and Continuing Education for details); and
5. A non-refundable \$25 application fee.

Prospective students should be aware that their application process should be completed by the end of their first semester of study.

Admission Without Condition

To be admitted to the M.A.L.L. Program without condition, the candidate must:

1. hold a bachelor's degree from an accredited institution; and
2. have two written recommendations which attest to sufficient intellectual ability to pursue graduate work as well as to professional expertise.

Admission With Conditions

For applicants who do not meet the qualifications to be admitted without condition, the Graduate Council may grant admission with conditions. Students granted admission with conditions may not enroll in more than 9 hours before meeting all the conditions set forth by the Graduate Council.

Non-Degree Students

A student who already holds a master's degree or higher, or is enrolled and in good standing in a post-baccalaureate degree program at an accredited institution, may receive non-degree status. A non-degree student may complete up to 15 hours of graduate level work at Marietta College. If a non-degree student wishes to take more than 15 credit hours, he or she must:

1. be admitted without condition into the Marietta graduate program, or
2. petition the Graduate Council to grant a waiver.

Policies**Part-/Full-time Status**

The M.A.L.L. program is designed for part-time nonresidential students. Normally the maximum course load is two courses per semester. However, permission to take more than two courses per semester may be obtained from the M.A.L.L. director and the Director of the Office of Graduate Programs and Continuing Education.

A M.A.L.L. student is considered full-time when carrying a 9 or more credit hour load.

Accommodation of Transfer Credits

A maximum of twelve (12) graduate credit hours can be transferred into the M.A.L.L. program, which may include up to six hours from other accredited institutions. An official transcript must be sent to the Office of Graduate Programs and Continuing Education.

Fees

The tuition fee for M.A.L.L. courses is \$344 per credit hour. See the GRADUATE PROGRAMS Financial Aid section for information on Withdrawal and Refund Policy, and also for information on Financial Aid and Standards of Satisfactory Academic Progress.

Degree Structure

Outside the required core of six credit hours, students may individually tailor a program of study to meet their needs. The 30 credit hours will be distributed as follows:

MALL 601	3 credit hours
MALL 690	3
Classroom work and/or independent study	24

Course Delivery**Graduate Courses**

The College offers two types of graduate courses for classroom delivery. One type is designed solely for, and open only to, graduate students. The second type is the enhanced undergraduate course in which each graduate student and the instructor write a learning contract which spells out the nature of the graduate component – involving additional reading, research, writing, conferences, and the like. Such a learning contract is submitted for approval to the M.A.L.L. director and is reviewed by the Director of Graduate Programs and Continuing Education.

Enhanced undergraduate courses are based on undergraduate courses at either the 300 or 400 level. Graduate credit for such a course assumes the student

will complete all the undergraduate work for the course with the following additions:

- a. *Quantity* increases: graduate students will complete two additional papers/projects of 15 pages or more (equal magnitude for projects) and will read five additional reading assignments at the graduate level beyond the requirements for the undergraduate credit.
- b. *Quality* increases: the instructor will expect a higher level of reading comprehension from a student receiving graduate credit and significantly higher level of writing ability at the graduate level compared to undergraduate students. This will vary by discipline; however, the instructor will assume the student possesses basic undergraduate skills and be

seeking a higher level of competency from students receiving graduate credit.

Independent Study

A course may be taken as an independent study, with the agreement of the instructor. A learning contract must be completed and submitted for approval to the M.A.L.L. director and is reviewed by the Director of Graduate Programs and Continuing Education. An independent study may be a course currently listed in this Catalog or a course to be defined by the student in consultation with the instructor.

The Degree of Master of Arts in Psychology (M.A.P.)

The Department of Psychology

Website: <http://www.marietta.edu/~psyc/>

Department Chair and Director of the Program: Dr. Mark E. Sibicky (sibickym@marietta.edu)

Faculty: Associate professor: Mary V. Barnas, assistant professors: Ryan K. May, Jennifer McCabe; instructor: Cheryl E. Arnold

The Marietta College Master of Arts in Psychology Program (M.A.P.) offers an academic curriculum in general psychology, as well as offering students the opportunity for advanced study in sub fields of psychology such as: clinical, cognitive, social, industrial/organizational or developmental psychology. The primary goal of the program is to provide students with a strong graduate level foundation in general psychology. The program is designed to prepare students to pursue further education in psychology at the Ph.D. level or to seek employment at the master's level in a related field.

The Master of Arts in Psychology is accredited by the Higher Learning Commission and approved by the Ohio Board of Regents.

Graduation Requirements

The graduation requirements for the M.A.P. Program are:

1. The Credit Requirement
2. The Grade Point Requirement
3. The Residency Requirement

1. The Credit Requirement

Each student must complete at least thirty-six (36) credit hours of M.A.P. courses as shown below.

1.a. The Core Requirement

Each student must complete twenty-four credit hours as follows: PSYC 685, 686, EDUC 620, plus 15 credit hours selected from PSYC 605, 606, 607, 611, 612, 650. *This requirement is designed to provide students with a strong background in the basic areas of general psychology.*

1.b. The Practicum Requirement

Each student must complete 6 credit hours selected from the following: PSYC 671, 672, 673. Students may not repeat the same practicum course.

This requirement is designed to provide students with valuable experience related to professional psychology.

1.c. The Thesis Requirement

Each student must complete 6 credit hours by undertaking an approved research project culminating in a thesis. The requirement is satisfied by completing both PSYC 691 and 692.

Each student will design and implement an approved research project, complete a thesis defense, and write a committee-approved APA style thesis that will be placed in Dawes Memorial Library. Each student is required to

choose a thesis committee which will consist of two-full time faculty members of the Department of Psychology (one chair; one member) and one outside member selected by the student and approved by the department chair. The outside member may be a faculty member from another discipline or a doctoral level psychologist from the community.

2. The Grade Point Requirement

Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. with +/-, so a B+, for example, = 3.33. (The grade A+ can be awarded but earns only 4 quality points.) Each student must earn a grade point average of 3.0 or better.

A student enrolled in the graduate program in Psychology who receives a grade of "C" or below in any core graduate course must repeat the course and receive a grade of "B" or better. A student who receives two or more grades of "C" or below in any graduate course in the program will be dismissed.

A full explanation of the grading system and abbreviations contained in grade reports is given in the **ACADEMIC POLICIES AND PRACTICES** section.

3. The Residency Requirement

The M.A.P. Program does not accept transfer of credit for graduate work done elsewhere. Only courses taken as part of the Marietta College Program will count towards graduation.

Admission to the M.A.P. Program

Admission to the graduate program is competitive and selective. Students applying are required to have completed either a bachelor's degree with a major or minor in psychology from an accredited college or university or

to have completed a minimum of twelve undergraduate credit hours in psychology. Applicants are expected to have completed the following courses: Introductory Psychology, Statistics, and Research Methods. Minimal qualifications for acceptance into the graduate program are an overall undergraduate GPA of 2.8 and a GPA of 3.0 in psychology. Exceptions to these requirements may be made on a case-by-case basis, please contact the chair of the Department of Psychology for more information. Usually, students will be accepted in the Spring for Fall admission.

Five-year B.A./M.A. Program

The M.A.P. program is designed for completion over two academic years. Additionally, a five-year combined Bachelor/Master of Arts (B.A./M.A. Program) degree is offered. The B.A./M.A. option is open only to undergraduate students enrolled at Marietta College. Students choosing this option will have the opportunity to complete both a Bachelors Degree and a Masters Degree at Marietta College in five years. Accepted students have the opportunity to take graduate level courses during their senior undergraduate year and complete the graduate requirements during a 5th year in residence. Undergraduate psychology majors/minors at Marietta College who apply for the five-year combined B.A./M.A. program will normally be evaluated for acceptance into the program following the completion of the first semester of the junior year. Students accepted to the B.A./M.A. program are expected to handle the additional burden and responsibility of handling both their undergraduate and graduate course loads.

Acceptance into the five-year B.A./M.A. program does not excuse students from completing their undergraduate general education requirements, nor the requirements for the major/minor.

Application forms are available from:

The Director of the M.A.P. Program, or
The Office of Graduate Programs and Continuing Education

Ms. Cathy J. Brown, Director
Irvine Administrative Building - Room 208
Marietta College
215 Fifth Street
Marietta, Ohio 45750
Tel. (740) 376-4740

Completed application material should be returned to the Office of Graduate Programs and Continuing Education.

Application Procedure

To apply for admission to the M.A.P. Program, the applicant must submit the following:

1. A completed graduate admissions application.
2. Official transcripts of all college-level work.
3. Official test scores from the Graduate Record Examination or written notice of plans to take the GRE by the applicant.
4. A one-page essay describing the applicant's interests, and personal goals for his or her graduate education in psychology.
5. Two written letters of recommendation attesting to candidate's capacity to complete graduate level work (see the graduate application).
6. A non-refundable \$25 graduate application fee

Policies

Full-time Status

A M.A.P. student is considered full-time when carrying a 9 credit hour load or more.

Expectations

All students in the M.A.P. Program are expected to attend all classes regularly and to attend required laboratories, research meetings, all psychology department colloquia, and special activities. Graduate students are also expected to have time available during weekdays and weeknights to conduct their scientific research and when called upon to help department faculty with their research projects. Graduate students are also expected to serve as mentors and helpers to the undergraduate psychology club and Psi Chi organizations and to attend and present their research at national, regional or state psychology conferences during their time in the program.

Extensions and Dismissals

It is expected that full-time students will complete the M.A.P. Program within two academic years. Students who do not complete the program by the end of the summer of their second academic year of full-time enrollment may, at their request, have their enrollment in the program extended by one academic year. To obtain an extension, the student must request one in writing from the Director of the M.A.P. Program before the end of their second academic year of study. Failure to complete the requirements at the end of the extended year will result in possible dismissal from the program.

A student enrolled in the graduate psychology program who receives two or more grades of "C" or below will be dismissed from the program.

Fees

Tuition fee for the M.A.P. Program is \$520 per credit hour. A student enrolled in the B.A./M.A. 5-year program will be charged a \$520 fee during the student's senior year in addition to his or her undergraduate tuition fees.

