
MARIETTA COLLEGE

Chartered 1835

2017-2018 CATALOG

Graduate Programs

The Mission

Marietta College provides a strong foundation for a lifetime of leadership, critical thinking, and problem solving.

We achieve this mission by offering undergraduates a contemporary liberal arts education and graduate students an education grounded in advanced knowledge and professional practice. Intellectual and creative excellence defines the Marietta experience.

Marietta College offers the following graduate degrees:

Master of Arts in Psychology, 8

Master of Science in Physician Assistant Studies, 11

Coursework is also offered at the graduate level by the Education Department, 6

215 Fifth Street, Marietta, Ohio 45750, U.S.A.



Marietta College

Phone (740) 376-4000

<http://www.marietta.edu>

Table of Contents

Table of Notices	3	Graduate Programs Financial Aid and Standards of Satisfactory Academic Progress	16	Directory	25
From the President	4	Financial aid.....	16	Administrative personnel	25
The Seven Core Values	5	Satisfactory academic progress.....	16	Faculty.....	25
Graduate Education Coursework	6	Withdrawal, refunds.....	18	Index	26
Fees	6	Academic Policies and Practices	19	Campus Map	27
Course descriptions	7	From the Provost.....	19		
Master of Arts in Psychology	8	Policies	19		
Graduation requirements	8	FERPA	19		
Admission to program	9	Academic Dishonesty.....	20		
Policies	9	Grades.....	20		
Fees	10	Transfer Credit.....	22		
Degree structure	10	Transcripts	22		
Course descriptions	10	Refund.....	22		
Master of Science in Physician Assistant Studies	11	Dismissal	22		
Graduation requirements	11	Student Support Services	22		
Admission to program	12	Marietta College Library	22		
Fees	12	Academic Resource Center	23		
Student Organization.....	13	Services for students with disabilities	23		
Degree structure	13	Campus Writing Center.....	23		
Course descriptions	13	Career Center.....	23		
		Health and Wellness.....	24		
		Campus Police	24		

Notices

Statement of Accreditation

Marietta College is accredited by the Higher Learning Commission and is a member of the North Central Association. As required by the United States Department of Education, contact information for the Higher Learning Commission is provided: www.ncahigherlearning-commission.org, telephone: (312) 263-0456.

Statement of non-discrimination

Marietta College is an equal opportunity educator and employer that values diversity. In our educational, admissions and employment policies, scholarship and loan programs, and athletic and other activities, Marietta College does not discriminate on the basis of age, race, color, national or ethnic origin, disability, sex, gender identity, gender expression, sexual orientation, religious affiliation, veteran status, or any other protected status.

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1967, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990 (the latter related to employee concerns only) has been delegated to:

Debra C. Wayland
 Director of Human Resources
 Marietta College
 215 Fifth Street
 Marietta, OH 45750
 (740) 376-4835
dce001@marietta.edu

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title IX of the Education Amendments of 1972 has been delegated to:

Richard Danford
 Title IX Coordinator
 Marietta College
 215 Fifth Street
 Marietta, OH 45750
 (740) 376-4899
danfordr@marietta.edu

Services for Students with Disabilities

Marietta College complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as amended, 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, located in Andrews Hall. (See page 186 for more information.)

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Section 504 of the Rehabilitation Act of 1973,

and the Americans With Disabilities Act of 1990 (the latter related to student concerns only) has been delegated to:

Kristin English
 Disabilities Specialist/504 Coordinator
 Marietta College
 215 Fifth Street
 Marietta, OH 45750
 (740) 376-4467
thomask@marietta.edu

Statement on Diversity and Inclusion

Marietta College embraces a shared commitment to diversity and inclusion, which supports our mission of providing a foundation for critical thinking, problem solving, and leadership. As a campus community, we promote practices, behaviors, and attitudes that are just and inclusive. Creating and sustaining a respectful and inclusive environment prepares our students to become citizens, leaders, and professionals in the 21st century's global society. Our engagement with diversity fosters mutual understanding and reaches beyond tolerance to produce a transformative view of diversity as a positive value. Questions regarding the College's approach to diversity may be directed to the Office for Diversity and Inclusion, located in Andrews Hall.

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 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.

It is the student's responsibility to ensure that he or she understands the requirements, policies and procedures governing the academic program being followed. The student is also responsible for notifying the Records Office by submitting appropriate forms, concerning the addition or removal of a major, minor, or certificate from his or her program of study, and classes added or dropped, or changed on their schedule. The College strongly encourages students to review questions concerning their curriculum requirements with the Records Office. In cases where there is a disagreement of interpretation of part of the curriculum requirements, the Academic Standards Committee will be the final arbiter.

From the President

It is my pleasure to welcome you to graduate study at Marietta College. Since its founding in 1835 the College has been widely recognized as one of the outstanding educational institutions in the United States, and we retain today the original goal of educating students in “the various branches of useful knowledge.” As you pursue your program of graduate study you will have the opportunity to delve into your chosen field of “useful knowledge,” to apply yourself in the pursuit of greater depth, and to prepare yourself for the hurdles you will face as a graduate and practitioner. You will surely encounter significant academic challenges along the way. Only by accepting and surmounting these challenges will you truly develop the expertise and authority you are seeking and you will be assisted by outstanding faculty mentors who will guide you through your program of study.

Marietta College offers two graduate degrees. The Master of Science in Physician Assistant Studies prepares health care professionals to address the most pressing issues facing physicians and patients in Ohio, the nation, and the world. Graduates of Marietta’s program will join this rapidly growing cadre of Physician Assistants and make a difference in the lives of so many patients. The MA program in Psychology serves recent college graduates, current undergraduate students who participate in Marietta’s 3+2 program, and practicing professionals who seek a deeper understanding of the human condition and who wish to advance in their social service career.

On the next page you will see listed Marietta’s seven core values, and you will soon observe that your program is closely aligned with these values. Our undergraduate programs are based on a liberal arts foundation, and your graduate program benefits from the expertise our

faculty members have developed across a range of subfields within their disciplinary area. Marietta faculty combine this expertise with a deep commitment to your intellectual and personal growth, and many Marietta alumni, undergraduate and graduate alike, cite close student-faculty relationships as one of the most profound benefits and cherished memories of their time on campus. The core values also express a commitment to in-depth study, and you will surely find this depth in your graduate studies, since each program is designed to immerse you in the latest research and key theoretical advances in the discipline. This will prepare you for the work you will do in your chosen field, and it will undoubtedly provide you with the tools you seek to establish yourself as a leader in your professional community.

As a career educator, I frequently urge students to view their formal studies as a beginning, as the strong foundation needed for a lifetime of learning. None of us can know with certainty the challenges that will arise in our careers or academic disciplines, and so our best, arguably only, recourse is to prepare ourselves to adapt to the shifting landscape we will surely encounter. I firmly believe that this requires a combination of deep engagement, broad interdisciplinary thinking, an agile mind, and a willingness to push our knowledge across new boundaries. You have taken the next step on this deeply satisfying journey of lifelong learning and I congratulate you on your choice. I wish you continued success in your academic endeavors and look forward to celebrating your successes and learning of your future contributions to your field.

WILLIAM N. RUUD

The Seven Core Values

At the center of a MARIETTA COLLEGE education are Seven Core Values that form the foundation for learning and living.

1. Liberal Arts Foundation

MARIETTA COLLEGE reaffirms the liberal arts as foundational in an education of the highest quality. Undergraduates in traditional majors and professional programs take a variety of general education courses in the primary areas of knowledge. This time-tested approach to learning stresses the development of skills such as critical thinking, problem solving, and effective communication, and upholds the value and breadth of our intellectual heritage.

2. In-Depth Programs of Study

MARIETTA COLLEGE is committed to offering programs of study that prepare undergraduates for challenging careers or admission to well-respected graduate and professional schools. It offers select graduate degrees consistent with the mission of the College and where it has the expertise and resources to meet or exceed baselines of excellence. Both graduate and undergraduate degree programs promote an active engagement with learning and opportunities to apply knowledge to practical experiences.

