
MARIETTA COLLEGE

Chartered 1835

2011-2012 CATALOG

Graduate Programs

The Mission

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

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

Marietta College offers the following graduate degrees:

Master of Arts in Education, 7

Master of Arts in Psychology, 12

Master of International Corporate Media, 15

Master of Science in Physician Assistant Studies, 19



Marietta College

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

Phone (740) 376-4000

<http://www.marietta.edu>

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Notices

Statement of Accreditation

Marietta College is accredited by the Higher Learning Commission and is a member of the North Central Association. As required by the United States Department of Education, contact information for the Higher Learning Commission is provided: www.ncahigherlearning-commission.org, telephone: (312) 263-0456. 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. We take special pride in the knowledge that the excellence of a Marietta College education is affirmed by the success of its graduates as well as by the existence on campus of the sixteenth oldest chapter of Phi Beta Kappa in the United States. The charter issued in 1835 specified that Marietta College will educate students in “the various aspects of useful knowledge,” a mandate that provides the basis of all of our programs.

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 Science in Physician Assistant Studies prepares health care professionals to address some of the most pressing needs of 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 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. The Master of Arts in Education prepares educator leaders to serve as effective change agents and collaborators in order to solve problems and facilitate student learning.

First, our graduate programs are built on the strengths of Marietta College in liberal arts, interdisciplinary studies, and professional education. 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 know 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 Seven Core Values

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

1. Liberal Arts Foundation

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

2. In-Depth Programs of Study

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

3. Global Perspective and Diversity

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

4. World of Work

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

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

5. Community

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

6. Leadership

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

7. Service

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

The College Year

2011-12 Academic Calendar

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

2011 Fall Semester

August

Sun 28 Freshman Matriculation Ceremony

Mon 29 Classes begin

September

Fri 2 Last day to add/change courses

Mon 5 Labor Day- Classes meet but offices closed

Fri 9 Last day to drop courses without "W" on transcript

October

Sat 8 Four Day Break Begins

Wed 12 Classes resume

Fri 14 Homecoming begins

Wed 19 Mid-semester grades due

Fri 28 Last day to withdraw from a course with a grade of "W"

November

Wed 23 Thanksgiving Break Begins

Mon 28 Classes Resume

December

Fri 9 Last day of classes

Mon 12 Final examinations begin

Tue 20 Final grades due – 9:00 a.m.

2012 Spring Semester

January

Mon 16 Classes begin

Fri 20 Last day to add/change courses

Fri 27 Last day to drop courses without "W" on transcript

February

Thu 16 Founders' Day

March

Sat 10 Spring break begins

Wed 14 Mid-semester grades due – 9:00 a.m.

Mon 19 Classes resume

Fri 23 Last day to withdraw from courses with grade of "W"

April

Fri 27 Last day of classes

Mon 30 Final examinations begin

May

Tues 8 Final grades due – 9:00 a.m.

Sun 13 Commencement

2011 Summer Session

May

Mon 21 Summer Session begins

Graduate Programs of Instruction

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

The Department of Education

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

Faculty: Professors: Dorothy Erb, Constance Golden; Associate professors: Bill Bauer, Cathy Mower, Marybeth Peebles; Assistant professors: Carolyn Backus

The Master of Arts in Education degree provides a focus on leadership for classroom teachers 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 24 credit hours as follows: EDUC 600, 614, 640, 651, 653, 660, 677, 690.

1.b. The Diversity Course Requirement

Each student must complete EDUC 614, Multicultural Perspectives for Educators. This course requires a 30 hour field experience in a setting with racially and linguistically diverse P-12 students.

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 practicum continuation. (Education 599). This course cannot be applied toward the required elective hours.

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.a.

2. Required Assessments

All students must successfully complete the required core program assessments. An assessment of content knowledge in the teaching field is required upon entry to the M.A.Ed. program. Additional assessments and courses where these assessments are completed are:

1. Professionalism and Leadership, EDUC 600
2. Diversity Experience, EDUC 614
3. Analysis of Student Learning, EDUC 651
4. Teaching and Learning, EDUC 660
5. Action Research Project, EDUC 690

All assessments are submitted in the LiveText online system.

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 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 and evidence of completion of an accredited teacher preparation program;
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 from the ETS Praxis Content test in the candidate's teaching license field;
5. For non-native speakers of English, a TOEFL score report; and
6. A non-refundable \$25 application fee.