See the Financial Aid section for information on Withdrawal and Refund Policy, and also for information on Financial Aid and Standards of Satisfactory Academic Progress.

Degree Structure

Core courses		24 Hours
PSYC 685 <input type="checkbox"/>	PSYC 686 <input type="checkbox"/>	EDUC 620 <input type="checkbox"/>
plus five of the following		
PSYC 605 <input type="checkbox"/>	PSYC 606 <input type="checkbox"/>	PSYC 607 <input type="checkbox"/>
PSYC 611 <input type="checkbox"/>	PSYC 612 <input type="checkbox"/>	PSYC 650 <input type="checkbox"/>
Experiential courses		6 Hours
Two of the following		
PSYC 671 <input type="checkbox"/>	PSYC 672 <input type="checkbox"/>	PSYC 673 <input type="checkbox"/>
Thesis		6 Hours
PSYC 691 <input type="checkbox"/>	PSYC 692 <input type="checkbox"/>	
Total		36 Hours

Course descriptions for M.A.P. Program

PSYC 605 Animal Cognition

This course investigates major theories and research in the area of information processing and mental processes in animals.

Credit: 3 Hours

PSYC 606 Developmental Psychology

Advanced examination of theory and research in the area of human development. Includes areas of cognitive and social-emotional development with emphasis on the development of infants and children.

Credit: 3 Hours

PSYC 607 Gerontology

Exploration of the various disciplines encompassing the study of gerontology as well as the major problems facing older persons in our culture.

Credit: 3 Hours

PSYC 611 Cognitive Psychology

Reviews the major theories and research findings in the area of cognitive psychology, including the topics of memory, problem solving, and heuristics. Includes how an understanding of cognitive processes can be applied to improving society, for example expert systems, and medical treatments.

Credit: 3 Hours

PSYC 612 Seminar in Social Psychology

This course provides students with an indepth overview of theories and research in the area of social psychology. Emphasis is placed on conducting research in social psychology.

Credit: 3 Hours

EDUC 620 Ethics

Nature of ethical inquiry using selected major philosophers as its foundation. Students develop or use already developed case studies to explore ways of ethical thinking among teachers, counselors and others in the field of education.

Credit: 3 Hours.

PSYC 650 Psychopathology

In depth analysis of the etiology, diagnosis, and treatment of psychological disorders from varying theoretical perspectives. Emphasis is placed on an empirical approach to psychological disorders.

Credit: 3 Hours

PSYC 671 Practicum in the Teaching of Psychology

This course provides students with knowledge and experience in the teaching of psychology at the college level. The course reviews the theory and research behind effective teaching methods and assessment, as well as covering potential problems and issues that may arise in teaching psychology. Students will assist the instructor in all aspects of undergraduate course instruction, including preparing and presenting a class lecture and/or class demonstration.

Credit: 3 Hours

PSYC 672 Practicum in Directed Research

Students electing this course are expected to be significantly involved in active research beyond the research that is required as a part of their thesis requirement. This research can be student initiated or can involve assisting in a faculty member's research.

Credit: 3 Hours

PSYC 673 Practicum in Applied Psychology

Students electing this course will be exposed to and involved in the professional practice of psychology in an applied setting. Students will be required to complete supervised experience at an approved practicum site. (e.g., Clinical, industrial-organizational, family-child center.)

Credit: 3 Hours

PSYC 685 Statistics

This course will provide both a conceptual and practical understanding of advanced statistical methods of data analysis in the area of psychology. Topics include the statistical procedures for analysis of both univariate and multivariate data, with emphasis given to multiple regression, MANOVA.

Credit: 3 Hours

PSYC 686 Research Design and Methods

Study and evaluation of research methods, issues and problems in the major areas of psychology. Topics include case studies, naturalistic observation, and correlational research, within and between experimental designs, factorial research, and quasi-experimental methods.

Credit: 3 Hours

PSYC 691 Thesis I

PSYC 692 Thesis II.

Research conducted under the direction of a member of the graduate psychology program leading to the completion and defense of a Master's thesis.

Credit: 3 Hours each.

The Degree of Master of Corporate Media (M.C.M)

Director: Prof. Christina Ullman (ullmanc@marietta.edu)

Faculty: Professors: Sue DeWine (Organizational Communication), Mabry M. O'Donnell (Communication); associate professors: Christina Ullman (Graphic Design), Suzanne H. Walker (Communication); assistant professors: Liane Gray-Starner (Communication), Michael J. McNamara (Mass Media), Marilee Morrow (Mass Media)

This graduate program will combine skills and disciplines from Mass Media, Graphic Design, and Organizational Communication. It is designed to develop in students the ability to deliver public relations strategies, marketing strategies and organizational communication messages to internal and external corporate audiences through various high technology based media. It marries public relations techniques, graphic design concepts, writing for media, audio production, video production, and organizational communication skills. The M.C.M educates graduates to deliver multiple messages to varied audiences through computers, the Internet, online journalism and other more traditional media such as compact discs and DVD.

This program not only teaches the graduate student corporate media skills but also puts these skills to work in a corporate environment. It is important not only to learn the mechanics of corporate media but additionally, the student must learn solid and advanced public relations techniques to enable him/her to recognize communication problems/opportunities and to develop appropriate communication strategies and solutions.

Students who graduate from this program will not only be able to design and mechanically deliver corporate messages to all audiences in advanced technological ways, but they will be able to understand and apply theories and develop strategies for successful communication. These students will be able to manage corporate communications departments, public relations departments, and advertising departments and be an integral part of corporate management.

The M.C.M program is accredited by the Higher Learning Commission and approved by the Ohio Board of Regents.

Graduation Requirements

The graduation requirements for the M.C.M Program are:

1. The Credit Requirement
2. The Grade Point Requirement
3. The Residency Requirement

1. The Credit Requirement

Each student must complete at least thirty (30) credit hours of M.C.M courses as shown below.

1.a. The Core Requirement

Each student must complete 18 credit hours as follows: MCM 501, 502, 503, 504, 505 and 690. Descriptions are given below.

1.b. The Electives Requirement

Each student must complete at least 12 credit hours of electives. The choice of electives will be determined by the student's undergraduate course work.

A student whose undergraduate work did not include a concentration in any of the areas of Organizational Communication, Graphic Design, or Advertising/Public Relations will satisfy the elective requirement by

- (a) selecting one course from the MCM 521-523 group;
- (b) two courses from MCM 541-545; and
- (c) one course from MCM 561-563.

For students whose undergraduate degree has a concentration in any one of these three areas the elective requirement is satisfied as follows:

Students with an *Organizational Communication* degree background:

- (a) two courses selected from MCM 541-545, plus
- (b) two courses selected from MCM 521, 561-563;

Students with a *Graphic Design* degree background:

- (a) two courses from MCM 521-523, plus
- (b) two courses from MCM 561-563;

Students with an *Advertising/Public Relations* degree background:

- (a) two courses from MCM 522, 523, 561 plus
- (b) two courses from MCM 541-545.

A student with a previous concentration in two of the areas will agree with the Program Director on the electives to be selected.

Descriptions of the courses are given below.

2. The Grade Point Requirement

Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. with +/-, so a B+, for example, = 3.33. (The grade A+ can be awarded but earns only 4

quality points.) A minimum grade of “C” is required in a course and each student must earn a grade point average of 3.00 or better.

A full explanation of the grading system and abbreviations contained in grade reports is given in the **ACADEMIC POLICIES AND PRACTICES** section.

3. The Residency Requirement

At least twenty four (24) credit hours of M.C.M courses must be graduate courses at Marietta College.

Admission to the M.C.M Program

Admission to the graduate program is competitive and selective. The program is interdisciplinary and there is no requirement that an entering student possess a previous degree in graphic design, public relations, advertising, or organizational communication. However, students applying are required to have a bachelor’s degree from an accredited college or university.

As a condition of admission to the program, a student may be required to complete a foundation undergraduate course.

Application forms are available from:

The Secretary of the Department of Mass Media, or
The Office of Graduate Programs and Continuing Education
Ms. Cathy J. Brown, Director
Irvine Administrative Building - Room 208
Marietta College
215 Fifth Street
Marietta, Ohio 45750
Tel. (740) 376-4740

Completed application material should be returned to the Office of Graduate Programs and Continuing Education.

Application Procedure

To apply for admission to the M.C.M Program, the applicant must submit the following:

1. A completed graduate admissions application.
2. Official transcripts of all college-level work.
3. An undergraduate degree with a grade point average of 2.75 or better, or evidence of equivalent professional achievement.
4. Official test scores from the Graduate Record Examination or written notice of intention to take the GRE no later than the end of the first semester enrolled.
5. A writing sample.
6. A portfolio or CV/résumé.

7. Two written letters of recommendation attesting to candidate’s capacity to complete graduate level work.
8. A non-refundable \$25 graduate application fee.

Policies

Full-time Status

A M.C.M student is considered full-time when carrying a 9 or more credit hour load.

Expectations

Classes will be scheduled for day-time, and/or evenings. A full-time student can expect to complete the coursework in two academic years. A part-time student can expect to complete the coursework in approximately three to four years.

Dismissal

No student will be permitted to take more than six years to complete the M.C.M degree.

Fees

Tuition fee for the M.C.M Program is \$520 per credit hour.

See the **FINANCIAL AID** section for information on Withdrawal and Refund Policy, and also for information on Financial Aid and Standards of Satisfactory Academic Progress.

Degree Structure

Core courses		15 Hours
MCM 501 <input type="checkbox"/>	MCM 502 <input type="checkbox"/>	MCM 503 <input type="checkbox"/>
MCM 504 <input type="checkbox"/>	MCM 505 <input type="checkbox"/>	
Elective courses		12 Hours
Four courses		
MCM 5__ <input type="checkbox"/>	MCM 5__ <input type="checkbox"/>	MCM 5__ <input type="checkbox"/>
MCM 5__ <input type="checkbox"/>		
See above, under Electives Requirement, for guidance as to choice of electives.		
Master’s Project		3 Hours
MCM 690 <input type="checkbox"/>		
Total		30 Hours

Course descriptions for the M.C.M Program

Core courses

MCM 501 Introduction to Graduate Study

This course is designed to introduce graduate students to graduate studies and research in Corporate Media. The students will understand how to examine critically research and writings in the field and acquire skills to do personal research that will assist the students in preparation of their final projects. Students will learn about research methodology and appropriate forms of research techniques.

