

MARIETTA COLLEGE

Chartered 1835

2008-2009 CATALOG

GRADUATE PROGRAMS

The Mission

Marietta College offers students a contemporary liberal arts education. The College's mission is to provide students with an integrated, multidisciplinary approach to critical analysis, problem solving, and the leadership skills required to translate what is learned into effective action.

This education is the responsibility of all members of the campus community, including the students, the faculty, the administration, and the staff. It is accomplished in many ways: through classroom instruction, student life, co-curricular activities, and a variety of employment and leadership experiences.

Marietta College offers the following graduate degrees:

Master of Arts in Education, 8

Master of Arts in Psychology, 14

Master of International Corporate Media, 17

Master of Science in Physician Assistant Studies, 23

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

Phone (740) 376-4740

Fax (740) 376-4423

<http://www.marietta.edu>

Table of Contents

Notices	4	Graduate Programs Financial Aid and Standards of Satisfactory Academic Progress	26
From the President	5	Financial aid 26	
The Nine Core Values	6	Satisfactory academic progress 26	
The College Year	7	Withdrawal, refunds 28	
Master of Arts in Education	8	Academic Policies and Practices	30
Graduation requirements 8		From the Provost 30	
Admission to program 9		Academic Policies 30	
Policies 9		Grades 31	
Fees 10		Enhanced Undergraduate Courses 32	
Degree structure 10		Accommodation of Transfer Credits 32	
Course descriptions 10		Transcripts 33	
		Refund on withdrawal 33	
		Dismissal 33	
Master of Arts in Psychology	14	Student Support Services	34
Graduation requirements 14		Marietta College Library 34	
Admission to program 15		Academic Resource Center 34	
Policies 15		Services for students with disabilities 34	
Fees 16		Campus Writing Center 35	
Degree structure 16		Career Center 35	
Course descriptions 16		Counseling Services 35	
Master of International Corporate Media	17	Directory	36
Graduation requirements 17		Administrative personnel 36	
Admission to program 18		Faculty 36	
Policies 18			
Fees 19		Index	37
Degree structure 19			
Course descriptions 19		Campus Map	38
Master of Science in Physician Assistant Studies	21		
Graduation requirements 21			
Admission to program 22			
Fees 22			
Student Organization 22			
Degree structure 23			
Course descriptions 23			

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.ncahigherlearningcommission.org, telephone: (312) 263-0456. In addition, each graduate program has its own accreditation.

Statement of non-discrimination

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

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

Services for Students with Disabilities

Marietta College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act regarding non-discrimination against persons with disabilities. Any person having inquiries concerning Marietta College's compliance with Section 504 of the Rehabilitation Act of 1973 should contact the 504 Compliance Officer, Ms. Barb Cheadle, Academic Resource Center, Marietta College, Marietta, Ohio 45750, (740) 376-4700, who has been designated by the College to coordinate efforts to comply with Section 504.

The College seeks to offer support to all students and strives to make reasonable accommodations for individuals with documented disabilities. All campus services for students with disabilities are coordinated through the College's Academic Resource Center (known as the "ARC"). Documentation of a student's disability from a licensed psychologist, psychiatrist, or physician must be provided to the

ARC to establish recommended accommodations. In addition to reviewing documentation to facilitate arrangements for specific classroom accommodations, ongoing individualized guidance is available from the ARC's Disabilities Specialist to include referrals to outside agencies for testing and assessment as necessary. Additional services available include tutoring, study skills assistance, access to adaptive technology (such as the Kurzweil 3000 Scan/Read System, the Dragon Naturally Speaking Voice Dictation Software, and a TTY) and other personalized services based upon documented needs.

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

And now The Fine Print...

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

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

From the President

WELCOME TO MARIETTA COLLEGE, a college committed to educating you for life in a rapidly changing world. We are proud of the history and tradition of this College, from its chartering in 1835 to provide students an education in “the various branches of useful knowledge,” to the recognition of its academic excellence with the sixteenth oldest chapter of Phi Beta Kappa in the United States. Those words, taken directly from the 2006-07 Undergraduate Catalog of Marietta College, point to the long history, the tradition of excellence, and the reputation of this College. Those attributes of history, excellence and reputation provide the firm foundation on which our graduate programs are built.

From their beginning, graduate degrees at Marietta College have been designed to build on the College’s liberal arts foundation and its strong undergraduate programs, to provide professional education and to serve the needs of our region. Today Marietta College offers four such degrees. The Master of Arts in Education, which extends the College’s strength in undergraduate teacher education, has enabled hundreds of teachers to continue their education and to prepare for advancement in their profession. The Master of Science in Physician Assistant Studies prepares health care professionals to address some of the most pressing needs of

You are now engaging in an in-depth program of study on a different level from that of your undergraduate major.

this region and indeed, of the world. The Master of Arts in Psychology serves recent college graduates, some current undergraduate students who participate in the 3+2 program, and mid-career professionals who wish to develop a deeper understanding of the human condition and to advance in social service fields. The Master of International Corporate Media, combines work in the fields of graphic design, journalism and corporate communication to help students from the United States and abroad prepare for meaningful work in international business and professional arenas.

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

committed to providing to graduate students the same combination of intellectual challenge and personal mentoring that has long been a hallmark of the undergraduate experience at Marietta College.

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

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

JEAN A. SCOTT

The Nine Core Values

1. Liberal Arts Foundation

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

2. In-Depth Programs of Study

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

3. Residential College

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

4. Technology

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

5. World of Work

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

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

6. Financial Planning

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

7. Service to the Region

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

8. Leadership

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

9. Internationalization

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

The College Year

The College year consists of two semesters, a January term and a summer term. Some graduate programs follow a different calendar. The program directors will provide information on this.

2008-09 Academic Calendar

2008 Fall Semester

August

Thu 21 Freshmen and transfer students move into residence halls, beginning at 9:00 a.m.

Thu 21 Freshman Orientation

Thu 21 Freshman Matriculation Ceremony

Fri 22 Transfer student orientation at 1:00 p.m.

Sun 24 Residence halls open for all returning students

Mon 25 Enrollment verification and PSEO registration

Mon 25 Classes begin – 8:00 a.m.

September

Mon 1 Labor Day – Classes meet but offices closed

Fri 5 Last day to add/change courses

Fri 5 Last day to drop courses without “W” on transcript

Fri 22-24 Family Weekend

October

Sat 11 Four Day Break

Wed 15 Classes resume and mid-semester grades due – 9:00 a.m.

Fri 24 Homecoming

Fri 31 Last day to withdraw from a course with a grade of “W”

November

Wed 26 Thanksgiving Break

December

Mon 1 Classes resume

Fri 5 Last day of classes

Sat 6 Reading Days

Mon 8 Final examinations

Wed 16 Final grades due - 9:00 a.m.

2009 Spring Semester

January

Sun 11 Residence halls open, beginning at 9:00 a.m.

Mon 12 Enrollment verification and PSEO registration

Mon 12 Classes begin – 8:00 a.m.

Fri 23 Last day to add/change courses

Fri 23 Last day to drop courses without “W” on transcript

February

Thu 12 Founders’ Day

March

Sat 7 Spring break

Wed 10 Mid-semester grades due – 9:00 a.m.