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

Admission Without Condition

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

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

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 2.75. 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 18 hours of graduate level work at Marietta College. If a non-degree student wishes to take more than 18 credit hours, he or she must:

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

Policies

Full-time Status

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

Probation

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

Accommodation of Transfer Credits

The Director of the Master of Arts in Education determines which courses will be accepted for graduate credit for the M.A.Ed. No more than six hours of transfer credit will be accepted from institutions other than Marietta College. All hours transferred to the M.A.Ed. degree program must be consistent and fit the individual student's degree plan.

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		21 Hours
EDUC 600 <input type="checkbox"/>	EDUC 614 <input type="checkbox"/>	EDUC 653 <input type="checkbox"/>
EDUC 640 <input type="checkbox"/>	EDUC 651 <input type="checkbox"/>	EDUC 660 <input type="checkbox"/>
EDUC 677 <input type="checkbox"/>		
Electives		9 Hours
THREE M.A.ED. COURSES, INCLUDING ANY COURSES NOT USED ABOVE		
EDUC 6__ <input type="checkbox"/>	EDUC 6__ <input type="checkbox"/>	EDUC 6__ <input type="checkbox"/>
Practicum		3 Hours
EDUC 690 <input type="checkbox"/>		
Total		33 Hours

Course descriptions for the M.A.Ed. Program

EDUC 599 Practicum Continuation

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

Credit: 1 Hour

EDUC 600 Educator as Leader Seminar

This introductory course in the Master of Arts in Education program emphasizes differing views of leadership in educational contexts.

Essential questions the student will answer as they explore the intricacies of teacher leadership include:

1. Why should we put energy into teacher leadership?
2. Who has the potential for teacher leadership?
3. Why is leadership so complicated?
4. How can a school culture promote or discourage teacher leadership?
5. What do teacher leaders need to learn?

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. A 30 hour field of experience is required in conjunction with this course.

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 hear-

ing 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 Data-Driven Assessment and Decision Making

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 Technology 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.

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

Credit: 3 Hours

EDUC 658 School Leadership and Staff Development

The course focuses on concepts and strategies in leadership and supervision with an emphasis on human resources development. Students take an analogic/applied stance toward leadership within the field of education.

Credit: 3 Hours.

EDUC 659 Assistive Technologies for Students with Disabilities

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

Credit: 3 Hours

EDUC 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 and Collaboration

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

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, Christopher L. Klein

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 to conduct research in the areas of: physiological, clinical, cognitive, social, industrial/organizational or developmental psychology. The primary goal of the program is to provide students with a strong graduate level foundation in general psychology. The program is designed to prepare students to pursue further education in psychology at the Ph.D. level or to seek employment at the master's level in a related field.

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

Graduation Requirements

The graduation requirements for the 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 601, 606, 611, 612, 613, 650.

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

1.b. The Practicum Requirement

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

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

1.c. The Thesis Requirement

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

Each student will design and implement an approved research project, complete a thesis defense, and write a committee-approved APA style thesis that will be uploaded to the electronic theses and dissertations center of OhioLINK. Each student is required to choose a thesis

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.

Where a student does not complete the practicum during the semester in which the student enrolled in PSYC 692, the student must register for at least one hour of practicum continuation (PSYC 599). This course cannot be applied toward the required elective hours.

2. The Grade Point Requirement

Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. 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. The thesis courses are graded Satisfactory/Unsatisfactory and are not included in the calculation of the grade point average.

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

3. The Residency Requirement

At least thirty (30) credit hours of M.A.P. Program courses must be graduate courses at Marietta College.

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 3.0 and a GPA of 3.0 in psychology and official test scores from the General Test of the Graduate Record Examination (GRE). Some exceptions to these requirements may be considered; contact the M.A.P. program director 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. Admission to the B.A./M.A. program is competitive and selective.

Application forms are available from:
The Director of the M.A.P. Program, or
The Office of Admission
Marietta College
215 Fifth Street
Marietta, Ohio 45750
Tel. 1-800-331-7896

Completed application material should be returned to the Office of Admission.

Application Procedure

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

1. A completed graduate admissions application.
2. Official transcripts of all college-level work.
3. Official test scores from the Graduate Record Examination (General Test).
4. A two-page essay describing the applicant's interests, future goals for his or her graduate education in psychology, and why the M.A.P. program matches their interests and goals.
5. Two written letters of recommendation attesting to candidate's capacity to complete graduate level work, at least one of which is from a college instructor.
6. A non-refundable \$25 graduate application fee

Policies

Full-time Status

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

Probation and Academic Dismissal

Academic probation and dismissal for M.A.P. students are determined on an individual basis by the department faculty. Normally a student receiving a grade of "C" or below in any graduate course is considered to be on academic probation. Students who receive a grade of "C" or below in any core requirement course must repeat the core course and receive a grade of "B" or better. A student who receives two or more grades of "C" or below in any graduate M.A.P. program course may be dismissed from the program.