Credit: 3 Hours

MCM 502 Video and Audio Production

This course will teach advanced analysis of television, video, and audio production – including production, editing, and directing. It will focus on streaming audio and streaming video plus corporate commercial production, corporate name identification development and corporate logo creations. The student will learn production skills plus postproduction sound and video editing through the latest in computerized software and non-linear editing techniques.

Credit: 3 Hours

MCM 503 Internal Organizational Consultation

This course explores the role of the consultant in the development and maintenance of organizations. It surveys the consulting process and focuses on integrating theory with practice. The course will integrate theoretical and practical perspectives, approaches, and skills as a consultant. Students will understand how consulting contributes to an organization's development.

Credit: 3 Hours

MCM 504 Computer Graphics/Animation

This course will provide an overview of interactive design to incorporate design aesthetics with graphic animation applications for the Web. Students will learn information architecture and the business aspects of interactive media as well as technical skills. They also will learn interface utilization, design, and web delivery and maintenance.

Credit: 3 Hours

MCM 505 Public Relations Case Studies

This course will utilize case studies from business and government. Students will analyze complex public relations problems and develop solutions. The course will entail individual and group work. It will be conducted through a seminar format utilizing a case study Socratic method of learning. Students will be required to analyze situations; identify problems, issues and opportunities; develop public relations' strategies and effective solutions.

Credit: 3 Hours

MCM 690 Masters Project

This is the capstone course for the Masters in Corporate Media. Each student will be required to produce a final project incorporating and integrating the multiple and interdisciplinary facets of the Corporate media curriculum. The choice of a project shall be determined in tandem by the student and his/her individual advisor. The project will be graded by a committee comprised of the student's advisor, a faculty member selected by the student and a third faculty member selected by the Committee. The project must adhere to specific criteria as to process and length. Information can be obtained from the program's co-directors.

Credit: 3 Hours

Elective courses

MCM 521* Corporate Communication

This is a public relations class that focuses on producing public relations' strategies for real clients both within the college and external to the college. The student will serve as a member of a small group public relations firm to study, analyze and serve a client's public relations needs.

Credit: 3 Hours

MCM 522* Business Communication

This course focuses on written, oral and non-verbal forms of communication in business. Students will examine both internal and external business communication and the role of said communications within the corporate structure.

Credit: 3 Hours

MCM 523* Organizational Communication

This course explores the role of communication in the development and maintenance of organizations. Communication processes such as socialization, stress management, social support, group dynamics, organizational networks, external communication strategies, diversity, and organizational change, allow students to examine specific communication issues relevant in today's organizational environment.

Credit: 3 Hours

MCM 541* Desktop Publishing

This course focuses on design and layout of type, photos and graphic materials for newspapers, magazines, brochures, advertisements and others.

Credit: 3 Hours

MCM 542* Design Practice

This course discusses design agency business practices, art direction, designer-client relations, print estimating and contracting. It also examines the ethics of graphic design.

Credit: 3 Hours

MCM 543* Digital Illustration

This course explores the uses of digital imaging. It teaches the uses of digital media as an artistic tool to create conceptual design images.

Credit: 3 Hours

MCM 544* Publication Design

This course will explore design principles, concepts and techniques in the production of multi-page publication of materials from informative brochures to annual reports and trade magazines.

Credit: 3 Hours

MCM 545* Website Design

This course will teach each student to produce a fully functional website. Students will learn to integrate photography, writing, editing, and publishing skills and be able to deliver sophisticated messages through a website.

Credit: 3 Hours

MCM 561* Integrated Marketing Communication

This course teaches the theory and practice of communicating marketing messages through multiple media to promote products, services and ideas. Special emphasis is given to integrated marketing communication, a strategy of coordinating and combining messages for maximum impact.

Credit: 3 Hours

MCM 562* Advertising Copy and Layout

This course covers the copy and layout process for advertisements in newspapers, consumer magazines, direct response, outdoor, television, radio, and interactive media.

Credit: 3 Hours

MCM 563* Writing for Public Relations

This is an advanced public relations course that has a heavy emphasis on writing and producing written work products to solve communication challenges. Individual writing styles and techniques will be emphasized.

Credit: 3 Hours

* Note: All elective courses are enhanced undergraduate courses and the following requirements apply:

1. A student's previous coursework determines the electives that may be selected for credit towards graduation. See above, under "Electives Requirement."
2. Enhanced undergraduate courses are based on undergraduate courses at either the 300 or 400 level. Graduate credit for such a course assumes the student will complete all the undergraduate work for the course with the following additions:
 - a. *Quantity* increases: graduate students will complete two additional papers/projects of 15 pages or more (equal magnitude for projects) and will read five additional reading assignments at the graduate level beyond the requirements for the undergraduate credit.
 - b. *Quality* increases: the instructor should expect a higher level of reading comprehension from a student receiving graduate credit and significantly higher level of writing ability at the graduate level compared to undergraduate students. This will vary by discipline, however, the instructor should assume the student possesses basic undergraduate skills and be seeking a higher level of competency from students receiving graduate credit.

The Degree of Master of Science in Physician Assistant Studies (M.S.P.A.S.)

www.marietta.edu/graduate/PA ; e-mail: paprog@marietta.edu

Director: Dr. Gloria M. Stewart (stewartg@marietta.edu)

Medical director: Dr. Steven W. Howe; academic coordinator: James Fry; clinical coordinator: Miranda Collins

Administrative assistant: Penny Rose

Secretary: D. Elaine Addis;

The mission of the Marietta College Physician Assistant Program is to help meet the need for qualified health care providers. The program accomplishes this by selecting individuals who have the academic, clinical, and interpersonal aptitudes necessary for education as physician assistants. The program's curriculum educates these students by building the cognitive, clinical, interpersonal and professional skills needed for the supervised practice of medicine as physician assistants.

The Master of Science in Physician Assistant Studies enrolled its first class in June 2002 and has received provisional accreditation from the Accreditation Review Commission for Physician Assistant Programs.

Graduation Requirements

The graduation requirements for the M.S.P.A.S degree are:

1. The Credit Requirement
2. The Grade Point Requirement
3. The Final Examinations and Capstone Project
4. The Residency Requirement

1. The Credit Requirement

Each student must complete 107 credit hours of the courses listed below for the M.S.P.A.S. program.

2. The Grade Point Requirement

Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. Unlike other programs at Marietta the M.S.P.A.S. program does not employ a +/- system in grading. Each student must achieve at least an overall grade point average of 3.00 in the program, and a grade point of 2.00 or better in all courses.

A full explanation of the grading system and abbreviations contained in grade reports is given in the **ACADEMIC POLICIES AND PRACTICES** section.

3. The Final Examinations and Capstone Project Requirement

Each student must complete the program's final examinations and present his/her capstone project.

4. The Residency Requirement

The program does not accept transfer of credit or advanced standing for any of the M.S.P.A.S courses. All courses must be taken with the Marietta College program.

Admission to the M.S.P.A.S. Program

Information for the M.S.P.A.S. program is available from the website shown above, or from:

Director of the Physician Assistant Program
Marietta College
215 Fifth Street
Marietta, OH 45750
Tel: (740) 376-4458

Applicants must meet the following prerequisites:

1. Bachelor's degree with a minimum cumulative GPA of 2.8
2. Two semesters of General Biology
3. Two semesters of General Chemistry with laboratories
4. One semester of Microbiology with a laboratory
5. One semester of Human Anatomy
6. One semester of Human Physiology
7. Two semesters of Psychology (General and Abnormal)
8. One semester of Statistics

All prerequisite courses must be completed prior to entering the program.

Students must have a working knowledge of word processing, spreadsheets, e-mail, and web searches and how to access CD-ROM and Zip drives. Prospective students are encouraged to visit the program's website at www.marietta.edu/graduate/PA for additional information on prerequisite courses and admission requirements.

The following additional academic courses are strongly encouraged though not required: Organic Chemistry, Biochemistry, Nutrition, Genetics, and

Immunology.

Applicants must also meet certain “Technical Standards of Performance” in the areas of Observation, Communication, Motor Function, Intellectual/Conceptual, Integrative and Quantitative Ability, and Behavioral and Social Attributes. Further information about the “Technical Standards of Performance” is available on request from the director of the program.

Application Procedure

1. Each applicant must apply to the Centralized Application Service for Physician Assistants (CASPA) www.caspaonline.org. The deadline for the CASPA application is *November 1* for the following summer entry.
2. Marietta College PA Program will e-mail a supplemental application to each applicant. The supplemental application includes the applicant’s life experiences and life goals. Supplemental application deadline is *December 15* for the following summer entry.
3. Official test score results for the Graduate Record Examination (GRE) General Test (verbal, quantitative, and analytical) or Miller Analogies test must be sent to the Marietta College PA Program under school code 1444.

The application is reviewed by an admissions committee which conducts personal interviews before selecting students for admission. Selection for interviews is based on evaluation of the application and personal statements for the following factors:

- Academic preparation
- Potential for primary care practice
- Motivation, maturity, ability to work with people
- Knowledge of the profession
- Letters of recommendation

Practice as a Physician Assistant requires maturity, responsibility, and a commitment to providing high quality health care. Many physician assistant students bring significant prior health care, life and educational experiences to their physician assistant education. For the Marietta College PA Program such experience is strongly recommended though not required.

Applicants selected for interviews will be asked to come to campus in February with offers of admission being made in March.

Fees, expenses and financial aid for 2004-2005

Tuition, fees, and program costs for 2004-2005 for the program are

Pre-Clinical Phase –

Summer Session (8 credit hours)	\$4,200
First Year (40 credit hours)	
Semesters one and two	\$25,988

Clinical Phase –

Second Year (59 credit hours)	
Semesters one and two	\$25,988

Tuition fees and program costs are subject to change without notice.