3. Global Perspective and Diversity

MARIETTA COLLEGE prepares students to thrive in a diverse society and in a world where social interaction, work, and exchange occur across geographical, cultural, and linguistic boundaries. They learn that economic growth, political stability, human adaptation, and sustainability all rely upon cooperative efforts among the nations and peoples of the world.

4. World of Work

MARIETTA COLLEGE maintains its founders' emphasis on education "in the various branches of useful knowledge," and we believe that the liberal arts remain the best preparation for any career. Through classroom instruction, the use of technology, independent research, and

practical experiences in their chosen fields, as well as through a wide variety of opportunities to lead and serve in collaboration with others, students prepare for productive lives. "A contemporary liberal arts education" means preparation for the world of work and the ability to translate knowledge into effective action.

5. Community

MARIETTA COLLEGE, primarily a residential college for its undergraduates, is dedicated to the development of the whole student and affirms the interdependence of life inside and outside of the classroom. In this dynamic community, students, faculty, and staff share a commitment to integrity and respect for others and develop our distinctive ethos. Believing that the work of all employees at the College contributes to the students educational experience, we strive to provide the necessary tools and working environment and promote a commitment to service and self-direction among College employees. Graduates of the College comprise "the long blue line," an alumni community forged in friendships and common experiences.

6. Leadership

MARIETTA COLLEGE offers students opportunities to be citizen-leaders both on and off campus and thus to prepare themselves for leadership and responsible citizenship in their professions and their communities. Professional programs convey the ethical standards appropriate to their professions and in other ways prepare students for leadership in their fields.

7. Service

MARIETTA COLLEGE is part of a historic town and for almost two centuries has served its region through the education, arts, and intellectual enrichment it brings to the surrounding community. Likewise, the students, faculty, and staff of MARIETTA COLLEGE find opportunities for civic engagement and for learning through service on the campus, in the region, and beyond.

Graduate Programs of Instruction

Graduate Education Coursework

The Department of Education

Director and Professor: Dr. Dorothy Erb (dorothy.erb@marietta.edu)

Faculty: Professor: Bill Bauer, ; Associate Professors: Carole Hancock, Tanya Judd-Pucella, Cathy Mower; Assistant Professor: Amanda Knapp

The Department of Education offers graduate level coursework to meet the continuing education and professional development needs of practicing professionals. Courses are offered in special topics and are frequently offered in collaboration with local school districts. Courses which lead to the intervention specialist license are also offered for individuals who possess or are qualified for a teaching license in an initial content field.

The Education Department is accredited by the Higher Learning Commission, and the National Council for the Accreditation of Teacher Education. The Intervention Specialist license is nationally recognized by the Council for Exceptional Children and is approved by the Ohio Board of Regents.

Requirements for the Graduate Intervention Specialist License

The following prerequisites must be met for program admission:

1. Proof of a valid teaching license or proof of eligibility for a teaching license, including successful completion of internship (letter from an approved institution to offer teacher licensure programs)
2. 2.75 cumulative undergraduate grade point average
3. Passing score on state required AYA or middle childhood content test or reading test
4. Successful completion of the 12 semester hour Ohio reading core (Candidates who have not met this requirement will receive conditional admission until the reading core is completed)

1. The Credit Requirement

Each student must complete at least thirty-two (32) credit hours of courses listed below for the Intervention Specialist license.

Course Number/Title	Credit Hours
Educ 641, Introduction to Mild/Moderate Learners	3
Educ 642, Instructional Methods of Mild/Moderate Learners	3
Educ 643, Assessment of Mild/Moderate Learners	3
Educ 644, Classroom Management Strategies	3

Educ 645, Child Psychological Disorders	3
Educ 648, Disability and Special Education Law	3
Educ 659, Assistive Technology for Students with Disabilities	3
Educ 691, Field Experience I	1
Educ 691, Field Experience II	1
Educ 693, Internship	9

2. The Ohio Reading Core Requirement

All candidates for the intervention specialist license are required by Ohio law to complete the 12 semester-hour reading requirement. If this requirement was not met as part of the undergraduate teacher preparation program, courses must be completed prior to admission to the internship. The following reading courses must be completed or acceptable transfer course must be submitted.

Course Number/Title	Credit Hours
Educ 321, Foundations of Reading	3
Educ 322, Phonics	3
Educ 360, Content Area Reading or Educ 662, Instructional Strategies for Reading	3
Educ 661, Diagnosis and Correction of Reading Difficulties	3

3. The Internship Requirement

All candidates for the intervention specialist license are required to complete a supervised internship in a special education or inclusion setting. If the candidate is currently employed by a school district, this experience may occur in the candidate's own school or classroom if the setting is a special education or inclusion class.

Fees

The tuition fee for graduate education courses is \$475 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.

Course descriptions for the Education Program

EDUC 612 Appalachian Culture

This course is designed to give graduate students an opportunity to investigate the Appalachian identity and develop 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 632 Sign Language

Sign language is 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 641 Introduction to Mild/Moderate Learners

This course investigates 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 are addressed. Contributions of major researchers and historians, variations in beliefs, traditions and values across cultures, and current practices in the field will also be addressed.

Credit: 3 Hours

EDUC 642 Instructional Methods of Mild/Moderate Learners

Topics include individualized programming; designing and managing environments and materials; critical teaching behaviors; introduction to data based assessment; skills and knowledge strategy in mathematics, reading, and writing; and methods for designing and implementing instruction for students with mild/moderate disabilities. 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

Students investigate formal and non-formal evaluation methods to assess students with mild/moderate disabilities, including standardized and state and federally mandated alternative assessment practices. The role of assessment in the IEP and multi-factored evaluation process is also addressed in the course.

Credit: 3 Hours

EDUC 644 Classroom Management Strategies for Mild/Moderate Learners

This course 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.

Credit: 3 Hours

EDUC 645 Childhood Psychiatric Disorders

The course includes an in depth analysis of the etiology, diagnosis, and treatment of childhood psychological disorders from varying theoretical perspectives. Emphasis is placed on an empirical approach to child psychological disorders.

Credit: 3 Hours

EDUC 648 Disability and Special Education Law

Students are introduced 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 657 Educators as Cross Cultural Leaders-Study Abroad

Educators as Cross Cultural Leaders is a cross-disciplinary study of social and cultural similarities and differences as they impact education in other countries. Through a three-week study abroad period, students interact with educators, scholars, school personnel, and community activists to share ideas, concerns, and best practices for educating students. 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 School Leadership and Staff Development

The course focuses on concepts and strategies in leadership and supervision with an emphasis on human resources development. Students take an analogic/applied stance toward leadership within the 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, such as speech, occupational and physical therapists and rehabilitation professionals, will be guest speakers.

Credit: 3 Hours

EDUC 661 Diagnosis and Correction of Reading Difficulties

Students study clinical and classroom aspects of reading difficulties, with an emphasis on testing procedures, instructional materials, and teaching techniques.

Prerequisite: Foundations in Reading course.

Credit: 3 Hours.

EDUC 662 Instructional Strategies for Reading

As a companion to EDUC 661, this course demonstrates successful instructional strategies for developmental reading. Alternative approaches to reading in pluralistic society, appraisal of materials and methods, and research-based reading instruction are also addressed.

Prerequisite: Foundations in Reading course.

Credit: 3 Hours.

EDUC 663 Reading Clinic

Master's level students gain experiences in reading supervision, test administration and interpretation, and strategic remedial instruction. This course is required for the Reading Certification.

Prerequisites: Education 661 and 662.

Credit: 4 Hours.

EDUC 671 Special Topics

Students pursue approved graduate and/or undergraduate academic course work in their teaching field or a supporting area.

Prerequisite: Advisor approval.

Credit: 3 to a maximum of 9 Hours.