Mon 16 Classes resume

Fri 27 Last day to withdraw from courses with grade of “W”

April

Fri 24 Last day of classes

Sat 25 Reading Days

Mon 27 Final examinations

May

Tues 5 Final grades due – 9:00 a.m.

Sun 10 Commencement

2009 Summer Term

May

Mon 18 Summer Term begins

July

Fri 4 Fourth of July – classes meet at discretion of instructor but offices closed

Fri 31 Summer Term ends

August

Wed 5 Final grades for Summer School due – 9:00 a.m.

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

The Department of Education

Director: Dr. Marybeth Peebles (peeblesm@marietta.edu)

Faculty: Professors: Constance Golden - Chair of the Education Department, Dorothy Erb; Associate professors: Bill Bauer, Marybeth Peebles; Assistant professors: Carolyn Backus, Cathy Skouzes

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

The Master of Arts in Education is accredited by the Higher Learning Commission, the National Council for the Accreditation of Teacher Education, and approved by the Ohio Board of Regents.

Graduation Requirements

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

1. The Credit Requirement
2. The Portfolio Requirement
3. The Grade Point Requirement
4. The Residency Requirement
5. The Application Requirement

1. The Credit Requirement

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

1a. The Core Requirement

Each student must complete eighteen credit hours as follows: EDUC 600, 610, 630, 640, 651, 660.

1.b. The Diversity Course Requirement

Each student must complete three credit hours selected from EDUC 612, 614, 632, 641, 642, 645, 648, 657, 659, and PSYC 650.

1.c. The Practicum Requirement

Each student must complete a three-credit hour Research Practicum, EDUC 690. Where a student does not complete the practicum during the semester in which the student enrolled in the course, the student must register for at least one hour of independent research credit (Education 696).

1.d. The Electives Requirement

Each student must complete nine credit hours by enrolling in any three M.A.Ed. courses not used in requirement 1.b.

2. The Portfolio Requirement (Conceptual Framework)

Upon acceptance into the Master of Arts in Education degree program, each student will open an electronic portfolio. This portfolio consists of artifacts and assignments, a current Marietta College transcript, a degree plan, and a record of undergraduate degrees and grades. The student selects the assignments to be placed in the portfolio. However, three specific rules apply to each portfolio submission:

- 2a. Students must purchase a copy of Livetext upon admission to the M.A.Ed. program. This can be purchased through the department secretary.
- 2b. If the submission is a report or paper, it must be at least 5 pages in length;
- 2c. If the submission is a project or problem, it must demonstrate an application of skill or technique that is normally associated with the course.

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

Upon completion of 15 hours of course work towards the degree, the portfolio is reviewed by two faculty members who will indicate the status of the portfolio as “target,” “acceptable,” or “unacceptable.” The reviewers either:

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

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

3. The Grade Point Requirement

Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. with +/-, so a B+, for example, = 3.33. (The grade A+ can be awarded but earns only 4 quality points.) A minimum grade of "C" is required in a course, except for Education 600, which requires a B or better, and each student must maintain an average grade point of 3.0 or better throughout the program.

A full explanation of the grading system and abbreviations contained in grade reports is given in the Academic Policies and Practices section.

4. The Residency Requirement

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

5. The Application Requirement

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

Admission to the M.A.Ed. Program

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

Application forms are available from:

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

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

Application Procedure

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

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

(The test will be administered by the Department of Education and students should contact the Department for details);

5. Submit a written essay outlining past experience with diversity (racial, ethnic, cultural, socioeconomic, gender, religious) in an educational or workplace setting and what was learned from this experience. Those with little or no significant experience with diversity should submit an action plan and proposed timeline for gaining experience with diverse populations.
6. For non-native speakers of English, a TOEFL score report; and
7. A non-refundable \$25 application fee.

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

Admission Without Condition

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

1. hold a Bachelor's degree from an accredited institution;
2. have a minimum grade point average of 3.0 in all undergraduate work;
3. have two written recommendations which attest to sufficient intellectual ability to pursue graduate work as well as to professional expertise; and
4. have received a minimum scaled score of 400 on the Miller Analogies Test.

Admission With Conditions

For applicants who do not meet the qualifications to be admitted without condition, the Department of Education may grant admission with conditions if the applicant's undergraduate grade point average is at least 3.0 or the applicant has achieved a Miller Analogies Test (MAT) score of 380 or more. (Students can take the MAT as many times as they wish.) In order to continue in the M.A.Ed. program, students admitted with conditions must maintain at least a 3.0 grade point average for the first nine hours of graduate work at Marietta College.

Non-Degree Students

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

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

Tuition remission candidates

Consult with the Director of the MAEd program and the appropriate Department Chair for policies, requirements, and procedures for applying to the graduate program.

Policies**Full-time Status**

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

Probation

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

Accommodation of Transfer Credits

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

The following general principles apply to those students desiring to transfer credit:

1. all hours transferred to the M.A.Ed. degree program must be consistent and fit the individual student's degree plan; and
2. portfolio submissions may be waived for those graduate courses already taken at Marietta College or accepted as transfer credit.

Fees

The tuition fee for M.A.Ed. courses is \$360 per credit hour. See the Financial Aid section for information on Withdrawal and Refund Policy, and also for information on Financial Aid and Standards of Satisfactory Academic Progress.

Degree Structure

Core courses			18 Hours
EDUC 600 <input type="checkbox"/>	EDUC 610 <input type="checkbox"/>	EDUC 630 <input type="checkbox"/>	
EDUC 640 <input type="checkbox"/>	EDUC 651 <input type="checkbox"/>	EDUC 660 <input type="checkbox"/>	
Diversity course			3 Hours
One course from			
EDUC 612 <input type="checkbox"/>	EDUC 614 <input type="checkbox"/>	EDUC 632 <input type="checkbox"/>	
EDUC 641 <input type="checkbox"/>	EDUC 642 <input type="checkbox"/>	EDUC 645 <input type="checkbox"/>	
EDUC 648 <input type="checkbox"/>	EDUC 649 <input type="checkbox"/>	EDUC 650 <input type="checkbox"/>	
EDUC 657 <input type="checkbox"/>	EDUC 659 <input type="checkbox"/>		

Electives **9 Hours**

Three M.A.Ed. courses, including any courses not used above

EDUC 6__ ☐ EDUC 6__ ☐ EDUC 6__ ☐

Practicum **3 Hours**

EDUC 690 ☐

Total **33 Hours****Course descriptions for the M.A.Ed. Program****EDUC 600 Pioneer Seminar (aka Teacher as Leader)**

This introductory course in the Master of Arts in Education program emphasizes differing views of leadership in educational contexts. Students respond to presentations on topics of import to educators, conduct research and present their findings, and complete a degree plan, including degree objectives and activities and courses to meet those objectives. A grade of B or better is required in this course.

Credit: 3 Hours.

EDUC 610 Schools and American Culture

Students study the relationship between societal, cultural, and historical forces and the development of public schooling in America from colonial period to present. The course emphasizes political, religious, and industrial forces that shaped the public school and examines multicultural and pluralistic trends and diverse populations.

Credit: 3 Hours.