Accepted students will be asked to send a \$200 admission deposit. Payment of the deposit indicates the student’s intent to enroll in the Physician Assistant Program. The deposit will be credited towards the summer session charge.

The above fees do not include medical health insurance, malpractice insurance, books, and computer costs. Students in the program are required to carry medical health insurance and malpractice insurance. Proof of health insurance is required. The fees listed above do not include living expenses.

College financial aid is administered by the Marietta College Student Financial Services Office, telephone: 1-800-331-2709. One scholarship will be awarded per year to an entering M.S.P.A.S student. For more information, please contact the PA Program, telephone (740) 376-4458.

See the **FINANCIAL AID** section below for information on Withdrawal and Refund Policy, and also for information on Financial Aid and Standards of Satisfactory Academic Progress

Degree Structure*Pre-Clinical Phase (48 credits)***Summer semester** (mid-June – mid-August)

PASP 501 Gross Anatomy	8 credits
Total	8 credits

Year 1: Fall semester

(mid-August – December)

PASP 502 Physical Examination I (History & Physical Examination, Clinical Skills, & Effective Communication)	4 credits
PASP 503 Advanced Human Physiology	3 credits
PASP 506 Basic Sciences (Biochemistry, Immunology & Genetics)	3 credits
PASP 508 Advanced Pharmacology	6 credits
PASP 512 Health Policy & Medical Ethics	2 credits
PASP 516 Professional Issues	2 credits
PASP 590 Research Methods	3 credits
Total	23 credits

Year 1: Spring semester

(January – mid-June)

PASP 504 Physical Examination II (Problem Oriented Examinations and Clinical Experiences)	4 credits
PASP 507 Pathophysiology	4 credits
PASP 520 Clinical Medicine	6 credits
PASP 522 Diagnostic Principles (Laboratory Medicine, Radiography, Clinical Decision Making & Procedures)	3 credits
Total	17 credits

*Clinical Phase (59 credits)***Year 2: Fall semester**

(mid-June – December)

PASP 660 Family Medicine Preceptorship I	10 credits
PASP 650 Internal Medicine	5 credits
PASP 651 General Surgery	5 credits
PASP 653 Pediatrics	5 credits
PASP 657 Psychiatry/Behavioral Medicine	5 credits
Total	30 credits

Year 2: Spring semester

(January – August)

PASP 652 Prenatal Care/GYN	5 credits
PASP 654 Emergency Medicine	5 credits
PASP 655 Orthopedics	5 credits
PASP 658 Elective (Geriatrics, Dermatology, Ophthalmology, etc)	6 credits
PASP 661 Family Medicine Preceptorship II	5 credits
PASP 699 Clinical Phase Seminar & Capstone Project	3 credits
Total	29 credits
Total for program	107 credits

Course descriptions for the M.S. in Physician Assistant Studies Program

All courses carry a minimum prerequisite of enrollment in the Physician Assistant Program

PASP 501 Gross Anatomy

A complete regional dissection of the human subject is performed. Topographical and radiological aspects of the subject are treated by reference to medical cases. Clinical correlations are emphasized and adult morphology is correlated with embryological development. Clinical human anatomy correlations are presented.

*Credit: 8 hours***PASP 502 Physical Examination I**

This course provides the student with the knowledge and skills in patient interviewing, effective communication, Basic Life Support (BLS), and history/physical examination skills through structured clinical experiences and problem-based learning.

*Credit: 4 hours***PASP 503 Advanced Human Physiology**

A comprehensive study of the physiology of the human. Emphasis will be directed toward advanced instruction in membrane physiology, control of cellular activity, GI physiology, renal physiology, endocrinology, nerve and muscle physiology, cardiovascular, respiratory, and central nervous systems.

*Credit: 3 hours***PASP 504 Physical Examination II**

This course continues the development of student skills in performing the medical history and physical examination along with clinical skills such as Advanced Cardiac Life Support (ACLS), Basic Trauma Life Support (BTLS), Pediatric Advanced Life Support (PALS), injections and surgical techniques. Clinical experiences in emergency room, geriatric facilities, and other health care settings that will help provide the students with hands-on application of their knowledge and skills. Presentations on supervised medical care and professional topics are also included.

Prerequisite: PASP 502

*Credit: 4 hours***PASP 506 Basic Sciences**

This course provides the student with the fundamental background in biochemistry, immunology, and genetics necessary for the clinical evaluation and management of the patient with disease related to these areas.

*Credit: 3 hours***PASP 507 Pathophysiology**

This course provides a systematic approach to basic concepts of the physiologic basis for disease. The general pathology of cell injury, inflammation, infection and neoplasia will be included with disease processes of specific organ systems.

Prerequisites: PASP 501, 506

Credit: 4 hours

PASP 508 Advanced Pharmacology

This course is developed using distance education and self-directed learning. Systematic presentation of pharmacological agents based on drug group classification; their nature, mode of action and toxicity, and clinical pharmacological therapeutic correlations.

The course begins in the Fall semester and continues into the Spring semester. The course grade is reported at the end of the Spring semester.

Credit: 6 hours

PASP 512 Health Policy & Medical Ethics

This course provides the student with an introduction of medical ethics, reimbursement, legal issues and other related health policy issues as they pertain to the supervised practice of clinical medicine.

Credit: 2 hours

PASP 516 Professional Issues

This course provides the student with an overview of the Physician Assistant profession, its history and current role in health care.

Credit: 2 hours

PASP 520 Clinical Medicine

This course is a comprehensive group of classroom presentations, lab sessions, and problem based learning activities covering the spectrum of medical topics with a primary care focus. It provides the student with the necessary cognitive medical background as they begin to formulate differential diagnosis, patient education and treatment plans utilized in the supervised clinical practice.

Prerequisites: PASP 501, 503, 506, and concurrent registration in PASP 507, 522.

Credit: 6 hours

PASP 522 Diagnostic Principles

This course provides the student with an introduction to clinical laboratory medicine, radiology, clinical decision-making and related clinical simulated patient skills.

Credit: 3 hours

PASP 590 Research Methods

This course provides the student with an introduction in research methodology and design, which requires a fundamental knowledge of statistics. The course is intended to enable the student to read specific medical literature and evaluate the findings. The student is expected to become proficient in the interpretation of the research by demonstrating knowledge of the application of statistics and different methods of research and outcomes assessment of evidence based medicine.

Prerequisite: PASP 501

Credit: 3 hours

PASP 650 Internal Medicine Clinical Rotation

This five-week internal medicine rotation provides the physician assistant student with the experience caring for adult and geriatric patients in an internal medicine practice setting. Students will perform patient history and physical examinations, obtain diagnostic testing and present their data to their precepting physician(s) along with proposed differential diagnoses and treatment plans.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program.

Credit: 5 hours

PASP 651 General Surgery Clinical Rotation

This five-week general surgery rotation is designed to prepare the Physician Assistant student to function as an assistant to the general surgeon and to care for surgical disease in the primary care setting as well as learning to make appropriate referrals.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program.

Credit: 5 hours

PASP 652 Prenatal Care/GYN Clinical Rotation

This five-week prenatal care/gynecology rotation is designed to provide the Physician Assistant student with an opportunity to develop proficiency in the unique medical history, physical examination, and treatment of the prenatal/gynecology patient. The student will also become familiar with tests and procedures unique to this patient population.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program.

Credit: 5 hours

PASP 653 Pediatrics Clinical Rotation

This five-week pediatric rotation is designed to provide the Physician Assistant student with an intense exposure to primary care pediatric problems with the objectives of developing skills in well-child preventive care, the care of common pediatric illnesses and the care of the newborn and children in the hospital setting.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program.

Credit: 5 hours

PASP 654 Emergency Medicine Clinical Rotation

This five-week emergency medicine rotation is designed to provide the Physician Assistant student with exposure to and development of skills in managing patients in the emergency room setting. Learned skills will include those necessary for appropriate triage, stabilization, diagnosis and management of patients with traumatic injuries and illnesses as well as the management of less life-threatening problems that present to the emergency room. Physician Assistant students will develop skills in working with the pre-hospital emergency medical team and secondary referral systems.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program.

Credit: 5 hours

PASP 655 Orthopedics Clinical Rotation

This five-week orthopedic rotation is designed to provide the Physician Assistant student with an orthopedic experience of caring for orthopedic problems and conditions found in primary care. The student will also become familiar with general orthopedic procedures, recognize pathology effectively, and to make timely referrals to the orthopedic specialist.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program.

Credit: 5 hours

PASP 657 Psychiatry/Behavioral Medicine Clinical Rotation

This five-week psychiatric rotation is designed to provide the Physician Assistant student with an experience in caring for ambulatory and/or hospitalized patients with psychiatric disorders. The student will be able to perform basic psychiatric evaluations of patients, monitor medications, and to support the clinical management plan for patients after psychiatric evaluation and treatment. The student will also be able to refer to psychiatrists and psychiatric facilities, as needed.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program

Credit: 5 hours

PASP 658 Elective Clinical Rotation

This six-week clinical rotation is designed to provide the Physician Assistant student with an elective opportunity in any of the following disciplines: dermatology, gastroenterology, plastic surgery, cardiology, radiology, ENT, urology, gerontology, pulmonology, ophthalmology, and oncology or another area of interest to the student, or to extend any of the required rotations. The student will be able to recognize conditions treatable by these specialties, so that they can refer patients appropriately and/or work in a supportive role for such specialists.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program.

Credit: 6 hours

PASP 660 Family Medicine I Preceptorship

This ten-week preceptorship at the beginning of the clinical year provides the Physician Assistant student with a primary care experience during which students refine their skills in performing a history and physical exam, ordering and interpreting diagnostic tests and developing treatment plans for patients. The Physician Assistant student participates in and develops proficiencies in the broad spectrum of primary care by developing skills in acute and long-term management.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program.