EDUC 672 Directed Study

Students conduct an in-depth 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 691A, 691B Intervention Specialist Field Experience (K-6, 7-12)

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: 1 Hour

EDUC 693 Intervention Specialist Practicum and Seminar (clinical internship)

This program is 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 and reading core courses and good standing in the Professional Education Program.

Credit: 9 Hours

The Degree of Master of Arts in Psychology (MAP)

The Department of Psychology

Website: <https://psychology.marietta.edu>

Director of the Program and Associate Professor: Dr. Christopher Klein (clk002@marietta.edu)

Professors: Mary V. Barnas, Ryan K. May, Mark E. Sibicky; Associate Professor: Alicia M. Doerflinger

The Marietta College Master of Arts in Psychology Program (MAP) offers an academic curriculum in general psychology, as well as offering students the opportunity to conduct research in the areas of: physiological, 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 MAP 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 MAP courses as shown below.

1.a. The Core Requirement

Each student must complete twenty-four credit hours as follows: PSYC 620, 685, 686, plus 15 elective credit hours selected from PSYC 601, 606, 610, 611, 612, 613, and 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 six 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 six 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 uploaded to the electronic theses and dissertations center of OhioLINK. Each student is required to choose a thesis com-

mittee, which will consist of two-full time faculty members of the Department of Psychology (one chair, one member). If the student desires, one additional outside member may be selected by the student with approval by the Director of the MAP program. The outside member may be a faculty member from another discipline or a doctoral-level psychologist from the community.

Where a student does not complete all requirements for the thesis during the semester in which the student enrolled in PSYC 692, the student must register for at least one hour of practicum continuation (PSYC 599) for each semester following the original semester of enrollment in PSYC 692 until it is completed. This course cannot be applied toward the required elective hours.

2. The Grade Point Requirement

Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. Unlike undergraduate programs at Marietta, the MAP 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 "B" or better in all courses.

A student enrolled in the MAP program who receives a grade of "C" or below in PSYC 620, PSYC 685, or PSYC 686 must repeat the course and receive a grade of "B" or better. A student enrolled in the MAP program who receives a grade of "C" or below in any practicum or elective course must repeat the course and receive a grade of "B" or better, or take a different practicum or elective 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. The thesis courses are graded Satisfactory/Unsatisfactory and are not included in the calculation of the grade point average however, a grade of Unsatisfactory in a thesis course is comparable to a failing grade, and will count toward the two or more grades of "C" or below that result in dismissal.

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 thirty (30) credit hours of MAP Program courses must be graduate courses at Marietta College.

Commencement

A MAP student is allowed to participate in the Marietta College Commencement ceremony only if the student has completed all MAP program requirements except Thesis II by the end of the spring term, with Thesis I completed by Spring Break. Satisfactory progress in the thesis will be confirmed with the program director, in consultation with the thesis advisor, to determine eligibility.

Admission to the MAP Program

Admission to the MAP 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 3.0, a GPA of 3.0 in psy-

chology, and official test scores from the General Test of the Graduate Record Examination (GRE). Additionally, letters of recommendation are requested as part of the application process. Some exceptions to these requirements may be considered; contact the MAP program director for more information. Students may be accepted for either Fall or Spring admission.

Five-year (3+2) BA/MA Program

The MAP program is designed for completion over two academic years. Additionally, a five-year combined Bachelor/Master of Arts (BA/MA Program) degree is offered. The (3+2) BA/MA 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 (3+2) five-year combined BA/MA program will normally be evaluated for acceptance into the program following the completion of the first semester of the junior year.

Acceptance into the (3+2) BA/MA program does not excuse students from completing their undergraduate general education requirements, nor the requirements for the major/minor. Students accepted to the BA/MA program are expected to handle the additional burden and responsibility of handling both their undergraduate and graduate course loads.

Admission to the (3+2) BA/MA program is competitive and selective.

Application forms are available from:

The Office of Admission
Marietta College
215 Fifth Street
Marietta, Ohio 45750
Tel. 1-800-331-7896

Completed application material should be returned to.

Dr. Chris Klein, MAP Director
Marietta College
215 Fifth Street
Marietta, Ohio 45750

Application Procedure

To apply for admission to the MAP 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 (General Test).
4. A two-page essay describing the applicant's interests, future goals for his or her graduate education in psychology, and why the MAP program matches their research interests and professional goals.
5. Two written letters of recommendation attesting to candidate's capacity to complete graduate level work, at least one of which is from a college instructor.
6. A non-refundable \$25 graduate application fee

Policies

Full-time Status

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

Probation, Extension, and Academic Dismissal

Academic probation and/or dismissal of a MAP student is determined by the department faculty and the College Provost.

Academic probation and/or dismissal of a MAP student is determined by the department faculty and the College Provost. A student enrolled in the MAP program who receives a grade of "C" or below in PSYC 620, PSYC 685, or PSYC 686 must repeat the course and receive a grade of "B" or better. A student enrolled in the MAP program who receives a grade of "C" or below in any practicum or elective course must repeat the course and receive a grade of "B" or better, or take a different practicum or elective course and receive a grade of "B" or better. A student who receives a grade of "C" or below in any course will be placed on academic probation. A student who receives two or more grades of "C" or below in any graduate course in the program will be dismissed. The thesis courses are graded Satisfactory/Unsatisfactory and are not included in the calculation of the grade point average; however, a grade of Unsatisfactory in a thesis course is comparable to a failing grade, and will count toward the two or more grades of "C" or below that result in dismissal.

Students are expected to complete all MAP program requirements within two academic years. However, if individual circumstances warrant, a student may petition the MAP director and their thesis chair for an additional academic year extension to complete the program. If a MAP student needs an additional semester to complete the thesis, s/he must register for one credit hour of Thesis Continuation (PSYC 599). (See the MAP program director for information). Under normal circumstances, students not completing the MAP program in three academic years will be dismissed. A student that has engaged in unethical or unprofessional conduct may also be dismissed.

A student may appeal a decision of dismissal to the Graduate Council. Students who are dismissed from the MAP program, but who have an appeal regarding dismissal granted by the Graduate Council (or the College Provost) remain on academic probation, and will be dismissed again in the instance of a grade of "C" or below in any graduate course.

Fees

Tuition fee for the MAP Program is \$790 per credit hour. A student enrolled in the BA/MA 5-year program will be charged a \$790 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.

Graduate Assistant Stipend – The Department of Psychology offers a limited number of paid graduate assistant stipends. Stipend awards are made on a competitive basis and require MAP students to work 15 hours each week supporting the research, service, and educational mission of the department. See the MAP director for details.

Degree Structure

Core courses		24 Hours
PSYC 685 <input type="checkbox"/>	PSYC 686 <input type="checkbox"/>	PSYC 620 <input type="checkbox"/>
plus five of the following		
PSYC 601 <input type="checkbox"/>	PSYC 606 <input type="checkbox"/>	PSYC 610 <input type="checkbox"/>
PSYC 613 <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 the MAP Program

PSYC 599 Thesis Continuation

Registration for this course is required of any student who does not complete the required master's thesis course within the semester enrolled. Registration in this course allows for continued enrollment in the graduate program and provides the student with ongoing faculty advisement and use of College resources as the course requirements are completed. This course is graded Satisfactory/Unsatisfactory.

Credit: 1 Hour

PSYC 601 Selected Topics in Psychology

An in-depth examination of the research and theory behind a specific topic, debate or question in the field of psychology. Topics are chosen by the instructor and will vary from semester to semester. May be taken twice for credit with consent of the graduate program director and department chair.

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 610 Attachment and Family Relations

This course focuses on an advanced review of the major theories and current research in the area of attachment and family relations. Topics include attachment theory and measurement, infant-parent attachment, and adult attachments and marital satisfaction. Emphasis is placed on an in-depth understanding of the research methodology and current social conditions which influence the family.

Credit: 3 Hours

PSYC 611 Cognitive Psychology

This course focuses on advanced review and critique of the major theories and research findings in the area of cognitive psychology. Topics include perception, attention, memory, problem-solving, reasoning and decision-making, and psycholinguistics. Emphasis is placed on the integration of topics into a model of information processing in the human mind.