EDUC 612 Appalachian Culture

This course is designed to give graduate students an opportunity to investigate the Appalachian identity and 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 614 Multicultural Perspectives for Educators

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

Credit: 3 Hours.

EDUC 620 Professional Ethics

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

Credit: 3 Hours.

EDUC 630 Advanced Instructional Techniques

Focus of the course is on developing and expanding students' knowledge base of effective, research-based classroom models and practices designed to improve student learning, including the impact of current technology on efficacy of models and practices. Characteristics of selected, effective models are studied, and research evidence of effectiveness of those models is analyzed.

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 640 Research Methods in Education

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

Prerequisite: Course in statistics, or Education 351.

Credit: 3 Hours.

EDUC 641 Introduction to Mild/Moderate Learners

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 649 Educating Exceptional Children in the Regular Classroom

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

Credit: 3 Hours

EDUC 650 Psychology of Human Development and Diversity

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

Credit: 3 Hours.

EDUC 651 Tests and Measurements

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

Credit: 3 Hours.

EDUC 653 Computers in Education

The course emphasizes the relationships between computer technology, classroom management, and the teaching/learning process. Included are studies of microcomputer hardware and software, compatibility problems, computer support for teacher tasks, computer simulation and modes of learning, and issues related to use of computers in education.

Prerequisite: Computer Science 105.

Credit: 3 Hours.

EDUC 654 Group Communication

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

Credit: 3 Hours.

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

This course is primarily for secondary teachers of mathematics and science. Students learn to develop and apply formal notations to problems in mathematics and science. Different models of cognitive development are studied and applied, with an emphasis on developing effective strategies for teaching formal problem solving.

Prerequisite: Understanding of science and calculus-level mathematics.

Credit: 3 Hours.

EDUC 656 Contemporary Theories of Learning

The course surveys contemporary theories of learning and reviews their application to practical settings. Structured as a lecture/ seminar format, students read, analyze, and discuss original research publications.

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 influ-

ence of socio-identities (e.g., race, ethnicity, religion, gender, socioeconomic status, and sexual orientation) on individuals' functioning, concerns, and the education and/or counseling processes will be explored. Graduate students will prepare presentations and write an in-depth term paper on the country visited and perform in a "debate" comparing and contrasting educational theories of different cultures.

Credit: 3 Hours

EDUC 658 Human Resources

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 660 Research-Based Best Practices in Teaching

Differentiating between educational knowledge and strategies based on rhetoric and those that are empirically evidenced, students will identify and utilize resources pertaining to research-based best teaching practices, develop and demonstrate a set of best practices for a specific skill, content, or strategy, identify best practices being utilized in schools, and identify methods for sharing best practices with colleagues as teacher leaders.

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 670 Teachers and Schools in Film

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

Prerequisite: Acceptance into the Master of Arts in Education Program

Credit: 3 Hours

EDUC 671 Special Topics

Students pursue approved graduate and/or undergraduate academic course work in the 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 675 Scientific Inquiry

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

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

Credit: 3 Hours.

EDUC 676 Nonverbal Communication

The course examines standard nonverbal communication systems: kinetic, proxemic, artifactual, vocalic, tactile and olfactory, and telepathic. Some experiential research is required.

Credit: 3 Hours.

EDUC 677 Mentorship

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

Credit: 3 Hours.

EDUC 690 Research Practicum (Thesis)

With approval and guidance of their advisor and one other professor, students will synthesize discipline theory, research, and technology and design and complete a culminating research report, project, or clinical practicum. This course requires extensive writing skill.

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

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

Credit: 12 Hours

EDUC 696 Independent Research

When a student does not complete the Research Practicum requirement, Education 690, in the semester in which the student enrolled in the course, the student must register for at least one hour of Independent Research credit. This extends for a maximum of two semesters.

Credit: 1 – 3 Hours

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

The Department of Psychology

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

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

Faculty: Professor: Mary V. Barnas, associate professor: Ryan K. May; assistant professors: Alicia M. Doerflinger

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

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

Graduation Requirements

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

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

1. The Credit Requirement

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

1.a. The Core Requirement

Each student must complete twenty-four credit hours as follows: PSYC 620, 685, 686, plus 15 credit hours selected from PSYC 605, 606, 607, 611, 612, 650.

This requirement is designed to provide students with a strong background in the basic areas of general psychology.

1.b. The Practicum Requirement

Each student must complete 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 cen-

ter of OhioLINK. Each student is required to choose a thesis committee which will consist of two-full time faculty members of the Department of Psychology (one chair, one member) and if the student desires one outside member selected by the student and approved 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.

2. The Grade Point Requirement

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

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

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

3. The Residency Requirement

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

Admission to the M.A.P. Program

Admission to the graduate program is competitive and selective. Students applying are required to have completed either a bachelor's degree with a major or minor

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

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

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

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

Application forms are available from:

The Director of the M.A.P. Program, or
The Office of Graduate and Continuing Studies
Ms. Cathy J. Brown, Director
Irvine Administrative Building - Room 208
Marietta College
215 Fifth Street
Marietta, Ohio 45750
Tel. (740) 376-4740

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

Application Procedure

To apply for admission to the M.A.P. Program, the appli-

cant must submit the following:

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

Policies

Full-time Status

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

Expectations

All students in the M.A.P. Program are expected to attend all classes regularly and to attend required laboratories, research meetings, all psychology department colloquia, and special activities. Graduate students are also expected to serve as mentors to the undergraduate psychology club and Psi Chi organizations and to attend and present their research at national, regional or state psychology conferences during their time in the program.

Extensions and Dismissals

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

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

Fees

Tuition fee for the M.A.P. Program is \$590 per credit hour. A student enrolled in the B.A./M.A. 5-year program will be charged a \$525 fee during the student's senior year in addition to his or her undergraduate tuition fees.

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

Degree Structure

Core courses	24 Hours
PSYC 685 <input type="checkbox"/> PSYC 686 <input type="checkbox"/> EDUC 620 <input type="checkbox"/>	
plus five of the following	
PSYC 605 <input type="checkbox"/> PSYC 606 <input type="checkbox"/> PSYC 607 <input type="checkbox"/>	
PSYC 610 <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 M.A.P. Program

PSYC 605 Animal Cognition

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

Credit: 3 Hours

PSYC 606 Developmental Psychology

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

Credit: 3 Hours

PSYC 607 Gerontology

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

Credit: 3 Hours

PSYC 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 an indepth overview of theories and research in the area of social psychology. Emphasis is placed on conducting research in social psychology.

Credit: 3 Hours

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 teachers, counselors and others in the field of education.

Credit: 3 Hours

PSYC 650 Psychopathology

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

Credit: 3 Hours

PSYC 671 Practicum in the Teaching of Psychology

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

Credit: 3 Hours

PSYC 672 Practicum in Directed Research

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

Credit: 3 Hours

PSYC 673 Practicum in Applied Psychology

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

Credit: 3 Hours

PSYC 685 Statistics

This course 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.

Credit: 3 Hours each.