Expectations, Extensions and Dismissals

Classes are scheduled for day-time, and/or evenings. Graduate stu-

dents are expected to attend all classes and labs as well as psychology department colloquia, and special events. Students are also expected to attend and present their work at regional and national psychology conferences and serve as role models to undergraduate students.

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

Fees

Tuition fee for the M.A.P. Program is \$670 per credit hour. A student enrolled in the B.A./M.A. 5-year program will be charged a \$595 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 601 <input type="checkbox"/>	PSYC 606 <input type="checkbox"/>	PSYC 610 <input type="checkbox"/>
PSYC 613 <input type="checkbox"/>	PSYC 611 <input type="checkbox"/>	PSYC 612 <input type="checkbox"/>
PSYC 650 <input type="checkbox"/>		
Experiential courses		6 Hours
Two of the following		
PSYC 671 <input type="checkbox"/>	PSYC 672 <input type="checkbox"/>	PSYC 673 <input type="checkbox"/>
Thesis		6 Hours
PSYC 691 <input type="checkbox"/>	PSYC 692 <input type="checkbox"/>	
Total		36 Hours

Course descriptions for the M.A.P. Program

PSYC 599 Thesis Continuation

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

Credit: 1 Hour

PSYC 601 Selected Topics in Psychology

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

Credit: 3 Hours

PSYC 606 Developmental Psychology

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

Credit: 3 Hours

PSYC 610 Attachment and Family Relations

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

Credit: 3 Hours

PSYC 611 Cognitive Psychology

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

Credit: 3 Hours

PSYC 612 Seminar in Social Psychology

This course provides students with 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 613 Seminar in Theories of Learning and Behavior

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

Credit: 3 Hours

PSYC 620 Professional Ethics

Nature of ethical inquiry using selected major philosophers as its foundation. Students develop or use already developed case studies to explore ways of ethical thinking among researchers and practioners of psychology.

Credit: 3 Hours.

PSYC 650 Psychopathology

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

Credit: 3 Hours

PSYC 671 Practicum in the Teaching of Psychology

This course provides students with knowledge and experience in the teaching of psychology at the college level. The course reviews the theory and research behind effective teaching methods and assessment, as well as covering potential problems and issues that may arise in teaching psychology. Students will assist the instructor in all aspects of undergraduate course instruction, 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. These courses are graded Satisfactory/Unsatisfactory

Credit: 3 Hours each.

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

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

Faculty: professors: Mabry M. O'Donnell; associate professors: Suzanne H. Walker, Ali Ziyati, Marilee Morrow; assistant professors: Jane Dailey, Joan Price

The Master of 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. Optional International Tracks are also available to demonstrate an expansion of students' skills to include a high level of functionality within a multinational work environment.

Graduation Requirements

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

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

1. The Credit Requirement

Each student must complete at least 37 credit hours of M.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.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 31 credit hours of M.C.M. courses must be graduate courses at Marietta College.

Optional International Tracks

International Track I – English as a First Language

In addition to completing the core requirements for the program, students wishing to achieve International Track I – English as a First Language must satisfy an additional 15 hours. Of these 15 hours, at least 12 must be in a foreign language. And, at least three (3) of those 12 foreign language hours must be a 300-level or above course with a minimum grade of a C. If a student chooses, the remaining three (3) hours of the requirement can be achieved with the participation in an international study abroad program (As with the language requirement, this experience must be listed on a student's transcript.) While only six (6) hours of the core courses are permitted to transfer in to the program, the 15 hours needed to complete International Track I – English as a First Language can be transferred in when the student joins the MCM program. Or, the requirements can be completed while the student is in the program.

International Track II – English as a Second Language

In addition to completing the core requirements for the program, international students who speak English as a second language must complete all English as a Second Language (ESL) requirements that are determined after an international student arrives at Marietta College. ESL testing, which is required for all students whose primary language is not English, is conducted during international student orientation at Marietta College. ESL scores will determine if a student is required to take ESL courses.

Admission to the M.C.M. Program

Admission to the graduate program is competitive and selective. The program is interdisciplinary and there is no requirement that an entering student possess a previous degree in public relations, advertising, or organizational communication. But, students applying are required to have a bachelor's degree from an accredited college or university, and, as a condition of admission to the program, a student without an undergraduate major in Media Studies, Communication, Graphic Design, Marketing or related field may be required to complete up to nine credit hours of foundation undergraduate courses. Full acceptance into the program will be granted upon the completion of those courses with a minimum 3.0 GPA. Contact the M.C.M. director for more information.