Credit: 3 Hours

PSYC 612 Seminar in Social Psychology

This course provides students with a critical and advanced review of theories and research in the area of social psychology. The focus of this course is on developing critical and integrative ways of thinking about theory and research in social psychology. Emphasis is placed on designing and conducting original research in social psychology.

Credit: 3 Hours

PSYC 613 Seminar in Theories of Learning and Behavior

This course will start with a review of basic concepts in operant and classical conditioning and then proceed to modern empirical and theoretical developments. Students will be expected to examine the implications of empirical and theoretical developments for issues in their specific field of interest.

Credit: 3 Hours

PSYC 620 Professional 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 researchers and practitioners of psychology.

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.

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, Developmental).

Credit: 3 Hours

PSYC 685 Statistics

This course provides both a conceptual and practical understanding of basic and advanced statistical methods of data analysis in the area of psychology. Topics include exploratory data analysis, multifactor between-subjects and repeated-measures analysis of variance, analysis of covariance, partial correlation, and multiple regression. Emphasis is placed on the analysis and interpretation of data using SPSS.

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. These courses are graded Satisfactory/Unsatisfactory

Credit: 3 Hours each.

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

Program director: Miranda Collins

(miranda.collins@marietta.edu)

Medical director and Associate Professor: Steve W. Howe; Associate

Professors: John Grosel, Steve Waller; Assistant Professors: Bradley

Pierce, Kevin Alten, Lynn Bostrom, Patricia Martin; Clinical Coordinator:

Penny Rose; Assistant Clinical Coordinator: Theresa Proctor; Administrative

Assistant: Donna Venham; Admissions Coordinator: Lori Hart

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 continued accreditation from the Accreditation Review Commission for Physician Assistant Programs, with the next site visit scheduled for 2018.

Graduation Requirements

The graduation requirements for the M.S. in Physician Assistant Studies 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 102 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 successfully complete the program's final examinations and 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:

Bachelor's degree with a minimum cumulative GPA of 3.0 in all prerequisites:

1. One semester of Biology (upper level Human/Mammalian)
2. Two semesters of General Chemistry with laboratories
3. One semester of Microbiology with a laboratory
4. One semester of Human Anatomy
5. One semester of Human Physiology
6. Two semesters of Psychology (General, Abnormal or Developmental)
7. One semester of Statistics

All prerequisite courses must be completed by December of the year of application for the program's June start date. The program will consider applicants who have one prerequisite course in process during the spring preceding the June start date.

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, 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 and on the program's website.

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. Official test score results for the Graduate Record Examination (GRE) General Test (verbal and quantitative) must be submitted with the CASPA application under school code 0937. The Marietta College PA Program also accepts MCAT scores.

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
- Previous healthcare experience (paid and/or voluntary).
- Work ethic, leadership skills and extracurricular activities.
- 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. Offers of admission will be made in October, December, and January.

Fees, expenses and financial aid

Tuition fees and program costs vary based on date of enrollment.

Tuition, fees, and program costs for the class entering the program in June 2016 are

Pre-Clinical Phase –

Summer Session (9 credit hours)	\$4,750
First Year (35 credit hours)	
Semesters one and two	\$35,678

Clinical Phase –

Second Year (58 credit hours)	
Semesters one and two	\$35,678

Accepted students will be asked to send a \$500 admission deposit. Payment of the deposit indicates the student's intent to enroll in the Physician Assistant Program. The deposit will be used for program supplies and the balance towards the summer tuition.

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. Scholarships are available to entering M.S.P.A.S. students. 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.

Student Organization

The Marietta College Physician Assistant Student Society's purpose is to serve southeastern Ohio by raising awareness and by providing information and services regarding medical issues on a local, state, and national level.

Degree Structure

Didactic Phase (44 credits)

Summer semester (mid-June – mid-August)

PASP 501 Gross Anatomy	6 credits
PASP 510 Introduction to Clinical Medicine	1 credit
PASP 516 Professional Issues I	2 credits
Total	9 credits

Year 1: Fall semester

PASP 502 Physical Examination I	4 credits
PASP 503 Advanced Human Physiology I	3 credits
PASP 505 Pathophysiology I	3 credits
PASP 508 Advanced Pharmacology I	3 credits
PASP 520 Clinical Medicine I	3 credits
PASP 590 Research Methods I	1 credit
Total	17 credits

Year 1: Spring semester

PASP 504 Physical Examination II	4 credits
PASP 506 Advanced Human Physiology II	3 credits
PASP 507 Pathophysiology II	3 credits
PASP 509 Advanced Pharmacology II	3 credits
PASP 522 Clinical Medicine II	3 credits
PASP 591 Research Methods II	2 credits
Total	18 credits

Clinical Phase (58 credits)

Year 2: Fall semester

PASP 660 Family Medicine I	5 credits
PASP 650 Internal Medicine	5 credits
PASP 651 General Surgery	5 credits
PASP 652 Prenatal Care/GYN	5 credits
PASP 653 Pediatrics	5 credits
Total	25 credits

Year 2: Spring semester

PASP 654 Emergency Medicine	5 credits
PASP 655 Orthopedics	5 credits
PASP 657 Psychiatry/Behavioral Medicine	5 credits

PASP 658 Elective(s)	8 credits
PASP 661 Family Medicine II	5 credits
PASP 616 Professional Issues II	2 credits
PASP 690 Capstone Project	3 credits
PASP 693 Summative Assessment	0 credit
Total	33 credits
Total for program	102 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 human anatomy correlations are presented.

Credit: 6 Hours

PASP 502 Physical Examination I

This course provides the student with the knowledge and skills in patient interviewing, effective communication, and history/physical examination skills through structured clinical experiences and case-based learning.

Prerequisite: 501

Credit: 4 Hours

PASP 503 Advanced Human Physiology I

A comprehensive study of the physiology of the human, with the emphasis on control of cell activity, cellular respiration, ANS, membranes, ENT, respiration, electrical activity of neurons, metabolism, temperature regulation, and endocrine reproduction and neurophysiology. This course also provides the student with a fundamental background in biochemistry, immunology, and genetics necessary for the clinical evaluation and management of the patient with disease related to these areas.

Prerequisite: PASP 501.

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). Clinical experiences in emergency room, geriatric facilities, and other health care settings will help provide the students with hands-on application of their knowledge and skills. Student presentations of simulated cases will be included to further develop clinical decision-making skills.

Prerequisite: PASP 502.

Credit: 4 Hours

PASP 505 Pathophysiology I

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. Prerequisite: PASP 501.

Credit: 3 Hours

PASP 506 Advanced Human Physiology II

This course is a continuation of PASP 503 Advanced Human Physiology I. A comprehensive study of the physiology of the human, with the emphasis on circulatory, hepatic, digestive, cardiac, pulmonary, renal, musculoskeletal, and physiology. Some biochemical, immunological, and genetic principles necessary for the clinical evaluation and management of the patient with disease related to these areas are included where appropriate.

Prerequisite: PASP 503.

Credit: 3 Hours

PASP 507 Pathophysiology II

This course is a continuation of PASP 505 Pathophysiology I. 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.

Prerequisite: PASP 505.

Credit: 3 Hours

PASP 508 Advanced Pharmacology I

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

Prerequisite: 501

Credit: 3 Hours

PASP 509 Advanced Pharmacology II

This course is a continuation of PASP 508 Advanced Pharmacology I. This course is a systematic presentation of pharmacological agents based on drug group classification; their nature, mode of action and toxicity and clinical pharmacological therapeutic correlations. Course is presented using distance education and self-directed learning.