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

Director: Prof. Marilee Morrow (marilee.morrow@marietta.edu)

Faculty: Professors: Jack L. Hillwig (Mass Media); Mabry M. O'Donnell (Communication); associate professors: Liane Gray-Starnier (Communication), Suzanne H. Walker (Communication), Ali Ziyati (Mass Media); assistant professors: Dawn Carusi (Communication), Jane Dailey (Mass Media), Marilee Morrow (Mass Media)

The Master of International Corporate Media program is designed to prepare students to be corporate media managers of tomorrow, operating on a global scale with core skills in media, organizational communication and marketing. The program is specifically designed to develop in students the ability to deliver public relations strategies, marketing strategies and organizational communication messages to internal and external international corporate audiences through various technology-based media. This program not only teaches the graduate student corporate media skills, but also shows them through a case-study approach how these skills are working in a corporate environment. Additional courses in areas such as management, leadership and intercultural communication will prepare graduates to organize, to staff and to successfully implement communication and media strategies for corporations ranging from small to multinational.

Graduation Requirements

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

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

1. The Credit Requirement

Each student must complete at least thirty seven (37) credit hours of M.I.C.M. courses as shown below. There are 34 hours of required courses and three hours of elective courses. Students will not be permitted to take extensive course work or duplicate courses in an area in which they have an undergraduate degree or extensive professional experience. As a result, there may be instances when core courses can be substituted for additional elective courses. In all cases, substitutions will be determined by the student and his/her adviser and must be approved by the director of the M.I.C.M. program.

2. The Grade Point Requirement

Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. with +/-, so a B+, for example, = 3.33. (The grade A+ can be awarded but earns only 4 quality points.) A minimum grade of "C" is required in a course and each student must earn a grade point average of 3.00 or better.

A full explanation of the grading system and abbreviations contained in grade reports is given in the Academic Policies and Practices section.

3. The Residency Requirement

At least thirty-one (31) credit hours of M.I.C.M. courses must be graduate courses at Marietta College.

Admission to the M.I.C.M. Program

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

college or university.

As a condition of admission to the program, a student may be required to complete one or more foundation undergraduate courses.

Application forms are available from:

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

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

Application Procedure

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

1. A completed graduate admissions application.
2. Official transcripts of all college-level work.
3. An undergraduate degree with a grade point average of 2.8 or better, or evidence of equivalent professional achievement.
4. Official test scores from the Graduate Record Examination or written notice of intention to take the GRE no later than the end of the first semester enrolled.
5. A writing sample.
6. A portfolio or CV/résumé.
7. Two written letters of recommendation attesting to candidate's capacity to complete graduate level work.
8. A non-refundable \$25 graduate application fee.

Policies

Full-time Status

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

Expectations

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

Dismissal

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

Fees

Tuition fee for the M.I.C.M. Program is \$590 per credit hour.

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

Degree Structure

Core courses		28 Hours
MCM 601 <input type="checkbox"/>	MCM 602 <input type="checkbox"/>	MCM 603 <input type="checkbox"/>
MCM 604 <input type="checkbox"/>	MCM 605 <input type="checkbox"/>	MCM 606 <input type="checkbox"/>
MCM 607 <input type="checkbox"/>	MCM 608 <input type="checkbox"/>	MCM 609 <input type="checkbox"/>
MCM 610 <input type="checkbox"/>		
Elective course		3 Hours
MCM 5__ <input type="checkbox"/>		
See above, under Credit Requirement, for guidance as to choice of electives.		
Master's Project		6 Hours
MCM 690 <input type="checkbox"/>		
Total		37 Hours

Course descriptions for the M.I.C.M. Program

Core courses

MCM 601 Case Studies in Advertising and Public Relations

This course will introduce students to the decision-making processes and the kinds of knowledge necessary in both marketing and organizational communication. Such elements as setting advertising objectives, creating advertising campaigns, and measuring advertising effectiveness will be examined. Other marketing communication instruments such as sales promotions and direct marketing will also be studied. Students will also be introduced to how public relations can help a company cope with problems of internal and external communications and bridge the gap between a company and its various publics. The course will utilize real-life cases and experiences from the international corporate world.

Credit: 3 Hours

MCM 602 Case Studies in International Corporate Communication

This course will introduce students to the case study method of researching and analyzing both historical and contemporary issues in international organizations. The focus of the course includes the utilization of on-line resources to locate relevant cases. Students will learn how to facilitate a group discussion and proficiency in leading a discussion based on case analysis will be a key to successful completion of the course. Each case analysis will be based on the application of critical thinking techniques tempered with real time business constraints. Students will be required to present cases to their classmates utilizing professional presentation skills as well as to incorporate presentational aids.

Credit: 3 Hours

MCM 603 Corporate Media Tools

This course will give students an understanding of how corporate media managers need to interact with print, broadcast and web media. Through discussions with professionals in the various media fields, students will gain an understanding of the best ways to both manage a corporate media department, and ways to utilize the various media in achieving the goals and objectives of both internal and external corporate communication. When is broadcast video the best tool to use? When should the corporate manager utilize a long narrative print piece? What is the best way to use the web? These are all questions necessary to the understanding of corporate media management.

Credit: 1 Hour

MCM 604 Introduction to Corporate Media Research

This course is designed to introduce graduate students to the areas of corporate media and to the types of qualitative and quantitative research that a corporate media professional might be required to undertake and understand. Students will critically examine research, writings and projects in the field, and learn the skills and methodology necessary to pursue research projects in the corporate media areas.

Credit: 3 Hours

MCM 605 Comparative International Media

Study of mass media throughout the world with special attention to how media institutions operate and interact. Includes comparisons of print and broadcast news systems, the sources and flow of international news and the challenges of globalism. The course will offer a mix of practice and theory which aims to deepen professional knowledge and challenge understandings. Specific emphasis will be on how advertising and public relations agencies and departments interact with media companies in a world of changing technology and increased media outlets.

Credit: 3 Hours

MCM 606 Topics in Corporate Media Technology

Students will study specific applications of video, web and graphic design to the corporate media environment. This is a hands-on course in which students will be introduced to the specific software and hardware that they will need to be aware of in managing corporate media departments. Problems such as corporate identity, creation of video packages and video interviews, and tools for web design and content will be presented and students will pursue projects to solve the various problems and understand those areas.

Credit: 3 Hours

MCM 607 Theories, Models and Practices in Organizational Communication

This course will be a critical exploration of the theories, structure, and processes of communication in organizations. It will focus on the basic properties of organizational communication as a managerial and administrative tool. The course will integrate theoretical and practical perspectives, approaches and skills necessary to examine and pursue communication issues relevant in today's organizational environment.

Credit: 3 Hours

MCM 608 Theories, Models and Practices in Integrated**Marketing Communication**

This course will study the theories and practices of communicating marketing messages through multiple media to promote products, services and ideas. Emphasis will be on pursuing integrated marketing communication as a management concept that is designed to make all aspects of marketing communication such as advertising, sales promotion, public relations, branding and direct marketing work together as a unified force, rather than permitting each to work in isolation.

Credit: 3 Hours

MCM 609 Perspectives in Global Leadership

Students in this course will explore issues of leadership and change associated with the growth of transnational corporations in the international marketplace. This course will examine a variety of business and leadership practices with emphasis on global organizational values, business plan, diversity, challenges and culturally appropriate strategies for success in the rapidly changing world of international and multinational business.