Application forms are available from:

The Secretary of the Department of Communication and Media Studies, or

The Office of Admission

Marietta College

215 Fifth Street

Marietta, Ohio 45750

Tel. (740) 376-4000

Completed application material should be returned to the Office of Admission.

Application Procedure

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

- 1. A completed graduate admissions application.
- 2. Official transcripts of all college-level work.
- 3. An undergraduate degree with a grade point average of 3.0 or better, or evidence of equivalent professional achievement.
- 4. Official test scores from the Graduate Record Examination. (Conditional acceptance can be granted without official GRE scores. Please consult the financial aid office for the implications of conditional acceptance.)
- 5. A writing sample.
- 6. A portfolio or CV/résumé.
- 7. Two written letters of recommendation attesting to candidate's capacity to complete graduate level work.
- 8. A non-refundable \$25 graduate application fee.

Policies

Full-time Status

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

Expectations

Classes will be scheduled for day-time and/or evenings. A full-time student can expect to complete the coursework in two academic years. A part-time student can expect to complete the coursework in approximately three to four years. If an M.C.M. student needs an additional semester to complete the MCM 690 project, they must register for one credit hour of Project Continuation (MCM 599). See the M.C.M. program director for information.

Dismissal

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

Fees

Tuition fee for the M.C.M. Program is \$670 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__ ☐

See above, under Credit Requirement, for guidance as to choice of electives.

Master's Project 6 Hours
MCM 690 ☐

Total 37 Hours

Course descriptions for the M.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

The project is the capstone experience for the Master of Corporate Media program. The project is a reflection of the knowledge gained from the coursework, an indication of the mastery in a field of study as well as a demonstration of the ability to engage in substantive professional activities. A project has a practical component and produces something that can be used, implemented or put into practice by an organization.

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 508 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.*

MCM 599 Thesis Continuation

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

Credit: 1 Hour

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 and Professor: Dr. Gloria Stewart (gloria.stewart@marietta.edu)
 Medical director: Dr. Steve W. Howe; academic coordinator: Dr. Bill Childers;
 associate professor: Miranda Collins; assistant professors: Dr. John Grosel,
 Jennifer Childers; professor: Dr. Peter Hogan
 Clinical coordinator: Penny Rose
 Assistant clinical coordinator: Katie Fouss
 Administrative assistant: Donna Venham
 Admissions coordinator: Lori Hart

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

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

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 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 3.0 in all prerequisites
2. One semester of Cell 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 by December of the year of application.

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

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

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

Application Procedure

1. Each applicant must apply to the Centralized Application Service for Physician Assistants (CASPA) www.caspaonline.org. The deadline for the CASPA application is October 1 for the following summer entry.
2. Marietta College PA Program requires a supplemental application for each applicant, which is available on the program's website. The supplemental application includes the applicant's life experiences and life goals. Supplemental application deadline is October 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 Marietta College PA Program also accepts MCAT scores.

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

- Academic preparation

- Potential for primary care practice
- Motivation, maturity, ability to work with people
- 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 with offers of admission being made in February.

Fees, expenses and financial aid

Tuition, fees, and program costs for the class entering the program in June 2010 are

Pre-Clinical Phase –

Summer Session (10 credit hours)	\$4,636
First Year (36 credit hours)	
Semesters one and two	\$31,134

Clinical Phase –

Second Year (58 credit hours)	
Semesters one and two	\$31,134

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 are available to entering M.S.P.A.S. students. For more information, please contact the PA Program, telephone (740) 376-4458.

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

Student Organization

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 (46 credits)

Summer semester (mid-June – mid-August)

PASP 501 Gross Anatomy	8 credits
PASP 516 Professional Issues I	2 credits
Total	10 credits

Year 1: Fall semester

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

Year 1: Spring semester

PASP 504 Physical Examination II	4 credits
PASP 506 Advanced Human Physiology II	3 credits
PASP 507 Pathophysiology II	3 credits
PASP 509 Advanced Pharmacology II	3 credits
PASP 522 Clinical Medicine II	4 credits
PASP 591 Research Methods II	2 credits
Total	19 credits

Clinical Phase (58 credits)

Year 2: Fall semester

PASP 660 Family Medicine 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 II	4 credits
PASP 616 Professional Issues II	2 credits
PASP 690 Capstone Project	3 credits
Total	32 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, 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 endocrine reproduction and neurophysiology. This course also provides the student with a fundamental background in biochemistry, immunology, and genetics necessary for the clinical evaluation and management of the patient with disease related to these areas.

Prerequisite: PASP 501.