Credit: 10 hours

PASP 661 Family Medicine II Preceptorship

This five-week preceptorship at the end of the clinical phase provides the Physician Assistant student with a second primary care experience during which students and preceptors can evaluate the student's skills in performing the history and physical exam, ordering and interpreting diagnostic tests and developing treatment plans for patients. The Physician Assistant student participates in and develops proficiencies in the broad spectrum of primary care by developing skills in acute and long-term management.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program.

Credit: 5 hours

PASP 690 Clinical Phase Seminar & Capstone Project

Clinical phase Seminar (Summer Semester) is designed to provide an ongoing assessment process that is used to help Physician Assistant students further analyze, synthesize, and evaluate their role as future health care providers. This course provides the student and the program with avenues of summative evaluation in the development of future physician assistants and the PA Program. The Capstone project will provide the student with the opportunity to apply their knowledge of medicine to an actual research project through the application of the scientific methods.

Prerequisite: Completion of the Pre-clinical Phase of the Physician Assistant Program.

Credit: 3 hours

Graduate Programs Financial Aid and Standards of Satisfactory Academic Progress

The Marietta College financial aid programs make a Marietta education accessible to those who, for financial reasons, might otherwise be unable to attend. Whereas the student has the responsibility to meet college costs to the extent he or she is able, Marietta College tries to build a partnership with each student that will bridge the gap between the student's contribution and College costs.

Financial Aid

Sources of Assistance

The primary type of aid that is available to graduate students is in the form of federal student loans.

Federal Stafford Loans are available to students through Marietta College's Direct Loan Program. An origination fee and guarantee premium are charged by the lender at the time each loan is made. Repayment of Stafford Loans begins six months after the student graduates or ceases to be enrolled at least half time. Thereafter, simple interest is charged and regular monthly payments of not less than \$50 are required.

Federal Stafford Loans are available in both subsidized and unsubsidized versions. Interest subsidies by the government are limited to loans used to meet need as demonstrated through federal methodology. Unsubsidized loan funds are available to students without need, but require the student to pay interest charged while enrolled and during the six-month grace period.

Application Process

To apply for assistance through the federal financial aid program, students must submit to the federal processor the Free Application for Federal Student Aid (FAFSA). The FAFSA is normally available in November from the Marietta College Office of Student Financial Services or on the internet at www.fafsa.ed.gov. Since summer term is considered to be the end of our financial aid year, students who intend to begin their graduate program in the summer need to be sure that Marietta College receives the FAFSA results for both the current and the next academic year. If a student has already completed a FAFSA for the current academic year he or she simply needs to make sure that Marietta College has received that information.

To be considered for assistance, students must be citizens of the United States and must be formally admit-

ted to one of the College's degree programs. Each male student must also document compliance with Selective Service Administration regulations.

Renewal of Aid

Eligibility for need-based assistance is determined by the result of an analysis of information provided each year to the College through the FAFSA or Renewal Free Application for Federal Student Aid (RFAFSA). Eligibility for and level of assistance can vary from year to year as a result of factors such as changes in family circumstances and revisions in federal laws and regulations. Additional factors include maintaining satisfactory academic progress.

To receive federal assistance, a student may not be in default on a National Defense/Direct Student Loan (NDSL), Perkins Loan, Guaranteed Student Loan (GSL), Stafford Loan, Supplemental Loan for Students (SLS), Parent Loan for Undergraduate Students (PLUS), or any other federal loan program. Additionally, a student must not owe a refund on a Pell Grant, a Supplemental Educational Opportunity Grant (SEOG), a State Student Incentive Grant (SSIG), or any other Title IV Program at any college, university, or post-secondary institution.

Standards of Satisfactory Academic Progress

Federal and state regulations, and Marietta College policy, require students to make satisfactory progress toward completion of their degree in order to maintain eligibility for financial assistance. Progress will include a measurement of all course work attempted at Marietta College. Evidence of progress includes grades, work projects, and/or other factors that are measurable against a norm. The College assesses the student's academic progress at least once each year.

1. Satisfactory academic progress is a condition for receipt of all financial aid resources administered by the College. Awards to students subsequently deter-

mined to have not met the financial aid standards or who have been dismissed will be withdrawn. Questions about the financial aid standards of satisfactory academic progress may be addressed to the Office of Student Financial Services.

2. The financial aid standards of satisfactory academic progress apply to both federal and Marietta College resources. Different standards might be required for funds provided by private agencies and, where applicable, will be governed by those standards.

3. Satisfactory academic progress is reviewed at the completion of each semester, with decisions on eligibility for continued assistance made at the completion of each academic year. Academic year is defined as two semesters of enrollment. A completed academic year would have occurred when hours were attempted in any two semesters. A student may have earned hours in the fall and not attend again until the fall of the next year. An academic year in this case would have occurred at the end of the second fall semester.

4. Students will be offered only one opportunity to appeal a loss of financial aid. Appeals by those denied aid because of failure to meet these standards should be directed to the Associate Director of Student Financial Services for consideration by the Financial Aid Committee on Academic Progress. Members of the committee include the Director and Associate Director of Student Financial Services, and the Director of Graduate Programs and Continuing Education. The Associate Director of Student Financial Services convenes the committee.

Marietta's financial aid standards of satisfactory academic progress required for retention of eligibility for financial aid involve qualitative and quantitative measures. The qualitative measure examines the quality of the student's academic performance as measured by grade point average. The quantitative measure examines the student's progress towards completion of the number of credit hours required to receive a degree.

Note that the financial aid standards are not the same as those applied by the Academic Standing Committee to determine whether a student is in good academic standing. The financial aid standards are minimum requirements a student must meet to retain financial aid eligibility, provided the Academic Standing Committee and Provost determine that the student is academically eligible to enroll at the institution. A student may be ineligible to receive aid through failure to meet the financial aid standards, or may have met the financial aid standards but be ineligible to enroll at the College.

Qualitative Measure

The qualitative measure of academic progress consists of two parts. The first measures the cumulative GPA

required for credit hours earned; the second measures the cumulative GPA required after two academic years. Students must have achieved the stipulated cumulative grade point average for the credit hours specified.

The measure of the qualitative component of satisfactory academic progress is graduated, taking into account varying levels of enrollment.

Credit Hours Earned	Required Cumulative GPA
0 to 15 hrs.	2.5
16 hrs. and higher	3.0

In addition, a student must have achieved a 2.5 GPA at the end of two academic years regardless of how many hours enrolled for each semester.

Quantitative Measure

The quantitative measure of academic progress also consists of two parts. The total hours attempted may be no greater than 150% of total hours required for the degree program in which the student is enrolled. When progress is checked, a student must earn at least 67% of the credit hours attempted. Below is the maximum attempted hours that will be allowed for any particular degree program:

Degree	Credit Hours Required for Degree	Credit Hours Attempted
M.A.L.L.	30	45
M.A.Ed.	33	50
M.A.P.	36	54
M.C.M	30	45
M.S.P.A.S.	107	161

“Satisfactory Progress,” Course Repetitions, and Withdrawals

In each of the above situations, courses will count towards the credit hours attempted when measuring both the quantitative and qualitative component of academic progress. If a student has lost eligibility for financial aid because of failure to make satisfactory academic progress, has been granted the appeal and has not met the requirements of the appeal, all “satisfactory progress” grades must be resolved prior to determining renewed eligibility for aid.

Transfer Students

To determine the satisfactory progress of a student transferring to Marietta, evaluation of the quantitative and qualitative measures for the terms completed will be based on the point of the student's entry into the College. For example, a student transferring into the College with

15 credit hours of prior course work will be measured against the standards for those who have completed 15 credit hours at the College.

Specific Appeal Procedures

A student who has been denied financial aid because of failure to maintain satisfactory academic progress may make a one-time appeal to the Financial Aid Committee on Academic Progress. The appeal must be in writing, either in the form of a letter, a fax or e-mail. It should be sent to the Associate Director of Student Financial Services and must be received by the date directed in the letter the student will receive notifying of loss of financial aid. The appeal letter should show that the student recognizes the cause of prior academic difficulties and has identified remedies that will ensure future academic success. Each appeal will be considered on an individual basis. Special attention will be given to students deemed to be educationally disadvantaged under "special circumstances". When the Committee has made its decision, the student will be notified in writing. If the appeal is granted, the student will be on probation for one semester and must complete the requirements stated in the response letter to continue receiving aid past the probationary semester.

A student may choose not to appeal the withdrawal of aid and instead decide to withdraw from school for a semester. At the end of that semester, the student may make an appeal to the Financial Aid Committee on Academic Progress for reinstatement of aid for the subsequent semester. The appeal must be in writing, either in the form of a letter, a fax or e-mail. It should be sent to the Associate Director of Student Financial Services and must be received no earlier than the midpoint of the semester the student has withdrawn and no later than one month prior to the beginning of the semester in which he or she wishes to return. The letter should state what the student has done to prepare him or herself to succeed if aid is reinstated. When the Committee has made its decision, the student will be notified in writing. If the appeal is granted, the student will be on probation for one semester and must complete the requirements stated in the response letter to continue receiving aid past the probationary semester.

Students who have lost financial aid and have been denied an appeal may choose to continue taking classes at Marietta College while funding their education from non-financial aid resources. (It is important to note that the only way to raise the Marietta College GPA is to take classes at Marietta College. Credits transfer from other schools but grades taken at other schools do not affect the Marietta College GPA.) If, after one semester, a student feels he or she is making significant progress towards meeting the satisfactory academic progress

requirements but has not achieved the standard that would automatically qualify for reinstatement of financial aid, he or she may make a one time appeal to the Financial Aid Committee on Academic Progress for reinstatement of aid for the subsequent semester. The appeal must be in writing, either in the form of a letter, a fax or e-mail. It should be sent to the Associate Director of Student Financial Services and must be received no later than one month prior to the beginning of the semester in which they wish to have their aid reinstated. When the Committee has made its decision, the Associate Director will notify the student in writing. If the appeal is granted, the student will be on probation for one semester and must complete the requirements stated in the response letter to continue receiving aid past the probationary semester.