Credit: 3 Hours

MCM 610 Theories and Applications of Persuasion

The primary goal of this course is to examine the major social science theoretical perspectives and concepts related to persuasion (i.e., communication designed to create, change, or reinforce attitudes and/or behaviors). This course will analyze the major theories, areas of research, and points of controversy in the social scientific study of persuasion. Students will analyze persuasive messages appearing in advertising, public relations, and political contexts from the perspective of social science theory and research. The purpose of this course is to inform creators of persuasive messages about individual's decision rules to enable these communicators to incorporate such insights into their messages. The course has two facets. First, it gives students a broad overview of important results from various behavioral sciences that clarify how persuasive messages work. Second, it investigates how these results can be leveraged to design original and more effective communication strategies.

Credit: 3 Hours

MCM 690 Masters Project

This is the capstone experience for the M.I.C.M. program. Each student will be required to produce a final project incorporating and integrating the multiple and interdisciplinary facets of the international corporate media curriculum. The choice of a project shall be determined in tandem by the student and his/her adviser. The project will be graded by a committee comprised of the student's project adviser (who may not necessarily be his/her program adviser) and one additional faculty member selected by the student. The Masters Project should reflect the knowledge and skills acquired in the M.I.C.M. program. As a suitable topic is being selected, the student should consider how that topic will demonstrate those skills. The following questions can be used as a guide.

- Will the topic showcase a mastery of organizational communication, media, marketing and/or related fields?
- Will the project demonstrate an ability to design, develop and manage media?
- Will the project demonstrate a mastery of communication concepts and the ability to lead project teams and produce projects in a corporate environment?

A hallmark of the master's project is its flexibility. What distinguishes masters projects from masters theses is that although they may sometimes include original laboratory or field research, they may also take the form of management plans, case studies, media creations, integrated marketing campaigns or other related projects. A thesis is a document that embodies results of original research and usually substantiates a specific view of a topic. A project has a practical component. It produces something that can be used, implemented or put into practice by an organization. Masters projects should be of publishable quality, although they need not be comprehensive enough to stand alone as a publication.

The project should demonstrate skills the student has learned during his/her masters program and should provide original insights not available elsewhere, and it should be clearly grounded in the larger context of work in the relevant field of study.

Credit: 6 Hours

Elective courses

MCM 501 Theories, Models and Practices in Broadcast Production

This course will teach advanced analysis of television, video and audio production—including production, editing and directing. It will focus on the process of creating audio and video productions for corporate audiences. Students will learn production and postproduction skills using the latest digital equipment.

Credit: 3 Hours

MCM 502 Theories, Models and Practices in Graphic Design

This course will be a study of graphic design theory and process. Emphasis will be placed on research, analysis, problem definition, and the development of corporate design solutions. Students will be expected to expand their proficiency in all aspects of the design process, including the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation.

Credit: 3 Hours

MCM 503 Business Communication

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

Credit: 3 Hours

MCM 504 Business Policies and Practices

Integrated analytical study of organizational environment, philosophy and purpose from an executive viewpoint. Emphasizes formulation of policies, objectives and programs of action. Intensive use of case study methods in conjunction with evaluation of current corporate practices.

Credit: 3 Hours

MCM 505 Desktop Publishing

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

Credit: 3 Hours

MCM 506 Digital Illustration

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

Credit: 3 Hours

MCM 507 Website Design

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

Credit: 3 Hours

MCM 509 Training and Development

This is an applied communication course, providing students with the opportunity to explore communication training and development with a research and teaching focus. Students will learn how to conduct a needs assessment, analyze data in order to identify issues within organizations, determine if training is the correct response, and how to develop and deliver training sessions.

Credit: 3 Hours

MCM 510 Topics in Corporate Media

An in-depth examination of a special topic related to current disciplinary concerns in the international corporate media area. Topics will vary with each offering.

Credit: 3 Hours

** Note: All elective courses are enhanced undergraduate courses and a student's previous coursework determines the electives that may be selected for credit towards graduation. See above, under "Credit Requirement." See below, under Academic Policies and Practices for requirements for enhanced courses.*

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

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

Director: Dr. Gloria Stewart (gloria.stewart@marietta.edu)

Medical director: Dr. Steven W. Howe; academic coordinator: Bill Childers; clinical coordinator and assistant professor: Miranda Collins; assistant professor: Dr. John Grosel

Administrative assistant: Penny Rose

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.

Graduation Requirements

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

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

1. The Credit Requirement

Each student must complete 104 credit hours of the courses listed below for the M.S.P.A.S. program.

2. The Grade Point Requirement

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

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

3. The Final Examinations and Capstone Project Requirement

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

4. The Residency Requirement

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

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

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

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

Applicants must meet the following prerequisites:

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

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

Prospective students are encouraged to visit the program's website at www.marietta.edu/graduate/PA for additional information on prerequisite courses and admission requirements.

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

Applicants must also meet certain "Technical

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

Application Procedure

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

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

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

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

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

Fees, expenses and financial aid

Tuition, fees, and program costs for the class entering the program in June 2007 are

Pre-Clinical Phase –

Summer Session (8 credit hours)	\$4,305
First Year (40 credit hours)	
Semesters one and two	\$28,911

Clinical Phase –

Second Year (56 credit hours)	
Semesters one and two	\$28,911

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

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 will be awarded 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

Full details of all student organizations are to be found in the Undergraduate Program Catalog. 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 (48 credits)***Summer semester** (mid-June – mid-August)

PASP 501 Gross Anatomy	8 credits
Total	8 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	2 credits
PASP 512 Health Policy & Medical Ethics	2 credits
PASP 520 Clinical Medicine I	3 credits
PASP 590 Research Methods I	1 credit
Total	18 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	4 credits
PASP 516 Professional and Psychosocial Issues	2 credits
PASP 522 Clinical Medicine II	4 credits
PASP 591 Research Methods II	2 credits
Total	22 credits

*Clinical Phase (56 credits)***Year 2: Fall semester**

PASP 660 Family Medicine Preceptorship I	6 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	26 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 Preceptorship II	4 credits
PASP 690 Clinical Phase Seminar & Capstone Project	3 credits
Total	30 credits
Total for program	104 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: 8 Hours

PASP 502 Physical Examination I

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

Credit: 4 Hours

PASP 503 Advanced Human Physiology 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 cardiac physiology. 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) and Pediatric Advanced Life Support (PALS). 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, endocrine, reproductive, renal, musculoskeletal, and neurophysiology. 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

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

Credit: 2 Hours

PASP 509 Advanced Pharmacology II

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.

Credit: 4 Hours

PASP 512 Health Policy and Medical Ethics

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

Credit: 2 Hours

PASP 516 Professional and Psychosocial Issues

This course provides the student with an overview of the Physician Assistant profession, its history and current role in health care. Additionally, psychosocial issues such as death and dying, advance directives and mental illness are presented.

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 501.

Credit: 3 Hours

PASP 522 Clinical Medicine II

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 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: 4 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 knowledge of the application of statistics and different methods of research and outcomes assessment of evidence based medicine.

Prerequisite: PASP 590.