Prerequisite: 501

Credit: 3 Hours

PASP 510 Introduction to Clinical Medicine

This course is a comprehensive group of classroom presentations, lab sessions, and case-based learning activities covering the spectrum of medical topics with a primary care focus, using an organ system approach. It provides the students with the necessary cognitive medical background as they begin to formulate differential diagnosis and treatment plans utilized in the supervised clinical practice. The course provides the student with an introduction to clinical diagnostic principles and procedures, and a focus in on developing clinical decision making skills.

Credit: 1 Hour

PASP 516 Professional Issues

This course provides the student with an introduction to the historical development and current trends of the PA profession, reimbursement, health policy and public health issues as they pertain to the supervised practice of clinical medicine.

Credit: 2 Hours

PASP 520 Clinical Medicine I

This course is a comprehensive group of classroom presentations, lab sessions, and case-based learning activities covering the spectrum

of medical topics with a primary care focus, using an organ system approach. It provides the student with the necessary cognitive medical background as they begin to formulate differential diagnosis and treatment plans utilized in the supervised clinical practice. The course provides the student with an introduction to clinical diagnostic principles and procedures, and a focus is on developing clinical decision-making skills.

Prerequisites: PASP 510.

Credit: 3 Hours

PASP 522 Clinical Medicine II

This course is a continuation of PASP 520 Clinical Medicine I. This course is a comprehensive group of classroom presentations and case-based learning activities covering the spectrum of medical topics with a primary care focus using an organ systems approach. It provides the students with the necessary cognitive medical background as they begin to formulate differential diagnosis and treatment plans utilized in the supervised clinical practice. This course provides the students with an introduction to clinical diagnostic principles and procedures, and a focus is on developing clinical decision-making skills.

Prerequisite: PASP 520.

Credit: 3 Hours

PASP 590 Research Methods I

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.

Prerequisite: PASP 501.

Credit: 1 Hour

PASP 591 Research Methods II

This course is a continuation of PASP 590 intended to increase the student's ability to read specific medical literature and evaluate the findings. The student is expected to become proficient in the interpretation of the research by demonstrating basic knowledge of statistics and different methods of research and outcomes assessment of evidence based medicine.

Prerequisite: PASP 590.

Credit: 2 Hours

PASP 616 Professional Issues II

This course provides the student with an introduction to medical ethics, coding and billing, cultural issues, PA certification, licensure, malpractice and risk management, financial planning, and PA organizations as they pertain to the supervised practice of clinical medicine.

Prerequisite: PASP 516 and Completion of the Didactic Phase of the Physician Assistant Program.

Credit: 2 Hours

PASP 650 Internal Medicine Clinical Rotation

This five-week internal medicine rotation provides the Physician Assistant student with the experience of 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, treatment plans, and referrals.

Prerequisite: Completion of the Didactic 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 Didactic 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, treatment and referral of the prenatal/gynecology patient.

The student will also become familiar with tests and procedures unique to this patient population.

Prerequisite: Completion of the Didactic 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 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, and learning treatments and referrals.

Prerequisite: Completion of the Didactic 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 Didactic Phase of the Physician Assistant Program.

Credit: 5 Hours

PASP 655 Orthopedic 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. 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 Didactic 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 a behavioral medicine experience in caring for ambulatory and hospitalized patients with psychiatric disorders. The student will be able to perform basic psychiatric evaluations, to 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 Didactic Phase of the Physician Assistant Program.

Credit: 5 Hours

PASP 658 Elective Clinical Rotation

This eight-week clinical rotation is designed to provide the Physician Assistant student with an elective opportunity in any 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 they can refer patients appropriately and/or work in a supportive role for such specialists.

Prerequisite: Completion of the Didactic Phase of the Physician Assistant Program.

Credit: 8 Hours

PASP 660 Family Medicine I Clinical Rotation

This five-week rotation 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 and referrals 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 Didactic Phase of the Physician Assistant Program.

Credit: 5 Hours

PASP 661 Family Medicine II Clinical Rotation

This four-week rotation 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 and referrals 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: PASP 660.

Credit: 5 Hours

PASP 690 Capstone Project

This course 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 students with the opportunity to apply their knowledge of research methods.

Prerequisite: Completion of the Didactic Phase of the Physician Assistant Program.

Credit: 3 Hours

PASP 693 Summative Assessment

These course requirements are to formally and systematically assess and evaluate student learning and progress; to include progress from the didactic phase to the clinical phase, as well as from the clinical phase to the practice of primary care medicine.

Prerequisite: Completion of the Didactic Phase of the Physician Assistant Program.

Credit: 0 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.

Marietta College Grant money is not available to graduate students. Endowed and gift scholarships are available on a very limited basis.

Unsubsidized Federal Stafford Loans are available to students through Marietta College's Direct Loan Program regardless of need, but require the student to pay interest charged while enrolled and during the six-month grace period. 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. Graduate PLUS loans are also available.

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 available in January 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 admitted 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. 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 determined 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. Students who are not meeting satisfactory academic progress standards but who are not at the end of a full academic year will be placed on a one semester warning period and will retain aid eligibility for the upcoming 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
MAP	36	54
M.S.P.A.S.	102	153

"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". Examples of special circumstances that may be considered include but are not limited to:

- 1) Death of a member of the immediate family
- 2) Serious injury or illness
- 3) Other circumstances beyond the student's control

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 required to 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 Direct Stafford loans
2. Graduate PLUS loans.
3. Other Federal Title IV aid (excluding work-study) and
4. 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 29.)

Academic Policies and Practices

To Graduate Students at Marietta College

From Dr. Janet L. Bland, Provost

You have decided to earn an advanced degree at Marietta College. I commend your ambition and wish you well. I hope that your time here will be productive, stimulating, and enjoyable and that you will find friends and colleagues along the way. Our graduate programs are small but of high quality. Like our undergraduate programs, our graduate programs offer a learning environment where faculty care about teaching and know their students personally. You have chosen well!

We expect graduate students to be highly motivated and self-directed, so you should expect a workload that is significantly more strenuous than your undergraduate experience. You will be challenged to master new materials, to become more efficient at solving problems, to work more effectively with others, and to articulate your ideas orally and in writing. Meeting these challenges will be an accomplishment of which you can be very proud.

Each program has its own admission requirements, thesis or final project guidelines, required grade point average to continue in the program, and time limit. The director of each graduate program and the faculty in that program make the final decisions about admission and determine whether students remain in good academic standing. I know you will attend to those policies carefully.

The following section explains some guidelines that apply across all Marietta College master's programs, and these also merit your attention. Please read carefully the section below on academic dishonesty, since plagiarism and other kinds of academic dishonesty carry very severe penalties. You can also learn here how grades are calculated, how transfer credits work, and what recourse you have to appeal a grade or other decision. 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 which makes the final decision.

I hope you thrive and grow in this next stage of your academic life. I wish you success at Marietta College and in the profession for which you are preparing.

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

Academic Policies

Admission of International Students

Marietta College requires that all foreign transcripts be evaluated by Educational Credentialing Evaluators, Inc. (ECE), PO Box 514070, Milwaukee, WI 53203-3470; (414)289-3400; www.ece.org. A course by course evaluation U.S. equivalency report is required. If English is not the applicant's primary language, the applicant must receive a minimum score of 100 on the internet based Test of English as a Foreign Language (iBT TOEFL) or a score of 7 or higher on the International

Language Testing System (IELTS) to be considered for admission.

In addition, to ensure proper placement in courses, the College will assess all international students' English language proficiency when they arrive. If necessary, students will be enrolled in English as a Second Language (ESL) course(s) at an appropriate level.

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, e-mail address, photographs, dates of attendance, degrees and awards received, date of graduation, major field of study, schedule of classes, 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 Strategic Communications and Marketing, 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. See the Parent Notification Policy in the Student Handbook for specific circumstances in which exceptions may be made.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provi-

sion of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Confidentiality of Student Images/Photos

Photographs or video of students held by the College in any office (e.g., College Relations, Admission, etc.), and obtained through an orchestrated or planned photo or video shoot cannot be used or released for marketing purposes of the College without written consent from the student.