Credit: 3 Hours

PASP 504 Physical Examination II

This course continues the development of student skills in performing the medical history and physical examination along with clinical skills such as Advanced Cardiac Life Support (ACLS). Clinical experiences in emergency room, geriatric facilities, and other health care settings will help provide the students with hands-on application of their knowledge and skills. Student presentations of simulated cases will be included to further develop clinical decision-making skills.

Prerequisite: PASP 502.

Credit: 4 Hours

PASP 505 Pathophysiology I

This course provides a systematic approach to basic concepts of the physiologic basis for disease. The general pathology of cell injury, inflammation, infection and neoplasia will be included with disease processes of specific organ systems. Prerequisite: PASP 501.

Credit: 3 Hours

PASP 506 Advanced Human Physiology II

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

Prerequisite: PASP 503.

Credit: 3 Hours

PASP 507 Pathophysiology II

This course is a continuation of PASP 505 Pathophysiology I. This course provides a systematic approach to basic concepts of the physiologic basis for disease. The general pathology of cell injury, inflammation, infection and neoplasia will be included with disease processes of specific organ systems.

Prerequisite: PASP 505.

Credit: 3 Hours

PASP 508 Advanced Pharmacology I

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

Credit: 2 Hours

PASP 509 Advanced Pharmacology II

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

Credit: 4 Hours

PASP 516 Professional Issues

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

Credit: 2 Hours

PASP 520 Clinical Medicine I

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

Prerequisites: PASP 501.

Credit: 3 Hours

PASP 522 Clinical Medicine II

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

Prerequisite: PASP 520.

Credit: 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 basic knowledge of statistics and different methods of research and outcomes assessment of evidence based medicine.

Prerequisite: PASP 590.

Credit: 2 Hours

PASP 616 Professional Issues II

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

Credit: 2 Hours

PASP 650 Internal Medicine Clinical Rotation

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

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

Credit: 5 Hours

PASP 651 General Surgery Clinical Rotation

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

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

Credit: 5 Hours

PASP 652 Prenatal Care/GYN Clinical Rotation

This five-week prenatal care/gynecology rotation is designed to provide the Physician Assistant student with an opportunity to develop proficiency in the unique medical history, physical examination, treatment and referral of the prenatal/gynecology patient.

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

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

Credit: 5 Hours

PASP 653 Pediatrics Clinical Rotation

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

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

Credit: 5 Hours

PASP 654 Emergency Medicine Clinical Rotation

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

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

Credit: 5 Hours

PASP 655 Orthopedic Clinical Rotation

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

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

Credit: 5 Hours

PASP 657 Psychiatry/Behavioral Medicine Clinical Rotation

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

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

Credit: 5 Hours

PASP 658 Elective Clinical Rotation

This eight-week clinical rotation is designed to provide the Physician Assistant student with an elective opportunity in any 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 Clinical Rotation

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

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

Credit: 6 Hours

PASP 661 Family Medicine II Clinical Rotation

This four-week rotation at the end of the clinical phase provides the Physician Assistant student with a second primary care experience during which students and preceptors can evaluate the student's skills

in performing the history and physical exam, ordering and interpreting diagnostic tests and developing treatment plans and referrals for patients. The Physician Assistant student participates in and develops proficiencies in the broad spectrum of primary care by developing skills in acute and long-term management.

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

Credit: 4 Hours

PASP 690 Capstone Project

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

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

Credit: 3 Hours

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 available in January on the internet at www.fafsa.ed.gov. Since summer term is considered to be the end of our financial aid year, students who intend to begin their graduate program in the summer need to be sure that Marietta College receives the FAFSA results for both the current and the next academic year. If a student has already completed a FAFSA for the current academic year he or she simply needs to make sure that Marietta College has received that information.

To be considered for assistance, students must be citizens of the United States and must be formally admitted to one of the College's degree programs. Each male student must also document compliance with Selective Service Administration regulations.

Renewal of Aid

Eligibility for need-based assistance is determined by the result of an analysis of information provided each year to the College through the FAFSA 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 determined to have not met the financial aid standards or who have been dismissed will be withdrawn. Questions about the financial aid standards of satisfactory academic progress may be addressed to the Office of Student Financial Services.
2. The financial aid standards of satisfactory academic progress apply to both federal and Marietta College resources. Different standards might be required for funds provided by private agencies and, where applicable, will be governed by those standards.
3. Satisfactory academic progress is reviewed at the completion of each semester, with decisions on eligibility for continued assistance made at the completion of each academic year. Academic year is defined as two semesters of enrollment. A completed academic year would have occurred when hours were attempted in any two semesters. A student may have earned hours in the fall and not attend again until the fall of the next year. An academic year in this case would have occurred at the end of the second fall semester.