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 and treatment plans.

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, and treatment of the prenatal/gynecology patient. The student will also become familiar with tests and procedures unique to this patient population.

Prerequisite: Completion of the 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 primary care pediatric problems with the objectives of developing skills in well-child preventive care, the care of common pediatric illnesses and the care of the newborn and children in the hospital setting.

Prerequisite: Completion of the 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 of the following disciplines: dermatology, gastroenterology, plastic surgery, cardiology, radiology, ENT, urology, gerontology, pulmonology, ophthalmology, and oncology or another area of interest to the student, or to extend any of the required rotations. The student will be able to recognize conditions treatable by these specialties, so that they can refer patients appropriately and/or work in a supportive role for such specialists.

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

Credit: 8 Hours

PASP 660 Family Medicine I Preceptorship

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

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

Credit: 6 Hours

PASP 661 Family Medicine II Preceptorship

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

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

Credit: 4 Hours

PASP 690 Clinical Phase Seminar & 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

Graduate Programs Financial Aid and Standards of Satisfactory Academic Progress

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

Financial Aid

Sources of Assistance

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

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

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

Application Process

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

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

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

Renewal of Aid

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

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

Standards of Satisfactory Academic Progress

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

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

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

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

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

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

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

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

Qualitative Measure

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

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

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

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

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

Quantitative Measure

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

Degree	Credit Hours Required for Degree	Credit Hours Attempted
M.A.Ed.	33	50
M.A.P.	36	54
M.I.C.M.	37	56
M.S.P.A.S.	104	155

"Satisfactory Progress," Course Repetitions, and Withdrawals

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

Transfer Students

To determine the satisfactory progress of a student transferring to Marietta, evaluation of the quantitative and qualitative measures for the terms completed will be based on the point of the student's entry into the College. For example, a student transferring into the College with 15 credit hours of prior course work will be measured

against the standards for those who have completed 15 credit hours at the College.

Specific Appeal Procedures

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

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

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

that would automatically qualify for reinstatement of financial aid, he or she may make a one time appeal to the Financial Aid Committee on Academic Progress for reinstatement of aid for the subsequent semester. The appeal must be in writing, either in the form of a letter, a fax or e-mail. It should be sent to the Associate Director of Student Financial Services and must be received no later than one month prior to the beginning of the semester in which they wish to have their aid reinstated. When the Committee has made its decision, the Associate Director will notify the student in writing. If the appeal is granted, the student will be on probation for one semester and must complete the requirements stated in the response letter to continue receiving aid past the probationary semester.

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

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

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

Withdrawal, Refunds, and Your Financial Aid

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

If the College grants a refund, some of the financial aid might be returned to the provider. It is possible to lose all of the financial aid offered for that semester. When the financial aid package includes federal financial aid, the College will follow the federal refund policy for federal funds. The Marietta College refund policy will be followed for all non-federal funds. The student may be responsible to repay to the aid provider the difference between what has been earned in financial aid (based on length of enrollment in the semester of withdrawal) and what the school has returned to the provider. According to federal regulation, the amount of federal aid earned is equal to the percentage of the payment term completed. If the day of withdrawal occurs on or before 60% of the semester is completed, the percentage earned equals the percentage of the semester completed. If the withdrawal date is after the 60% point, the student has earned 100%

of federal money. If the reduction in charges exceeds the amount of financial aid to be returned to the financial aid programs and there is no resulting unpaid balance on your student account, the excess funds will be returned to the student.

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

1. Unsubsidized Stafford loans,
2. Subsidized Stafford loans,
3. Unsubsidized Direct loans,
4. Subsidized Direct loans,
5. Other Federal Title IV aid (excluding work-study)

and

6. Other programs as required by the program.

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

Refunds to Marietta College Aid Sources

The amount refunded to Marietta College's financial aid funds is the same as the percentage of the reduction in tuition. (See page 33.)

Academic Policies and Practices

Records Office, Registrar: Dr. John Tynan (e-mail: records@marietta.edu)

To Graduate Students at Marietta College

From Dr. Rita Smith Kipp, 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

Confidentiality of Student Records

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

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

Data classified as directory information, which may be released to anyone by the College on request, includes the student's home and local addresses, dates of atten-

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

Andrews Hall.

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

Confidentiality of Transcripts

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

Academic Dishonesty

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

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

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

Academic Grievances

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

Faculty are responsible for clearly communicating their grading policies, testing procedures, and expectations of student performance at the beginning of each course, as described in the *Faculty Manual*. Students are responsible for following these policies and fulfilling those expectations. Although students have the right to their opinions about course content and delivery, they

remain responsible for learning the content of the course, 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 over turn 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.

Grades

Academic Expectations for Graduate Students

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

Grading system

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

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

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

Other report abbreviations and their meanings are:

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

1. The **Satisfactory Progress (PR)** grade is used where a student's work extends over more than one semester and where progress has been shown.

2. **Failure (F)** is given for failure to meet the standards of the course; or failure to complete the work of the course. A student who fails to take the final examination in a course will receive F, unless excused by the Graduate Council. If a substantiated case of academic dishonesty results in a failing grade in the course, a student who chooses to withdraw from the course will receive a grade of F.

3. **Withdrawn (W)** is an unevaluated grade given for withdrawal:

(a) for medical or other extenuating circumstances at any time during the semester;

(b) at the option of the student until the end of the tenth week of the semester after consultation with the instructor of the course and the director of the program.

4. **Withdrawn-failing (WF)** is a mandatory grade for students who drop a course after the tenth week of the semester and not falling within the conditions of 3(a) above. The WF grade will be counted on the same basis as an F in calculating a student's grade point average.

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

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

Policy Regarding Grades in the Event of Complete Withdrawal

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

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

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

Enhanced Undergraduate Courses

The College offers two types of graduate courses. One type is designed solely for, and open only to, graduate students. The second type is the enhanced undergraduate course.

Enhanced 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 either the Registrar or Director of Graduate and Continuing Studies. 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. Attention must also be paid to the course requirements, to be sure that the readings are supplemented whenever warranted, that whole works are assigned whenever appropriate and secondary works consulted whenever appropriate. 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 Director of Graduate and Continuing Studies determines which courses can be accepted for graduate credit. (The College's M.A.P. and M.S.P.A.S. programs do not accept any transfer courses.) To be accepted for graduate credit, a transfer course must:

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

Transcripts

Two types of transcripts are available.

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

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

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

Transcript production: \$5.00 per transcript

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

Transcript delivery:

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

Overnight USA Delivery \$15.00

Second Day USA Delivery \$11.00

Overnight/Saturday USA Delivery \$20.00

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

Refund On Withdrawal

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

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

Dismissal

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

Student Support Services

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

The Marietta College 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 Marietta College Library provides services from the top floors of Mills Hall at 6th and Putnam Streets while a new library facility is being constructed at the center of campus. The Circulation Desk along with the active collections of books and media are located on the fifth floor. The fourth floor contains the Reference Desk and Reference Collection, a public-access computer lab with 24 workstations and the Information Technology Help Desk, as well as the current periodicals and newspapers. The inactive collections of library materials are being stored off campus and are retrieved upon request for library users via M.C. CAT, the Library's online catalog system. The Library's Special Collections of manuscripts, photographs, and other archival files are housed in 302 Thomas Hall, while the Stimson, Rare Book, and SPC collections are stored out of state and are inaccessible during construction. The Library's named collections are described below.