If a student is granted a probationary semester and withdraws from the college after the first two weeks of that semester, that semester will be considered the probationary semester and the grade point average recorded at the end of the semester will be the official grade point average for consideration of continuation of financial aid.

In all cases, if an appeal has been granted and the student does not complete the requirements set by the Committee, financial aid will be lost until the qualitative and quantitative standards for their enrollment status have been met.

Any time the student meets the qualitative and quantitative standards for their enrollment status, financial aid eligibility is automatically reinstated.

Withdrawal, Refunds, and Your Financial Aid

A student who withdraws from the College during a semester might be eligible for a partial refund. The refund is determined according to the policy outlined later in this Catalog.

If the College grants a refund, some of the financial aid might be returned to the provider. It is possible to lose all of the financial aid offered for that semester. When the financial aid package includes federal financial aid, the College will follow the federal refund policy for federal funds. The Marietta College refund policy will be followed for all non-federal funds. The student may be responsible to repay to the aid provider the difference between what has been earned in financial aid (based on length of enrollment in the semester of withdrawal) and what the school has returned to the provider. According to federal regulation, the amount of federal aid earned is equal to the percentage of the payment term completed. If the day of withdrawal occurs on or before 60% of the semester is completed, the percentage earned equals the

percentage of the semester completed. If the withdrawal date is after the 60% point, the student has earned 100% of federal money. If the reduction in charges exceeds the amount of financial aid to be returned to the financial aid programs and there is no resulting unpaid balance on your student account, the excess funds will be returned to the student.

Refunds to the following financial aid program accounts will be calculated according to published federal and state regulations. Repayments are credited to accounts in the following order:

1. Unsubsidized Stafford loans,
2. Subsidized Stafford loans,
3. Unsubsidized Direct loans,
4. Subsidized Direct loans,
5. Other Federal Title IV aid (excluding work-study) and
6. Other programs as required by the program.

A sample calculation may be obtained by contacting the Office of Student Financial Services.

Refunds to Marietta College Aid Sources

The amount refunded to Marietta College's financial aid funds is the same as the percentage of the reduction in tuition. (See page 38.)

Academic Policies and Practices

Records Office, Registrar: Dr. Roger H. Pitasky (e-mail: records@marietta.edu)

To Graduate Students at Marietta College

from Dr. Sue DeWine, Provost

Graduate level work demands greater knowledge acquisition, depth of understanding, writing ability, and analytical skills. Graduate students are seeking mastery in a discipline and it is the faculty members' job to challenge the students' thinking and insure that they have acquired that mastery. Students entering a master's program should expect the workload to be significantly more strenuous than undergraduate work. Because a masters degree represents a higher level of educational achievement, academic dishonesty is egregious. Any graduate student who engages in dishonest academic activity, such as plagiarism, risks being expelled from the program (see the sections below on academic dishonesty and dismissal).

The following section on academic policies explains those guidelines that are common across all Marietta College master's programs. Each program has its own admission requirements, thesis or final project guidelines, required grade point average to continue in the program, and the time limit to complete the program. The director of each graduate program and the graduate faculty teaching in that program, make the final decision about admission to the program and the determination of academic good standing. Should a student appeal a grade, a charge of academic dishonesty, or the time limit for completion of a degree, the student can appeal first to the director of the program and then to the Graduate Council. The Council sends a recommendation to the Provost who makes the final decision.

There are many reasons why you may have decided to pursue graduate level work. Perhaps you want to advance your career or the career you have chosen requires an advanced degree. You may have the desire to learn more about a topic that you are passionate about or you may simply desire to have a more satisfying life (both financially and intrinsically). Whatever your reason, we wish you success in the next stage of your education. The Marietta College master's programs are based on a long history of liberal arts education with a current professional focus. We think this small college is an excellent environment to continue your education.

The following policies and practices apply to all the graduate programs described in this Catalog.

Academic Policies

Confidentiality of Student Records

Marietta College abides by the Family Education Rights and Privacy Act of 1974 (FERPA, "Buckley Amendment"). This legislation is designed to protect the privacy of a student's educational records.

Information held by the College in any office (e.g. Records Office, Provost's Office, Office of the Dean of Student Life, Broughton Health Center, Career Center, Admissions Office, Student Financial Services Office, Cashier's Office, Business Office, and faculty offices) is released for off-campus use only with the student's written consent or upon subpoena, with the exceptions listed below.

Data classified as directory information, which may

be released to anyone by the College on request, includes the student's home and local addresses, dates of attendance, degrees and awards received, date of graduation, date and place of birth, major field of study, participation in officially recognized activities and sports, and, if a member of an athletic team, weight and height. In addition, information about a student's accomplishments, such as participation in recognized student activities and receipt of awards and honors, may be communicated to news media, parents and the high school the student attended, unless the student specifically requests that such communication not take place. Such a request must be in writing and sent to the Office of College Relations, Irvine Administration Building. Such requests must be resubmitted at the beginning of each academic year and may cover no more than one year. A request to have the student's information excluded from the annual

Directory of Students, Faculty and Staff must be filed in writing with the Office of the Dean of Student Life, Andrews Hall.

Student records (i.e. grades, disciplinary action, health records, etc.) may be released to parents or legal guardians at the request of the student. The student must provide the College with a signed waiver for such release of information. Waiver forms are available in the Records Office and the Office of the Dean of Student Life.

Confidentiality of Transcripts

A student's transcript may be reviewed by only authorized personnel of the College, the student, and individuals specified by FERPA. Generally, the Records Office must have written permission to release information from the student's transcript.

Academic Dishonesty

Dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy educational environment. Academic dishonesty is any treatment or representation of work as if one were fully responsible for it, when it is in fact the work of another person. Academic dishonesty includes cheating, plagiarism, theft, or improper manipulation of laboratory or research data or theft of services. A substantiated case of academic dishonesty may result in disciplinary action, including a failing grade on the project, a failing grade in the course, or expulsion from the College.

If a substantiated case of academic dishonesty results in a failing grade in the course, a student who chooses to withdraw from the course will receive a grade of "F."

In cases of suspected academic dishonesty, the instructor is advised to consult with his or her chair and, if deemed necessary, with the Dean of the Faculty. If it is determined that academic dishonesty has occurred, it is the responsibility of the instructor to notify the Dean of the Faculty and the Dean of Student Life of any penalties which have been applied. Those offices will keep a record which may guide action in case of another offense in the future.

Academic Grievances

Marietta College is committed to the highest principles of academic and personal integrity and a sensitive regard for the rights of others. Essential to these rights are the individual responsibilities of faculty and students.

Faculty are responsible for clearly communicating their grading policies, testing procedures, and expectations of student performance at the beginning of each course, as described in the *Faculty Manual*. Students are

responsible for following these policies and fulfilling those expectations. Although students have the right to their opinions about course content and delivery, they remain responsible for learning the content of the course. The procedures for grievances are outlined in the *Student Handbook*.

Grades

Academic Expectations for Graduate Students

Graduate Students at Marietta College are expected to maintain an overall grade point average of 3.0 with a minimum course grade of "C." Grades below a "C" are unacceptable in a graduate program and may be cause for academic probation or dismissal. Please refer to each graduate program for specific grading requirements.

Grading system

Midterm and final letter grades and their equivalents in quality points are:

A+ = 4.00	B+ = 3.33	C+ = 2.33	D+ = 1.33
A = 4.00	B = 3.00	C = 2.00	D = 1.00
A- = 3.67	B- = 2.67	C- = 1.67	D- = 0.67
F = 0.00			

Grades mean: **A**, Excellent; **B**, Good/Average; **C** and **D** Poor; **F**, Failure.

Other report abbreviations and their meanings are:

PR, *Satisfactory Progress*; **W**, *Withdrawn*; **WF**, *Withdrawn failing* = 0.00; **X**, *Registered, but unevaluated at midsemester*:

1. The **Satisfactory Progress (PR)** grade is used where a student's work extends over more than one semester and where progress has been shown.
2. **Failure (F)** is given for failure to meet the standards of the course; or failure to complete the work of the course. A student who fails to take the final examination in a course will receive F, unless excused by the Graduate Council. If a substantiated case of academic dishonesty results in a failing grade in the course, a student who chooses to withdraw from the course will receive a grade of F.
3. **Withdrawn (W)** is an unevaluated grade given for withdrawal:
 - (a) for medical or other extenuating circumstances at any time during the semester;
 - (b) at the option of the student until the end of the tenth week of the semester after consultation with the instructor of the course and the director of the program.
4. **Withdrawn-failing (WF)** is a mandatory grade for students who drop a course after the tenth week of the semester and not falling within the conditions of 3(a) above. The WF grade will be counted on the same basis

as an F in calculating a student's grade point average.

5. **Registered, but unevaluated at midsemester (X)**, is given when the course instructor cannot fairly evaluate a student's performance for a midsemester grade report.

6. Students are allowed to retake a course at Marietta College at any time. The student's transcript will show the student's complete record, but the grade point average will be computed on the basis of the most recent grade in each course. Credit for the course will be given only once. This policy of the College will be noted when a transcript is sent out. Courses repeated at other institutions do not affect the student's grade point average.

Policy Regarding Grades in the Event of Complete Withdrawal

1. The grade of "W" will be recorded for each course for which a student was registered if the student withdraws from the College on or after the first day of the semester but before the end of the tenth week of the semester.

2. The grade of "WF" will be recorded for each course for which a student withdraws from the College after the tenth week of the semester. Under certain circumstances, such as family catastrophe or substantiated medical problems, grades of "W" may be recorded after the tenth week at the discretion of the Provost.

3. If a substantiated case of academic dishonesty results in a failing grade in the course, a student who withdraws from the College will receive a grade of "F" for the course.