Photographs or video taken during live events (e.g., athletic contests, Commencement, Matriculation, etc.) are allowed to be used, unless the student has a signed request on file with College Relations to not use any images or likenesses of them on file. This request is valid for one year and must be re-submitted each academic year.

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, and for fulfilling all degree requirements.

The Graduate Council shall act as an appellate organization for students wishing to appeal academic grievances and time limitations. A student wishing to file an appeal must submit a letter of appeal (petition) to the Chair of Graduate Council. Graduate Council will render a decision and the chair will forward it to the Provost within eight days of the hearing. An appeal of Graduate Council’s decision may be made to the Provost who can affirm or overturn the decision. The Provost will inform the graduate student and the council of the final decision. There is no appeal of the Provost’s decision.

Each student who appeals to Graduate Council will be assigned an advocate from the Graduate Council to help in the preparation and presentation of the petition.

Second Degrees

If a student pursuing a master’s degree at Marietta College holds a master’s degree from any other institution (including Marietta College), they will have to complete the total number of hours required for the second master’s degree. Previous courses can be transferred into the program that match current requirements, utilizing the policy stated under Accommodation of Transfer Credits, but additional courses will need to be taken to make up the transferred hours.

Credit Hour

A credit hour is an amount of work represented by intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one clock hour (50-60 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks or (2) at least an equivalent amount of work as previously defined in paragraph (1) for other activities such as laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

Courses offered in alternative modalities from the traditional credit hour definition will have syllabi that demonstrate how the instructional activities are appropriate for the number of credits for the course learning equivalents.

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

(Please note, the Master of Arts in Psychology and Master of Science in Physician Assistant Studies programs do NOT employ the +/- 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; S, Satisfactory; U, Unsatisfactory; 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 is being shown. Continuation of the PR grade beyond 12 months requires instructor approval following consultation regarding student progress to date. Continuation of the PR grade beyond 24 months requires a second consultation with the instructor and approval by instructor and Graduate Council. The Records Office must be notified by the instructor, and when appropriate, Graduate Council, of the approved continuation of the PR. In no case, can a grade of PR be extended beyond 5 years.
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 ninth 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

Students must complete a withdrawal form at the Records Office.

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 courses are upper-level undergraduate courses (300 and 400-level) offered for graduate credit according to the following guidelines:

1. An existing undergraduate course may be enhanced or offered for graduate credit on a permanent basis.
2. An existing undergraduate course may also be enhanced or offered for graduate credit on a one-time basis, i.e. as an independent study. In this case, the instructor must complete a learning contract, obtainable from the Records Office. The contract requires signatures of the student, student's advisor, program director, and the Registrar. The instructor must demonstrate that such approval is warranted by specifying qualifying prerequisites that assure the ability to do graduate level work and by specifying the kind of work required as appropriate to the graduate level.

All enhanced undergraduate courses offered for graduate credit should acknowledge a distinction between graduate and undergraduate education and the concomitant increase in expectations for students receiving graduate credit. While there is no one way to do this, it means that graduate students must demonstrate adequate advanced standing in order to be admitted into such courses, with adequate prior understanding of the disciplines in which the courses are offered. In addition, the written assignments must demonstrate a level of achievement deemed appropriate for graduate education, generally meaning that the student must complete one fully developed extensive investigation

related to the course material, such as a research paper, or equivalent project, in addition to as many of the undergraduate assignments that are deemed to be most useful and fair.

Accommodation of Transfer Credits

The Registrar's Office determines which courses can be accepted for graduate credit. (The College's M.S.P.A.S. program does 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 do not bear the Registrar's signature or the seal of the College and are free of charge. Unofficial transcripts are also available to current and recently-enrolled students via WebAdvisor on the MyMarietta portal.
- 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. It is the stu-

dent's responsibility to confirm that the recipient will accept an "Issued to Student Transcript" as official. Processing fees apply and are due at the time of the request.

Transcripts are available by visiting www.iwantmytranscript.com. Persons requesting transcript services must pay the appropriate fees as outlined on the above referenced website and on the Records Office website: <http://www.marietta.edu/Academics/records.html>.

Official transcripts cannot be released for students/alumni who have outstanding debts to the College.

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. Please refer to each graduate program for specific policies on academic dismissal.

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 Legacy Library

Website: library.marietta.edu; e-mail: library@marietta.edu; Instant

Messaging: MCLibraryInfo

Director of the Library: Dr. Douglas Anderson

Librarians: Angela Burdiss, Joe Straw, Peter Thayer

The Legacy Library opened for services as Marietta College's new library building as the Spring 2009 semester began. The 53,000 square foot facility is located at the center of campus near the site of the former Dawes Memorial Library. On its main floor the Legacy Library features an Information Commons for technologically intensive research. This area combines a traditional reference desk staffed to provide research assistance with numerous Internet workstations and information technology support. Additionally the building offers other useful features, including a cybercafé operated by the college's dining services and accessible to students 24 hours per day during the Fall and Spring terms; wireless Internet access throughout the building; generous space for Special Collections research and storage of materials; a hands-on computer classroom for library instruction; varied and comfortable

spaces for student study, including several group study and media viewing rooms; a Center for Teaching Excellence, with an experimental classroom and a program of support for instructional technology; and compact, moveable shelving to maximize space for other functions.

An integrated, multi-function library management system enhances the capabilities of users to search for materials in the library's collections and includes an automated circulation system, as well as serials check-in and electronic ordering modules. As a member of OhioLINK, a statewide consortium of Ohio college and university libraries and the State Library of Ohio, the Library provides access to 50 million books and other library materials, millions of electronic articles, almost 10,000 electronic journals, more than 100 electronic research databases, 81,000 e-books, thousands of images, videos and sounds, and 35,000 theses and dissertations from Ohio students. Students and faculty, using the patron-initiated, online borrowing feature, can request books directly from other OhioLINK libraries.

The Legacy Library's print collections include over 247,000 print volumes, including General Collection books, Bound Periodicals, and Special Collections books. Audio-visual holdings include more than 2,800 audio CDs and 4,700 videos. Additionally the Library receives more than 300 serial titles in print. As a designated government docu-

ment depository the Library also receives selected documents 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 60,000 academic, public, and special libraries and library systems worldwide.

The Academic Resource Center (ARC)

Amanda L. Haney-Cech, 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 the 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 learning style and study strategy assessment
- Study strategy development
- Academic success plan development
- Time management development
- Early alert and intervention system for students having academic difficulty
- Workshops on various academic development topics
- Free individual, small group, and drop-in peer tutoring provided for most classes
- Writing Center Services
- Services for students with disabilities including classroom accommodations and ongoing support
- Access to computers, printers, scanners, and assistive technology, including the Kurzweil 3000 Scan/Read System, the Dragon Naturally Speaking Voice Dictation Software, Math Talk, and Scientific Notebook
- Quiet study area
- Academic and personal development workshops
- Resource library of materials and tutorials on general study strategies, time management, learning disabilities and more
- Referrals to other campus resources and outside agencies as needed

Services for Students with Disabilities

Amanda Haney-Cech, Director

Andrews Hall - Third Floor; (740) 376-4467

All services for students with disabilities are coordinated through the Academic Resource Center (ARC). Recent documentation of a student's disability from a licensed psychologist, psychiatrist, or physician should be provided to the ARC's Disabilities Specialist who is responsible for reviewing documentation, interviewing the student for the current functional impact and determining reasonable accommodations or adjustments for coursework at the College. The request process continues with each faculty member at the outset of each academic course

to discuss individual class-specific needs and to facilitate arrangements for specific classroom accommodations. On-going individualized guidance is available from the Disabilities Specialist to include referrals to outside agencies for testing and assessment as necessary. Additionally, adaptive/assistive technology (such as the Kurzweil 3000 Scan/Read System, and Dragon Naturally Speaking Dictation Software) and other personalized services are available based upon documented needs. Other services available include tutoring, study skills assistance, access to adaptive and assistive 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 must 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

Amanda Haney-Cech, Director

Website: www.marietta.edu/academics/writing/index.html

Thomas Hall - Room 221

All writers, regardless of their ability, can benefit from the process of peer review. The Writing Center at Marietta College provides a collaborative, supportive, and instructional environment where writers work closely with peer Writing Consultants to strengthen their writing. We strongly believe that the process of peer collaboration plays a key role in fostering growth and understanding in the writer, not just in the paper.