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.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 writ-

ing. 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 29.)

Academic Policies and Practices

To Graduate Students at Marietta College

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

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

Confidentiality of Transcripts

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

Academic Dishonesty

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

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

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

Academic Grievances

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

Faculty are responsible for clearly communicating their grading policies, testing procedures, and expectations of student performance at the beginning of each course, as described in the Faculty Manual. Students are responsible for following these policies and fulfilling those expectations. Although students have the right to their opinions about course content and delivery, they remain responsible for learning the content of the course, 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; S, Satisfactory; U, Unsatisfactory; W, Withdrawn; WF, Withdrawn failing = 0.00; X, Registered, but unevaluated at midsemester.

1. The Satisfactory Progress (PR) grade is used where a student's work extends over more than one semester and where progress is being shown. Continuation of the PR grade beyond 12 months requires instructor approval following consultation regarding student progress to date. Continuation of the PR grade beyond 24 months requires a second consultation with the instructor and approval by instructor and Graduate Council. The Records Office must be notified by the instructor, and when appropriate, Graduate Council, of the approved continuation of the PR. In no case, can a grade of PR be extended beyond 5 years.
2. Failure (F) is given for failure to meet the standards of the course; or failure to complete the work of the course. A student who fails to take the final examination in a course will receive F, unless excused by the Graduate Council. If a substantiated case of academic dishonesty results in a failing grade in the course, a student who chooses to withdraw from the course will receive a grade of F.
3. Withdrawn (W) is an unevaluated grade given for withdrawal:
 - (a) for medical or other extenuating circumstances at any time during the semester;
 - (b) at the option of the student until the end of the tenth week of the semester after consultation with the instructor of the course and the director of the program.
4. Withdrawn-failing (WF) is a mandatory grade for students who drop a course after the ninth week of the semester and not falling within the conditions of 3(a) above. The WF grade will be counted on the same basis as an F in calculating a student's grade point average.
5. Registered, but unevaluated at midsemester (X), is given when the course instructor cannot fairly evaluate a student's performance for a midsemester grade report.
6. Students are allowed to retake a course at Marietta College at any time. The student's transcript will show the student's complete record, but the grade point average will be computed on the basis of the most recent grade in each course. Credit for the course will be given only once. This policy of the College will be noted when a transcript is sent out. Courses repeated at other institutions do not affect the student's grade point average.

Policy Regarding Grades in the Event of Complete Withdrawal

Students must complete a withdrawal form at the Records Office.

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

the semester. Under certain circumstances, such as family catastrophe or substantiated medical problems, grades of "W" may be recorded after the tenth week at the discretion of the Provost.

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

Enhanced Undergraduate Courses

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

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

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

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

Accommodation of Transfer Credits

The Registrar's Office determines which courses can be accepted for graduate credit. (The College's M.S.P.A.S. program does not accept any transfer courses.) To be accepted for graduate credit, a transfer course must:

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

Transcripts

Two types of transcripts are available.

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

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

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

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

Transcript production: \$5.00 per transcript

Priority Service: (Transcript is available to requestor on the next business day, or delivery is initiated on the next business day) \$5 surcharge for each transcript in addition to the \$5.00 fee listed above (total \$10.00 per transcript)

Transcript delivery:

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

Overnight USA Delivery \$20.00

Second Day USA Delivery \$15.00

Overnight/Saturday USA Delivery \$25.00

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 Legacy Library

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

Director of the Library: Dr. Douglas Anderson

Librarians: Angela Burdiss, Joe Straw, Peter Thayer

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

An integrated, multi-function library management system enhances the capabilities of users to search for materials in the library's collections and includes an automated circulation system, as well as serials check-in and electronic ordering modules. As a member of OhioLINK, a statewide consortium of 88 Ohio college and university libraries and the State Library of Ohio, the Library provides access to 48 million books and other library materials, millions of electronic articles, 14,000 electronic journals, 150 electronic research databases, 62,000 e-books, thousands of images, videos and sounds, and 32,000 theses and dissertations from Ohio students. Students and faculty, using the patron-initiated, online borrowing feature, can request books directly from other OhioLINK libraries.

The Legacy Library's print collections include over 245,000 print volumes, including General Collection books, Bound Periodicals, and Special Collections books. Audio-visual holdings include more than 2700 audio CDs and 1900 videos. Additionally the Library receives more than 700 serial titles in print. As a designated government document depository the Library also receives selected documents of the United States Government and the State of Ohio.