Enhanced Undergraduate Courses

The College offers two types of graduate courses. One type is designed solely for, and open only to, graduate students. The second type is the enhanced undergraduate course. Enhanced undergraduate courses are based on undergraduate courses at either the 300 or 400 level. Graduate credit for such a course assumes the student will complete all the undergraduate work for the course with the following additions:

a. *Quantity* increases: graduate students will complete two additional papers/projects of 15 pages or more (equal magnitude for projects) and will read five additional reading assignments at the graduate level beyond the requirements for the undergraduate credit.

b. *Quality* increases: the instructor will expect a higher level of reading comprehension from a student receiving graduate credit and significantly higher level of writing ability at the graduate level compared to undergraduate students. This will vary by discipline, however, the instructor will assume the student possesses basic undergraduate skills and be seeking a higher level of competency from students receiving graduate credit.

Accommodation of Transfer Credits

The Director of Graduate Programs and Continuing Education determines which courses can be accepted for graduate credit. (The College's M.A.P. and M.S.P.A.S. programs do not accept any transfer courses.) To be accepted for graduate credit, a transfer course must:

1. have been taken at a regionally-accredited institution which has state approval for graduate courses;
2. be designated as a graduate course at that institution;
3. be similar to a course taught at Marietta College; and
4. have a grade of "B" or better
5. Credit hours transferred in from an institution following a "quarter" or a "unit" program will be pro-rated to "semester" hours. Details can be obtained from the Records Office.

Transcripts

Two types of transcripts are available.

- *Unofficial* transcripts, for the student's use, do not bear the Seal of the College. They may be sent directly to the student and are free of charge.
- *Official* transcripts are sent directly to schools and other institutions of higher education, prospective employers, etc. as designated by the student. Official transcripts may also be sent directly to students in sealed envelopes. Fees apply as shown below.

Transcripts are available from the Records Office upon the written and signed request of the student. Persons requesting transcript services must pay the appropriate fees at the Business Office Cashier's Window prior to requesting transcript services at the Records Office. Requestors must present the payment receipt at the Records Office in order to receive transcript services. Transcript services will not be provided for students/alumni who have outstanding debts to the College.

Unofficial transcripts (i.e. do not bear Seal of the College) free of charge

Official transcripts (i.e. bear Seal of the College)

Transcript production: \$5.00 per transcript

Priority Service: (Transcript is available to requestor on the next business day, or delivery is initiated on the next business day) \$3 surcharge for each transcript in addition to the \$5.00 fee listed above (total \$8.00 per transcript)

Transcript delivery:

U.S. Mail 1st class - no additional charge

Overnight USA Delivery \$15.00

Second Day USA Delivery \$11.00

International Delivery - determined on a case-by-case basis.

Refund On Withdrawal

The College may provide a partial refund only when the student withdraws from a course during the first five weeks of classes for the semester.

The date of withdrawal determines the proportion of tuition and student fee refunded: During the first week of the semester, 90 percent; second week, 80 percent; third week, 70 percent; fourth week, 60 percent; fifth week, 50 percent. The College will offer no refund after the fifth week of classes.

Dismissal

Students may be dismissed from a graduate program if, in the opinion of the Provost of the College and the director of the program, the student has engaged in behavior inconsistent with the values or mission of the program or the College.

Student Support Services

It is important that all students achieve their potential and to this end, the College provides several support services which are open to all students.

The Dawes Memorial Library

College Librarian: Professor Sandra B. Neyman
(neymans@marietta.edu)

Librarians: Angela Burdiss, Sharon Douglass, Peter Thayer
Website: library.marietta.edu, e-mail: library@marietta.edu

The Dawes Memorial Library perpetuates the name of a distinguished family with a long record of devotion and service to the College. Completely air-conditioned, the three-level building seats 370 and houses more than a quarter million volumes and nonbook library materials, classified under the Library of Congress system. Among the special collections are the Rodney M. Stimson Collection of Americana, a collection of rare 15th through 20th century books, and a unique collection of historic manuscripts rich in items pertaining to the Old Northwest Territory and early Ohio, including the records of the Ohio Company of Associates, whose members founded the first organized American settlement in the Old Northwest Territory at Marietta in 1788.

M. C. CAT, the library's online catalog, expands the capabilities of patrons to search for materials in the library's collections. The integrated, multi-function library system includes an automated circulation system, as well as serials check-in and electronic ordering modules. As a member of OhioLINK, a statewide consortium of 84 Ohio college and university libraries, and the State Library of Ohio, Dawes Memorial Library provides access to over 100 periodical indexes and full-text databases via the World Wide Web. Students and faculty, using the patron-initiated, online borrowing feature, can request books from other OhioLINK libraries.

The library currently receives more than 500 serial titles in print and more than 10,000 on-line periodical titles. As a designated depository the library also receives selected publications of the United States Government and the State of Ohio.

Marietta College is a charter member of OHIONET, a cooperative serving Ohio libraries, and of OCLC Inc., a national computerized electronic network organized in 1967 and located in Columbus, Ohio, which links together over 42,000 academic, public, and special libraries and library systems worldwide.

The Academic Resource Center (ARC)

Ms. Debra Higgins, Director
Website: www.marietta.edu/~arc; arc@marietta.edu
Andrews Hall - Third floor; (740) 376-4700

The primary mission of the Academic Resource Center (ARC) is to provide resources and services to assist all Marietta College students in the acquisition of information and development of skills to achieve their academic potential. In addition to individualized services for students, ARC resources are available to all members of the campus community. The ARC also coordinates campus services for students with disabilities.

(See Services for Students with Disabilities section below.)

Services offered by the ARC include, but are not limited to:

- Individualized academic support for students including advising and guidance in collaboration with faculty advisors and related College departments as needed.
- Early intervention system for students having academic difficulty.
- Individual and small group tutoring by appointment.
- Drop-in tutoring and study skills assistance.
- Services for students with disabilities including classroom accommodations and ongoing support.
- Access to computers and educational technology.
- Quiet, relaxed study areas and space for research and collaborative academic gatherings.
- Personal development workshops on study skills, time management, and more.
- Adaptive technology such as the Kurzweil 3000 Scan/Read System, the Dragon Naturally Speaking Voice Dictation Software, and a TTY.
- Resource library of materials and tutorials on general study strategies, time management, learning disabilities and more.
- Centralized system to assist students interested in forming study groups.
- Referrals to other campus resources and outside agencies as needed.

Services for Students with Disabilities

All services for students with disabilities are coordinated through the Academic Resource Center (ARC). Documentation of a student's disability from a licensed psychologist, psychiatrist, or physician must be provided to the ARC to establish accommodations. In addition to reviewing documentation to facilitate arrangements for specific classroom accommodations, ongoing individualized guidance is available from the ARC's Disabilities Specialist to include referrals to outside agencies for testing and assessment as necessary. Other services available include tutoring, study skills assistance, access to adaptive technology and personalized services based upon documented needs.

Students needing assistance with disability-related issues should contact the ARC (Andrews Hall, 376-4700, arc@marietta.edu) for more information. In addition, students are strongly encouraged to discuss individual class-specific needs with each faculty member at the outset of each academic course.

Marietta College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act regarding non-discrimination against persons with disabilities. The College seeks to offer support to all students and strives to make reasonable accommodations for individuals with documented disabilities.

The Campus Writing Center

Dr. Tim Catalano, Director

Website: www.marietta.edu/~mcwrite

Thomas Hall - Room 217; (740) 376-4658

The Campus Writing Center offers one-on-one writing assistance to any member of the Marietta College community. Clients may sign up in advance for an appointment, a series of standing appointments, or simply visit on a drop-in basis. Appointments typically last for 45 minutes.

The goal of the Campus Writing Center is to strengthen a client's overall writing ability. Clients are encouraged to visit the Campus Writing Center as they plan and prepare for an assignment, as well as when they revise and edit a paper. The Campus Writing Center sponsors workshops each semester on topics such as *Writing the Introductory Lab Report*, *Using APA and MLA citations*, *Writing In-Class Essays*, and *Understanding Plagiarism*. The Campus Writing Center's website provides a comprehensive listing of online writing resources, suggestions, guidelines, and references.

The Career Center

Ms. Kathleen Powell, Director

<http://mcnet.marietta.edu/~cc>

Gilman Center - Upper Level; (740) 376-4645

The Career Center is a comprehensive office designed to service the career needs of all students and alumni. The Career Center assists students in their career planning and development by offering individual career advising, programming and testing.

Students are encouraged to visit the Career Center for help in choosing a major, finding a summer job, internship, part-time/or full-time employment and graduate schools. A career advisor will work with all students providing exposure to career options through a full service career and occupational library, paper-based interest inventories and computer-based career development tools and Internet resources.

In addition, the Career Center staff works closely with alumni, employers, graduate and professional school personnel and faculty to provide options in the placement process.

The Career Center houses many resources, both paper and computer, to find graduate/professional school information and employment opportunities. In addition, The Career Center provides the necessary test materials for application to a variety of graduate and professional programs including: General Record Exam (GRE), Graduate Management Admission Test (GMAT), Law School Admission Test (LSAT), and the PRAXIS (formerly the National Teachers Examination NTE).

Students seeking employment after graduation benefit from workshops on résumé writing, job search strategies and interviewing techniques. A popular program, "Wine, Dine and How to Act Fine" covers many of the above topics with the

addition of an etiquette seminar and the benefit of having outside speakers and employers participating.

The Career Center co-sponsors, with other institutions, a variety of career fairs throughout the year. The Career Center participates in the Columbus Recruiting Consortium, Teacher Recruitment Consortium, OFIC CareerFest and the Stark County Job Fair to name a few. In addition, The Career Center hosts on-campus employers from business, industry and manufacturing. The Career Center hosts employers such as Unocal, Peace Corps, State of Ohio Auditors Office, State Farm, Nationwide, and American Express Financial.

The Career Center maintains a database of employment and internship opportunities year round and informs students of these opportunities via the "Monday Message" and College Central Network. Students and alumni/ae can easily access jobs and internship listings as well as upload their résumés for employers to view by registering at www.collegecentral.com/marietta. This service is provided free of charge and accessible 24/7.

Credential files and Résumé Referral are additional services provided by the Career Center. For information on any of the above, please contact the Career Center, Monday through Friday, 8:30 a.m.-5:00 p.m. To schedule an appointment, please call (740) 376-4645.