As part of the Academic Resource Center, the Writing Center is a place of learning, and is open to all writers across the college community who desire to improve their writing confidence and self-editing skills. Writers seeking help with the brainstorming, researching, drafting, or revising stages of their papers are welcome. The Writing Center is located in Thomas Hall 221, and some support for writers is also available in the Academic Resource Center on the third floor of Andrews Hall and Legacy Library. Please visit http://www.marietta.edu/Academics/resources/writing_center/ to make an appointment or to submit your paper to the eTutoring Writing Lab. Hours of operation, writing workshop information, and additional locations are also posted on this site, so visit often!

The Career Center

Hilles Hughes, Director

Location: Upper Level, Gilman Center, (740) 376-4645

The Writing Center offers one-on-one writing assistance to any member of the Marietta College community. The goal of the Writing Center is to strengthen a client's overall writing ability. Clients are encouraged to visit the Writing Center as they plan and prepare for an assignment, as well as when they revise and edit a paper. Clients may sign up online in advance for an appointment, contact the Writing Coordinator to schedule a series of standing appointments, or visit on a drop-in basis. Appointments typically last for 45 minutes. Please visit the Writing Center's website to make an appointment, and to locate links to online

writing resources, suggestions, guidelines, and references.

Students are encouraged to visit the Center for individual advising, and they can also take advantage of the variety of career workshops and events offered throughout the year such as: “Wine, Dine & How To Act Fine” (an etiquette workshop) and “Preparing for Graduate School” - just to name a few.

The Career Center is also involved in a variety of career fairs throughout the year including the Teacher Recruitment Consortium, the Ohio Foundation of Independent Colleges’ CareerFEST and the Muskingum & Marietta College Interview Day. In addition to these recruitment and networking events, the Center maintains a database of employment and internship opportunities which students and alumni can access free of charge 24/7 through College Central. (www.collegecentral.com/marietta) Through résumé referrals, alumni mentoring, company info-sessions and campus interviews, the Career Center facilitates connections to employers throughout the region and beyond.

For more information, please visit the Career Center website: www.marietta.edu/student/career or contact the Career Center, Monday through Friday, 8:00 a.m. - 5:00 p.m. To schedule an appointment, please call (740) 376-4645 or email cc@marietta.edu.

The Dr. J. Michael Harding Center for Health and Wellness

Harrison Hall (740) 376-4477

The Dr. J. Michael Harding Center for Health and Wellness is an integrated wellness center offering services in 3 areas: Health Services, Counseling Services and Sexual Misconduct Prevention. The facility is located in Harrison Hall. To schedule an appointment call (740) 376-4477

The goal of Counseling and Psychological Services is to enhance your abilities to make more informed personal and academic decisions. Counseling can encourage you to engage in new ways of thinking about academic, career, and personal issues. There is no charge to full time students for counseling sessions

Issues that might bring you to Counseling and Psychological Services include, for example: adjustment to college life, study skills, time man-

agement, assertiveness, relationships with family, roommates, friends or significant others; eating, weight, and body image issues; drug or alcohol problems; self-esteem issues; experiences of grief or loss; adjusting to a different culture or language; feelings of depression or hopelessness; feelings of anxiety or panic; sexuality, sexual identity, or sexual orientation; motivation or achievement; coping with traumatic events or memories; or managing symptoms of a mental or physical illness or disability.

The counseling staff consists of licensed mental health professionals who have experience working with college students. The services are confidential in accordance with state and federal guidelines.

Marietta College Police Department

Jim Weaver, Chief of Police

The Gathering Place, Annex, (740) 376-3333

The Marietta College Police Department is a 24/7 full-service police agency responsible for the safety and security of the Marietta College campus community and all investigations on campus, enforcement of criminal laws, college policy and the issuance of timely warnings to the campus community. The Police Officers are fully certified under Ohio Revised Code section 1713.50 and have all the powers of any police officer in the State of Ohio. Many college police officers are certified Emergency Medical Responders and can provide students or staff members with stabilizing emergency care while they await the arrival of an ambulance. The department also works closely with other local, state and federal law enforcement agencies. The department is comprised of full time and part time Police Officers and an Administrative Investigator who handles all investigations, oversees student dispatchers and the parking permit program. In addition, the department also employs student workers who assist with dispatch, building open/closing/escorts, parking enforcement and crowd control for special events. The MCPD issues parking permits for on campus parking and is responsible for the enforcement of parking regulations. MCPD will also assist motorist with vehicle unlocks, jump starts or changing a tire. Campus Police Officers also provide evening campus escorts to or from academic buildings, vehicle, or resident halls (a 15 minute advance notification call is appreciated).

Directory

Graduate Program Administrators

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.

William N. Ruud
President

Janet L. Bland
Provost and Dean of the Faculty

Michele Marra
Vice President for Administration and Finance

Larry R. Hiser
Director of Athletics, Physical Education and Recreation

Richard K. Danford
Vice President for Student Life

Angela Anderson
Vice President for Advancement

Stephen Lazowski
Vice President for Enrollment Management

Tina Perdue
Registrar

Dr. Dorothy Erb
Director of the Graduate Education Program

Dr. Christopher Klein
Director of the M.A. in Psychology Program

Miranda M. Collins
Director of the M.S. in Physician Assistant Studies Program

Faculty of the College

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.

Kevin Alten
Assistant Professor of Physician Assistant Studies, 2014
B.S. Ohio Northern University, M.D. The Ohio State University

Mary Valaik Barnas
McCoy Professor of Psychology, 1994
B.S. Loyola College of Maryland, M.A. Ph.D. West Virginia University

William M. Bauer
McCoy Associate Professor of Education, 2002
B.S. M.Ed. Ohio University, M.A. Ph.D. The Ohio State University

Miranda M. Collins
Associate Professor of Physician Assistant Studies, 2002
B.S. Alderson-Broaddus College, M.P.A.S. University of Nebraska, M.Ed. Marietta College

Alicia M. Doerflinger
Assistant Professor of Psychology, 2007
B.S. Niagara University, M.S. Ph.D. Purdue University

Dorothy Erb
Professor of Education, 1991
B.S. Miami University, M.Ed., Ph.D. Ohio University

John Grosel
Associate Professor of Physician Assistant Studies, 2006
B.A. Miami University, M.D. The Ohio 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

Christopher Klein
McCoy Associate Professor of Psychology, 2009
B.A., M.A., Ph.D. University of Alabama

Patricia Martin
Assistant Professor of Physician Assistant Studies, 2015
B.S. Towson State University, M.B.A. University of Baltimore

Ryan K. May
McCoy Professor of Psychology, 2002
B.A. Anderson University, M.S., Ph.D. The University of Memphis

Cathy Sue Mowrer
McCoy Associate Professor of Education, 2003
A.A., Leeward Community College of Hawaii, B.Ed. University of Hawaii, M.Ed. Cambridge College, Ph.D. Ohio University

Bradley Pierce
Assistant Professor of Physician Assistant Studies, 2014
B.S., M.S. Marietta College

Mark E. Sibicky
McCoy Professor of Psychology, 1990
B.A. University of Connecticut, M.A. Colgate University, Ph.D. University of Arkansas