With completion projected for Spring 2009, a new library facility is under construction in the center of campus. The new library will feature an Information Commons on the main floor for technologically intensive research, combining a traditional reference desk with numerous Internet workstations and IT support; expanded space for Special Collections storage and research use; the new Center for Teaching Excellence, with an experimental classroom and a program of support for instructional technology; an additional classroom for library instruction; expanded and comfortable space for student study, including several group study and media viewing rooms; and compact, moveable shelving to maximize space for other functions.

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

The Library currently receives more than 500 serial

titles in print and more than 10,000 on-line periodical titles. As a designated depository the Library also receives selected 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 53,000 academic, public, and special libraries and library systems worldwide..

The Academic Resource Center (ARC)

Director: Ms. Amanda Haney-Cech
Website: www.marietta.edu/~arc; arc@marietta.edu
Andrews Hall - Third floor; (740) 376-4700

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

Services offered by the ARC include:

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

Services for Students with Disabilities

Disabilities Specialist: Ms. Barb Cheadle
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 must be provided to the ARC to establish accommodations. In addition to reviewing documentation to facilitate arrangements for specific classroom accommodations, ongoing individualized guidance is available from the ARC's Disabilities Specialist to include referrals to outside agencies for testing and assessment as necessary. Other services available include tutoring, study skills assistance, access to adaptive technology and personalized services based upon documented needs.

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

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

The Campus Writing Center

Director: Dr. Tim Catalano

Website: www.marietta.edu/~mcwrite

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

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

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

The Career Center

Director: Ms. Hilles Hughes

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

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

The Career Center is a comprehensive office designed to service the career needs of all students and alumni. The Career Center assists students in their career planning and development by offering individual career advising, programming and testing. A career advisor will work with all students providing exposure to career options through a full service career and occupational library, paper-based interest inventories and computer-based career development tools and Internet resources.

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

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

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

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

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

Counseling Services

Clinical Psychologist: Dr. Michael Harding

Andrews Hall Room 112 (740) 376-4477

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

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

Counseling services can be accessed by contacting the office directly at (740) 376-4477 or by contacting the office of Student Life at (740) 376-4736.

Directory

Administrative Personnel

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

Dr. Jean A. Scott, *President of the College*
Dr. Rita Smith Kipp, *Provost and Dean of the Faculty*
Mr. Daniel C. Bryant, *Vice President for Administration and Finance*
Dr. John Tynan, *Registrar*

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

Dr. Marybeth Peebles, *Director of the M.A. in Education Program*
Dr. Mark E. Sibicky, *Director of the M.A. in Psychology Program*
Ms. Marilee Morrow, *Director of the Master of International Corporate Media Program*
Dr. Gloria Stewart, *Director of the M.S. in Physician Assistant Studies Program*

Faculty

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

Cheryl E. Arnold

Instructor in Psychology, 1998

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

Carolyn Backus

Assistant Professor of Education, 2006

B.A., M.A.Ed. Marietta College

Mark A. Bagshaw

Professor of Management and Leadership, 1993

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

Mary Valaik Barnas

McCoy Associate Professor of Psychology, 1994

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

William M. Bauer

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

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

William Childers

Assistant Professor of Physician Assistant Studies, 2007

B.S., M.S. Alderson-Broaddus College

Miranda M. Collins

Clinical Coordinator and Instructor in Physician Assistant Studies, 2002

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

Jane Dailey

Assistant Professor of Mass Media, 2006

B.S. University of Rio Grande, M.S., Ohio University

Alicia 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

Constance Golden

Professor of Education, 1988

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

Liane Gray-Starner

Associate Professor of Communication, Director of the M.I.C.M. Program, 2001

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

John Grosel

Assistant Professor of Physician Assistant Studies, 2006

B.A. Miami University, M.D. The Ohio State University

Jack L. Hillwig

Professor of Mass Media, 2005

B.A. Bethany College, M.A., Ph.D. The Ohio State University

Peter E. Hogan

McCoy Professor of Biology, 1973

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

Steven W. Howe

Associate Professor, Medical Director, Physician Assistant Studies, 2004

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

Kenneth J. Itzkowitz

Associate Professor of Philosophy, 1989

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

Ryan K. May

Assistant Professor of Psychology, 2002

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

Marilee Morrow

Assistant Professor of Mass Media, 1998

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

James H. O'Donnell III

McCoy Professor and Andrew U. Thomas Professor of History, 1969

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

Mabry M. O'Donnell

McCoy Professor of Communication and Hillyer Professor in English Literature, Rhetoric and Oratory, 1969