Marietta College is a charter member of OHIONET, a cooperative serving Ohio libraries, and of OCLC Inc., a national computerized electronic network organized in 1967 and located in Columbus, Ohio, which links together over 60,000 academic, public, and special libraries and library systems worldwide.

The Academic Resource Center (ARC)

Amanda L. Haney-Cech, Director

Website: www.marietta.edu/~arc; arc@marietta.edu

Andrews Hall - Third floor; (740) 376-4700

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

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

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

Services for Students with Disabilities

Barbi Cheadle, Disabilities Specialist

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 and assistive technology and personalized services based upon documented needs.

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

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

The Campus Writing Center

Dr. Jessica Nowacki, Writing Coordinator

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

Thomas Hall - Room 217

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

The Career Center

Hilles Hughes, Director

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

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

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

The Career Center is also involved in a variety of career fairs throughout the year including the Teacher Recruitment Consortium, the Ohio Foundation of Independent Colleges' CareerFEST and the Muskingum

& Marietta College Interview Day. In addition to these recruitment and networking events, the Center maintains a database of employment and internship opportunities which students and alumni can access free of charge 24/7 through College Central. (www.collegecentral.com/marietta) Through résumé referrals, alumni mentoring, company info-sessions and campus interviews, the Career Center facilitates connections to employers throughout the region and beyond.

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

Counseling Services

Dr. Michael Harding, Clinical Psychologist

Andrews Hall Room 112 (740) 376-4477

Counseling services are available to all full-time 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

Officers of the Corporation

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.

Jean A. Scott

President of the College

Dr. Gamaliel Perruci

Interim Provost and Dean of the Faculty

Mr. Daniel C. Bryant

Vice President for Administration and Finance

Dr. Mark A. Miller

Associate Provost for Academic Administration

Ms. Tina Perdue

Registrar

Dr. Dorothy Erb

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

Mary Valaik Barnas

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

William M. Bauer

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

Jennifer Childers

Assistant Professor of Physician Assistant Studies, 2008
B.S., B.S.M.S., M.S.P.A. Alderson
Broaddus College.

William Childers

Assistant Professor of Physician Assistant Studies, 2007
B.S., M.S. Alderson-Broaddus College

Miranda M. Collins

Associate Professor of Physician Assistant Studies, 2002
B.S. Alderson-Broaddus College, M.P.A.S.
University of Nebraska, PA-C

Jane Dailey

Assistant Professor of Mass Media, 2006
B.S. University of Rio Grande, M.S.
Ohio University, Ph.D. Louisiana State
University

Alicia M. Doerflinger

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

Dorothy Erb

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

William H. Fournier

Assistant Professor of Communication, 2006
A.S. Eastern Maine Technical College, B.A.
University of New England, M.P.E., Ph.D.
Ohio University

Liane Gray-Starner

Associate Professor of Communication, 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

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

Christopher Klein

Assistant Professor of Psychology, 2009
B.A., M.A., Ph.D. University of Alabama

Ryan K. May

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

Marilee Morrow

*Associate Professor of Mass Media, News
Director/Sports Director, Director of the
M.I.C.M. Program, 1998*
B.S. Ohio University, M.A. West Virginia
University

Cathy Sue Mowrer

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

Mark E. Sibicky

*McCoy Professor of Psychology, Director of the
M.A.P. Program, 1990*
B.A. University of Connecticut, M.A.
Colgate University, Ph.D. University of
Arkansas

Steven R. Spilatro

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

Suzanne H. Walker

*Associate Professor of Communication,
Assistant Dean for First Year Experience and
Advising, 1999*
B.S. University of Indianapolis, M.A.,
Ph.D. Indiana University

Abdelali Ziyati

*Associate Professor of Communication and
Media Studies, 2007*
B.A., Institute of Journalism, Rabat,
Morocco, M.A., Ph.D., Ohio University

Faculty of the College

Members of the College faculty who regularly teach in the graduate programs are listed below. A full list of the College's faculty will be found in the Undergraduate Programs Catalog.