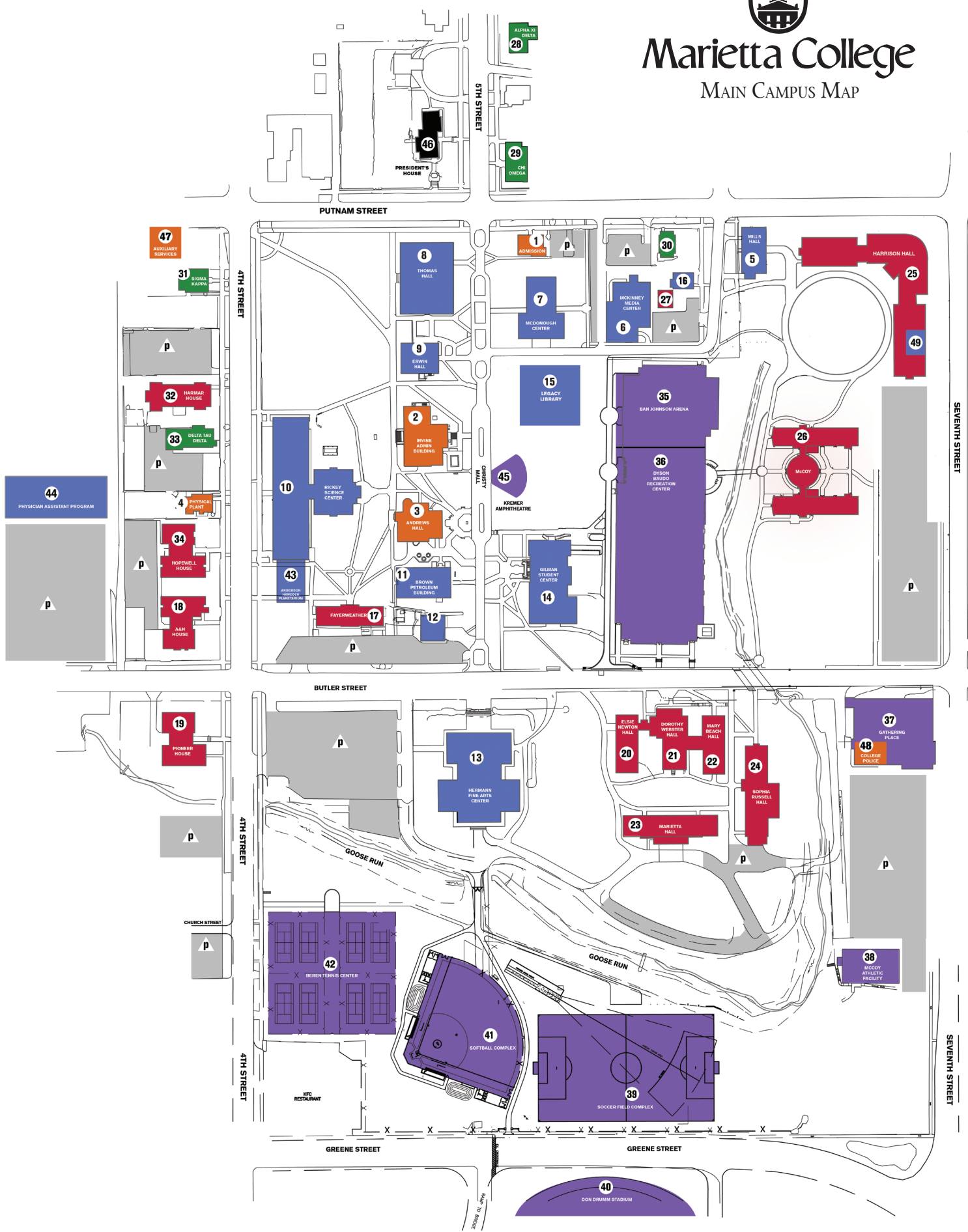
Steven R. Spilatro
McCoy Professor of Biology, 1988
B.A. Ohio Wesleyan University, Ph.D. Indiana University

Steve Waller
Adjunct Faculty of Physician Assistant Studies, 2002
B.S. Salisbury University, Ph.D. University of Maryland at Baltimore



Marietta College

MAIN CAMPUS MAP



Administration

- 1 Admission House**
- 2 Irvine Administration Building**
 - Advancement
 - Alumni Relations
 - Business and Administrative Services
 - Financial Aid
 - Human Resources
 - Information Technology
 - President
 - Print Shop
 - Provost
 - Registrar
 - Strategic Communications & Marketing
- 3 Andrews Hall**
 - Academic Resource Center
 - Campus Involvement
 - Community Living
 - Diversity and Inclusion
 - Emeritus Chamber
 - Fireplace Lounge
 - Great Room
 - Izzy's/Pitt
 - Riggs Board Room
 - Student Life
- 4 Physical Plant**
- 47 Auxiliary Services**
- 48 College Police**

Academic

- 5 Mills Hall**
 - Department of Communication
 - Department of Psychology
 - Marietta Fund
 - Master of International Corporate Media
 - William Chamberlain Gurley Observatory
- 6 McKinney Media Center**
 - Department of Media Studies
 - WCMO/WMRT Radio Stations
 - WCMO-TV Station
 - Student Newspaper (Marcolian)
- 7 The McDonough Center**
 - Leadership Program
 - Civic Engagement Office
 - McDonough Auditorium
 - Betty Cleland Room
 - Gallery
- 8 Thomas Hall**
 - Department of English
 - Department of History
 - Department of Modern Languages
 - Department of Philosophy
 - Department of Business & Economics
 - Honors Program Suite
 - The Writing Center
 - International Programs Office

9 Erwin Hall

Department of Education

- 10 Rickey Science Center**
 - 3 connected buildings:
 - Rickey, Selby and Bartlett
 - Department of Biology and Environmental Science
 - Department of Chemistry
 - Department of Mathematics and Computer Science
 - Physics Department
 - E.L. Krause Reading Room
- 11 Brown Petroleum Building**
 - Department of Petroleum Engineering and Geology
- 12 Geology Annex**
- 13 Hermann Fine Arts Center**
 - Departments of Art and Theatre Arts
 - MacTaggart Department of Music
 - Friederich Theatre
- 14 Gilman Student Center**
 - College Bookstore
 - Main Dining Facilities
 - Career Center
 - Postal Facilities
- 15 Legacy Library**
 - Special Collections
 - Worthington Center for Teaching Excellence
 - Jack and Betty Prince Forum
 - Chlapaty Café
- 16 The Center for Families and Children**
- 43 Anderson Hancock Planetarium**
- 44 Physician Assistant Program**
 - Master of Science in Physician Assistant Studies Program
- 49 Michael J. Harding Center for Health and Wellness**
- 46 President's House**

Parking

-  Student Parking
-  Staff Parking
-  Commuter Parking
-  Physical Plant Parking
-  Visitor Parking only
-  Handicap Parking
-  Service Roads
(no driving or parking)

Housing

- 17 Fayerweather Hall**
- 18 Arts & Humanities House**
- 20 Elsie Newton Hall**
- 21 Dorothy Webster Hall**
- 22 Mary Beach Hall**
- 23 Marietta Hall**
- 24 Sophia Russell Hall**
- 25 Harrison Hall**
 - Health and Wellness Center (see 49)
- 26 McCoy Hall**
- 27 International Scholars House**
- 32 Harmar House (Alpha Tau Omega)**
- 34 Hopewell House (Alpha Sigma Phi)**
- 19 Pioneer House**
- 28 Alpha Xi Delta House**
- 29 Chi Omega House**
- 30 Putnam House**
- 31 Sigma Kappa House**
- 33 Delta Tau Delta House**

Recreation

- 35 Ban Johnson**
 - Athletic Department Offices
 - Fenton Court
 - Gray Conference Room
 - Trustee Conference Room
- 36 Dyson Baudo Recreation Center**
 - Fitness Center
 - Multi-purpose Room
 - Department of Sports Medicine
- 37 The Gathering Place**
 - Office of Campus Police
- 38 McCoy Athletic Facility**
 - Training Room
- 39 Marietta Field Soccer Complex**
- 40 Don Drumm Stadium**
 - Football Coaches' Offices
- 41 Marietta Field Softball Complex**
- 42 Beren Tennis Center**
- 45 Kremer Amphitheatre**