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

Marybeth Peebles

Associate Professor of Education, 2001

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

Mark E. Sibicky

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

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

Cathy Sue Skouzes

Assistant Professor of Education, 2003

M.Ed., Cambridge College, Ph.D. Ohio University

Steven R. Spilatro

McCoy Professor of Biology, 1988

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

Suzanne H. Walker

Associate Professor of Communication, 1999

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

Ali Ziyati

Associate Professor of Mass Media, 2007

B.A. Institute of Journalism, Rabat, Morocco, M.A., Ph.D. Ohio University

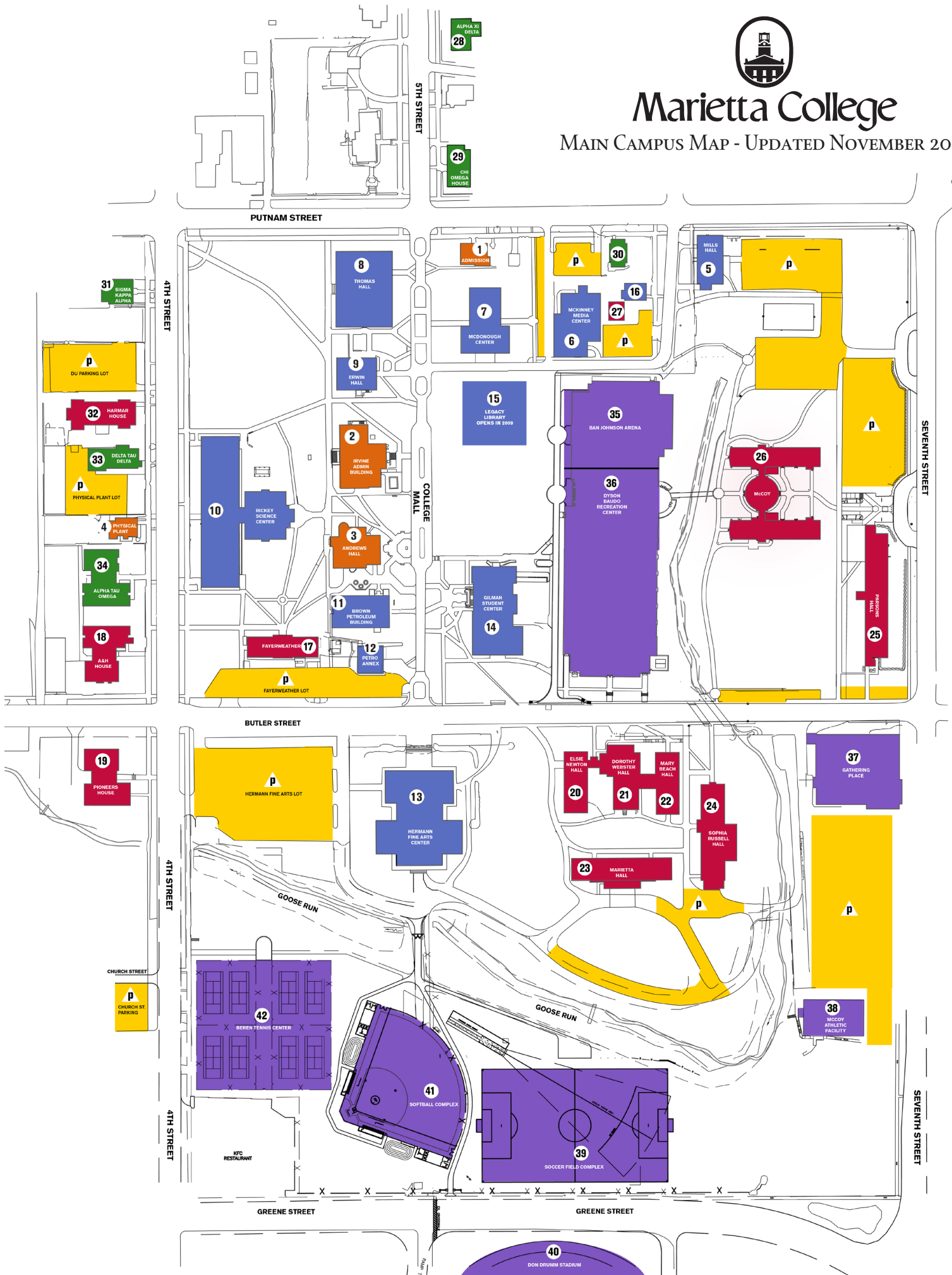
Index

Academic expectations 31	Dismissal 15, 18, 33	Refund on withdrawal 28, 33
Academic grievances 31	Enhanced courses 20, 32	Second degrees 31
Academic policies 30	Faculty 36	Students' records 30
Academic Resource Center 4, 34	Fees	Students with disabilities 4, 34
Administrative personnel 36	M.A. Education 10	Transcripts 33
Admission to programs	M.A. Psychology 15	Transfer credits 10, 14, 17, 21, 27, 32
M.A. Education 8	Master of International Corporate	Withdrawal 28, 32, 33
M.A. Psychology 14	Media 18	Writing Center 35
Master of International Corporate	M.S. Physician Assistant Studies 22	
Media 17	Financial aid 26	
M.S. Physician Assistant Studies 21	Grades 31	
Career Center 35	Graduation requirements	
College Year 7	M.A. Education 8	
Counseling Services 35	M.A. Psychology 14	
Course descriptions	Master of International Corporate	
M.A. Education 10	Media 17	
M.A. Psychology 16	M.S. Physician Assistant Studies 21	
Master of International Corporate	Library 34	
Media 18	Nine Core Values 6	
M.S. Physician Assistant Studies 23	Physician Assistant Student Society 22	
Degree structure	Policies	
M.A. Education 10	Academic 30	
M.A. Psychology 16	M.A. Education 10	
Master of International Corporate	M.A. Psychology 15	
Media 18	Master of International Corporate	
M.S. Physician Assistant Studies 23	Media 18	



Marietta College

MAIN CAMPUS MAP - UPDATED NOVEMBER 2007



Administration

- 1 Admission House**
- 2 Irvine Administration Building**
 - President
 - Business Office
 - Financial Aid
 - Alumni Relations
 - Registrar
- 3 Andrews Hall**
 - Izzy's
 - Great Room
 - Residence Life Office
 - Office of Multicultural Affairs
 - Counseling Services
 - Academic Resource Center
- 4 Physical Plant**

Academic

- 5 Mills Hall**
 - Department of Communication
 - Master of Corporate Media
 - William Chamberlain Gurley Observatory
 - Marietta Fund
 - Library
- 6 McKinney Media Center**
 - Department of Media Studies
 - WCMO/WMRT radio stations
 - WCMO-TV station
 - Student Newspaper (Marcolian)
 - Computer Graphics Lab
- 7 The McDonough Center**
 - Leadership Studies Program
 - McDonough Auditorium
 - Betty Cleland Room
- 8 Thomas Hall**
 - Department of English
 - Department of History
 - Department of Modern Languages
 - Department of Philosophy
 - Department of Economics
 - Department of Management
 - Department of Accounting
 - Honors Program suite
 - The Writing Center
 - International Student Office
 - Special Collections (Until 2009)

- 9 Erwin Hall**
 - Department of Psychology
 - Department of Education
- 10 Rickey Science Center**
 - 3 connected buildings:
 - Rickey, Selby and Bartlett
 - Biology Department
 - Environmental Science Department
 - Chemistry Department
 - Mathematics and Computer Science Department
 - Master of Science in Physician Assistant Studies Program
 - Physics Department
 - E.L. Krause Reading Room
- 11 Brown Petroleum Building**
 - Department of Petroleum Engineering and Geology
 - CNG Gas Transmission Laboratory
 - Paleontology Laboratory
 - Geology Laboratory
 - Mineralogy Laboratory
 - Petrology Laboratory
- 12 Geology Annex**
- 13 Hermann Fine Arts Center**
 - Departments of Art and Theatre Arts
 - MacTaggart Department of Music
 - Friederich Theatre
 - Multimedia computer lab
- 14 Gilman Student Center**
 - College Bookstore
 - Main Dining Facilities
 - Career Center
 - Postal Facilities
- 15 Legacy Library**
 - (Opens in 2009)
- 16 The Center for Families and Children**

Parking



Student Housing

- 17 Fayerweather Hall**
- 18 Art & Humanities House**
- 19 Pioneer House**
- 20 Elsie Newton Hall**
- 21 Dorothy Webster Hall**
- 22 Mary Beach Hall**
- 23 Marietta Hall**
- 24 Sophia Russell Hall**
- 25 Edward S. Parsons Hall**
- 26 McCoy Hall**
- 27 International Scholars House**
- 32 Harmar House**

Greek Housing

- 28 Alpha Xi Delta**
- 29 Chi Omega**
- 30 Lamda Chi Alpha**
- 31 Sigma Kappa**
- 33 Delta Tau Delta**
- 34 Alpha Tau Omega**

Recreation

- 35 Ban Johnson Arena**
 - Athletic Department Offices
- 36 Dyson Baudo Recreation Center**
 - Department of Athletics and Physical Education
 - Fenton Court
 - Multi-purpose Room
 - Department of Sports Medicine
- 37 The Gathering Place**
 - Office of Campus Police/Services
- 38 McCoy Athletic Facility**
 - Football Coaches' Offices
 - Training Room
- 39 Marietta Field Soccer Complex**
- 40 Don Drumm Stadium**
- 41 Marietta Field Soccer Complex**
- 42 Beren Tennis Center**