Mark A. Bagshaw

*Professor of Management and Leadership,
1993*
B.A., Ed.D. Pennsylvania State University,
M.Phil. Yale University

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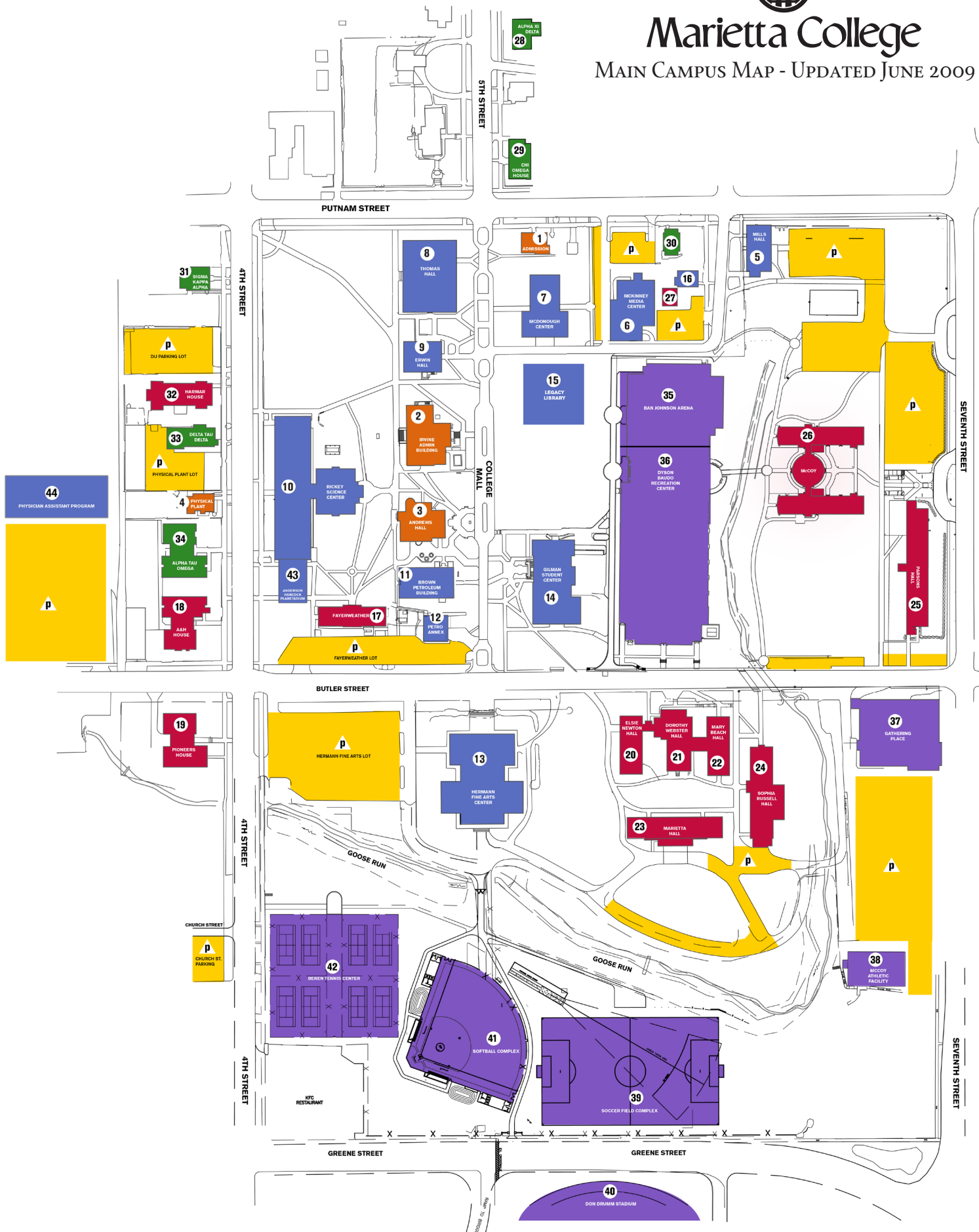
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Marietta College

MAIN CAMPUS MAP - UPDATED JUNE 2009



Administration

1 Admission House

2 Irvine Administration Building

Advancement
Alumni Relations
Business and Administrative Services
College Relations
Financial Aid
Human Resources
Information Technology
President
Print Shop
Provost
Registrar

3 Andrews Hall

Academic Resource Center
Counseling Services
Emeritus Chamber
Great Room
Izzy's
Multicultural Lounge
Student Government
Student Life Office
Riggs Board Room

4 Physical Plant

Academic

5 Mills Hall

Department of Communication
Marietta Fund
Master of International Corporate Media
William Chamberlain Gurley Observatory

6 McKinney Media Center

Department of Media Studies
WCMO/WMRT radio stations
WCMO-TV station
Student Newspaper (Marcolian)
Computer Graphics Lab

7 The McDonough Center

Auxiliary Services
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

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
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

Special Collections
Worthington Center for Teaching
Excellence
Jack and Betty Prince Forum

16 The Center for Families and Children

44 Anderson Hancock Planetarium

Physician Assistant Program

Master of Science in Physician Assistant
Studies Program

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

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28 Alpha Xi Delta

29 Chi Omega

30 Lambda 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

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