Counseling Services

Andrews Hall Room 112 (740) 376-4477

Counseling services are available to all students at no charge. Services are provided and/or supervised by a mental health or counseling professional (clinical psychologist or counselor) who is licensed to practice in Ohio. Thus, the service providers meet the same standards applicable to professionals practicing in private offices, agencies, and hospitals. Providers adhere to state and federal guidelines governing provision of mental health and/or counseling services to college-age students. As such, the services are confidential in accordance with state and federal guidelines.

Services are usually short-term and problem-focused and are initiated either by the student or by referral from another party. Students utilize counseling services for a variety of reasons including, but not limited to, enhancing personal growth, coping with stress associated with academic life, and dealing with relationships. Sometimes students access counseling services in order to obtain support for managing symptoms associated with depression, anxiety, family problems, substance use, anger management, eating disorders, attention-deficit hyperactive disorder (ADHD), and other clinical and non-clinical concerns.

Counseling services can be accessed by contacting the office directly at (740) 376-4477 or by contacting the office of Student Life at (740) 376-4746.

Directory

Administrative Personnel

Members of the Administrative Personnel who are responsible for the College's graduate programs are listed below. A full list of the Administrative staff will be found in the **UNDERGRADUATE PROGRAMS CATALOG**.

Dr. Jean A. Scott, *President of the College*
Dr. Sue DeWine, *Provost and Dean of the Faculty*
Mr. Daniel C. Bryant, *Vice President for Administration and Finance*
Dr. Roger H. Pitasky, *Registrar*

Ms. Cathy J. Brown, M.A.L.L., *Director of the Office of Graduate Programs and Continuing Education*

Dr. Dorothy Erb, *Director of the M.A. in Education Program*
Dr. James H. O'Donnell, *Director of the M.A. in Liberal Learning Program*
Dr. Mark E. Sibicky, *Director of the M.A. in Psychology Program*
Prof. Christina Ullman, *Director of the Master of Corporate Media Program*
Dr. Gloria M. Stewart, *Director of the M.S. in Physician Assistant Studies Program*

Faculty

Members of the College faculty who regularly teach in the graduate programs are listed below. A full list of the College's faculty will be found in the **UNDERGRADUATE PROGRAMS CATALOG**.

Cheryl E. Arnold

Instructor of Psychology, 1998

B.A. Westminster College, M.S., Ph.D. University of Georgia

Mark A. Bagshaw

Professor of Management and Leadership, 1993

B.A., Ed.D. Pennsylvania State University, M.Phil. Yale University

Mary Valaik Barnas

Associate Professor of Psychology, 1994

B.S. Loyola College of Maryland, M.A., Ph.D. West Virginia University

William M. Bauer

Assistant Professor of Education, Director of the M.A.Ed. Program, 2002

B.S., M.Ed. Ohio University, M.A. Ph.D. The Ohio State University

Miranda M. Collins

Clinical Coordinator and Instructor in Physician Assistant Studies, 2002

B.S. Alderson-Broaddus College, M.P.A.S. University of Nebraska, PA-C

Sue DeWine

Professor of Organizational Communication, Provost and Dean of the Faculty, 2000

B.S., M.A., Miami University, Ph.D. Indiana University

Dorothy Erb

Associate Professor of Education, 1991

B.S. Miami University, M.Ed., Ph.D. Ohio University

James Fry

Assistant Professor of Physician Assistant Studies, 2002

B.S. University of Oklahoma, M.S. Alderson-Broaddus College

Constance Golden

Professor of Education, 1988

B.S., M.A., Ed.D. West Virginia University

Liane Gray-Starner

Assistant Professor of Communication, 2001

B.A. Wittenberg University, M.A. Western Kentucky University, Ph.D. Ohio University

Peter E. Hogan

McCoy Professor of Biology, 1973

B.S. Worcester State University, M.S. University of Connecticut, Ph.D. Michigan State University

Steven W. Howe

Associate Professor, Medical Director, Physician Assistant Studies, 2004

B.S. The Ohio State University, D.O. Kirksville College of Osteopathic Medicine and Surgery

Kenneth J. Itzkowitz

Associate Professor of Philosophy, 1989

B.A. Vassar College, Ph.D. State University of New York, Stony Brook

Ryan K. May

Assistant Professor of Psychology, 2002

B.A. Anderson University, M.S., Ph.D. The University of Memphis

Jennifer McCabe

Instructor of Psychology, 2004

B.A. West Maryland College, M.A. University of North Carolina

Michael J. McNamara

Assistant Professor of Mass Media, 2001

B.S. Ohio University, M.A.L.L. Marietta College

Marilee Morrow

Assistant Professor of Mass Media, 1998

B.S. Ohio University, M.A. West Virginia University

Cathy Sue Mowrer

Instructor of Education, 2003

M.Ed., Cambridge College

James H. O'Donnell, III

McCoy Professor and Andrew U. Thomas Professor of History, Director of the M.A.L.L. Program, 1969

B.A. Lambuth College, M.A., Ph.D. Duke University

Mabry M. O'Donnell

McCoy Professor of Communication and Theatre Arts, 1969

B.A. Louisiana State University, M.A. University of Alabama, Ph.D. Bowling Green State University

Marybeth Peebles

Assistant Professor of Education, 2001

B.A., Ph.D. University of Illinois, M.S. Indiana University

Mark E. Sibicky

McCoy Associate Professor of Psychology, Director of the M.A.P. Program, 1990

B.A. University of Connecticut, M.A. Colgate University, Ph.D. University of Arkansas

Steven R. Spilatro

McCoy Professor of Biology, 1988

B.A. Ohio Wesleyan University, Ph.D. Indiana University

Gloria M. Stewart

Director, Physician Assistant Program and Associate Professor of Physician Assistant Studies

B.S. Alderson-Broaddus College, M.S. Springfield College, Ed.D. West Virginia University

Christina Ullman

Associate Professor of Graphic Design, Director of the M.C.M. Program, 2001

B.A. Marietta College, M.S. Ohio University

Suzanne H. Walker

Associate Professor of Communication and Theatre Arts, 1999

B.S. University of Indianapolis, M.A., Ph.D. Indiana University

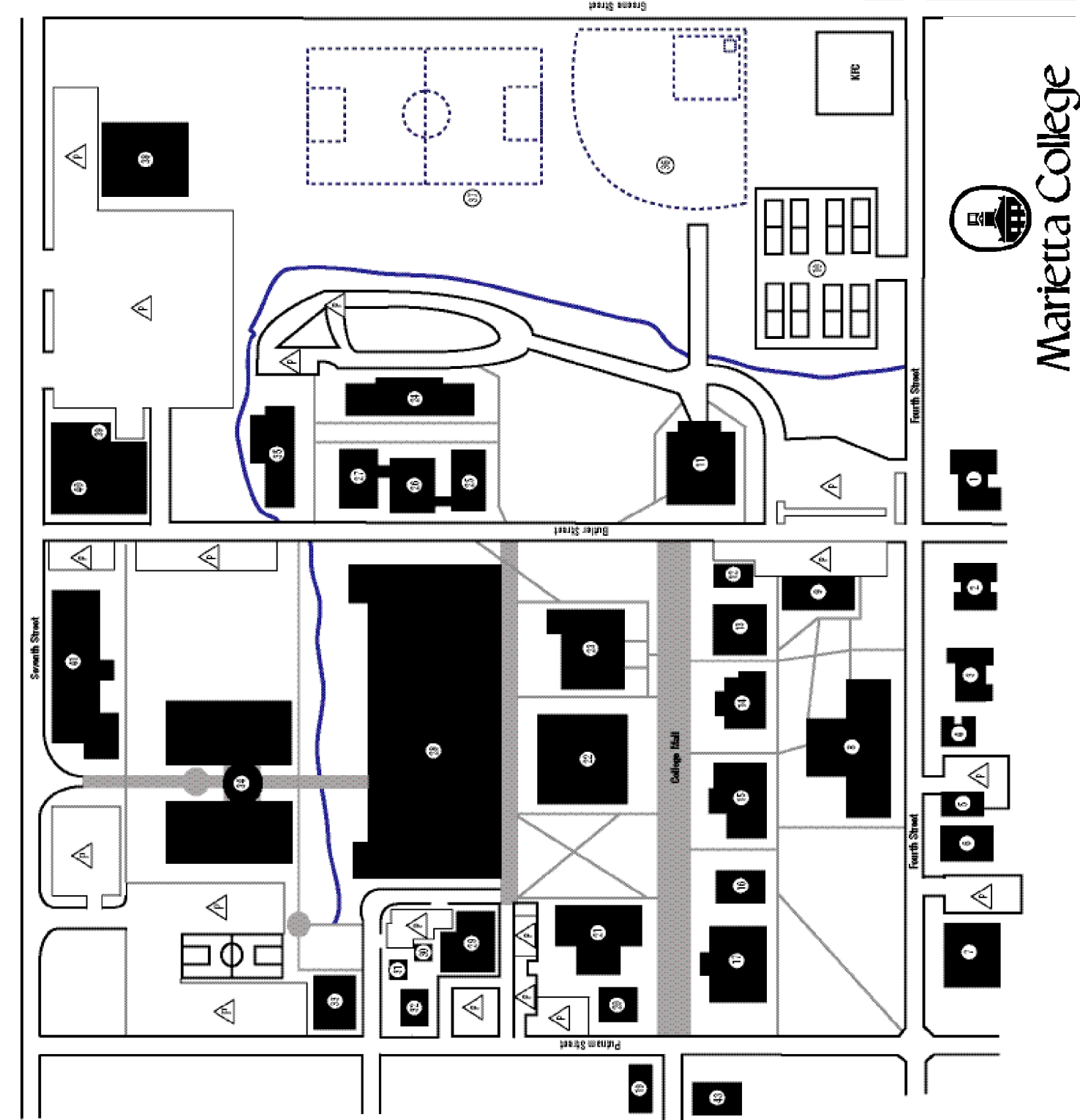
Matthew Young

McCoy Assistant Professor of History, Director of Asian Studies, 2000

B.A. Kenyon College, M.A., Ph.D. Bowling Green State University

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