MARIETTA COLLEGE
Chartered 1835

2016-2017 CATALOG

Undergraduate 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.

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

Marietta College

Phone (740) 376-4000
Fax (740) 376-4896
http://www.marietta.edu

The Seven Core Values

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

1. Liberal Arts Foundation

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

2. In-Depth Programs of Study

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

3. Global Perspective and Diversity

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

4. World of Work

MARIETTA COLLEGE maintains its founders' emphasis on education "in the various branches of useful knowledge," and we believe that the liberal arts remain the best preparation for any career. Through classroom instruction, the use of technology, independent research, and practical experiences in their chosen fields, as well as through a wide variety of opportunities to lead and serve in collaboration with others, students prepare for productive lives. "A contemporary liberal arts education" means preparation for the world of work and the ability to translate knowledge into effective action.

5. Community

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

6. Leadership

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

7. Service

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

From the President

It is my pleasure to welcome you to Marietta College. Since its founding in 1835 Marietta has been recognized as one of the outstanding contemporary liberal arts colleges in the United States. We will help you find the best within yourself, challenge you to hone existing skills and to seek new areas of expertise, and invite you to become a contributing member of a vital intellectual community. During your academic and residential life at Marietta College you will work with members of an outstanding faculty and staff, all of whom are committed to your intellectual and personal growth. We believe that a contemporary liberal arts education provides excellent preparation for graduate school, for professional school, for a range of careers, and for a productive and rewarding life. Marietta students are our greatest source of pride and our alumni have gone on to have successful careers as critical thinkers, leaders, and problem-solvers committed to a lifetime of discovery and equipped for the rapidly changing world of the 21st century.

At Marietta, you will find opportunities to learn in many ways, and I urge you to seek and utilize stimulating classroom experiences, one-on-one meetings with faculty members, learning communities of students and faculty who connect two or more courses around a common theme, study abroad and internship opportunities, and formal and informal study with other talented students. You will have at your disposal leading-edge technological resources and some of the best new academic and residential facilities to be found on any campus, including the Legacy Library, the Anderson Hancock Planetarium, and Harrison Hall.

Marietta's advantages, including our liberal arts model, our professional programs, our commitment to a student-centered learning environment, and our excellent resources and facilities, are consistent with the Core Values articulated in our Strategic Plan. In keeping with our Core Values, encourage you to consider the following as you use this catalog and plan your studies.

Seek breadth and depth in your liberal arts education. Today, we consider a contemporary liberal arts education to include a range of educational experiences allowing us to understand what it means to be human, how to define our roles in society, how social systems interact in the modern world, and how science and mathematics allow us to understand the natural world in which we live. Be ambitious, be bold, and seek to educate yourself in your major area and in several other fields offered at Marietta.

Harness your passion. As you pursue your general education curriculum and explore possible majors, you will undoubtedly discover areas that excite you and challenge you in unexpected ways. Keep an open mind when considering these new areas of study, since you may develop a passion for subjects that you have not previously encountered.

Seek opportunities to learn in a variety of settings. You will quickly see that Marietta faculty members are committed educators who deliver an outstanding classroom experience on a daily basis. Alumni frequently report that the best part of their Marietta experience was the opportunity to work closely with our faculty, and that the friendships they formed with faculty mentors have lasted for decades after graduation.

Become a citizen of the world. The curricular and co-curricular experiences available on the Marietta campus are designed to prepare you for the world after college. Get to know others who hail from different parts of the country and the world, seek to understand the views of those whose beliefs differ dramatically from your own, and study the languages and cultures of other countries. You are part of a community in which we celebrate our diversity, so take full advantage of the opportunities presented.

Live up to our community standards. Members of the Marietta College community are expected to adhere to high standards of ethical behavior. Being a Pioneer commits you to honesty, integrity, responsibility, respect, and engagement, and other members of the community will expect you to live up to this commitment. We are all fortunate to live and work in the midst of supportive neighbors and, when you take the opportunity to serve, you show your appreciation and develop the skills and habits that will benefit you and others when you leave campus and join other communities.

Be a community leader. The Marietta College of today is the sum of our various contributions, and it functions best when community members are willing to assume leadership responsibility. With the vast array of academic and social organizations active on our campus, there are many opportunities to get involved. Find those groups whose mission appeals to you and seek those with which you will stretch yourself.

I know you will embrace these challenges and seek to develop your skills in these and many other areas. Remember the faculty, staff, and alumni join me in pledging our assistance throughout your time here, and you will have the support of a dynamic and creative learning community in which your contributions will be valued and respected. I urge you to make the very most of your time at Marietta College and I look forward to assisting you and celebrating your successes.

WILLIAM N. RUUD

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The College Year

2016-17 Academic Calendar

The College year consists of two semesters and an optional summer session.

2016 Fall Semester

August

Mon 1	Fall Payments Due
Wed 24	Freshman Matriculation Ceremony
Sun 28	Residence halls open for all returning students
Mon 29	Classes begin – 8:00 a.m.; Enrollment Verification

September

Fri 2	Last day to add classes
Fri 9	Last day to drop courses without "W" on transcript/switch to or from audit or Satisfactory/ Unsatisfactory Grade option
Mon 5	Labor Day – Classes meet but offices closed
Fri 23	Family Weekend Begins

October

Sat 8	Four Day Break Begins
Wed 12	Classes resume
Fri 14	Homecoming Weekend Begins
Wed 19	Mid-semester grades due – 9:00 a.m.
Fri 28	Last day to withdraw from a 15-week course with grade of "W"
Mon 31	Pre-registration begins

November

Wed 23	Thanksgiving Break Begins
Mon 28	Classes Resume

December

Fri 9	Last day of classes
Sat 10-Sun 11	Reading Days
Sun 11	December Graduation
Mon 12	Final Examinations Begin
Tue 20	Final Grades Due – 9:00 a.m.

2017 Spring Semester

January

Mon 2	Spring Payments Due
Sun 15	Residence halls open for all returning students
Mon 16	Classes begin – 8:00 a.m.; Enrollment Verification
Fri 20	Last day to add classes
Fri 27	Last day to drop courses without "W" on transcript/switch to or from audit or Satisfactory/ Unsatisfactory Grade option

February

Tues 14	Founders' Day
Thurs 16	Founders' Day Observed

March

Sat 11	Spring Break Begins
Wed 15	Mid-semester grades due – 9:00 a.m.
Mon 20	Classes Resume
Fri 24	Last day to withdraw from a 15-week course with grade of "W"
Mon 27	Pre-registration begins

April

Fri 21	All Scholars Day
Fri 28	Last day of classes
Sat 29	Reading Day
Sun 30	Final Examinations Begin

May

Sun 7	Commencement
Thurs 11	Final Grades Due – 9:00 a.m.
Mon 22	Summer Session Begins

Notices

Statement of Accreditation

Marietta College is accredited by the Higher Learning Commission. As required by the United States Department of Education, contact information for the Higher Learning Commission is provided: www.ncahigherlearningcommission.org, telephone: (312) 263-0456.

Statement of non-discrimination

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

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

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

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

Richard Danford
Chief Diversity Officer
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4899
danfordr@marietta.edu

Services for Students with Disabilities

Marietta College complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as amended, regarding non-discrimination against persons with disabilities. The College seeks to offer support to all students and strives to make reasonable accommodations for individuals with documented disabilities. All campus services for students with disabilities are coordinated through the College's Academic Resource Center, located in Andrews Hall. (See page 186 for more information.)

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990 (the latter related to student concerns only) has been delegated to:

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

Statement on Diversity and Inclusion

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

And now The Fine Print...

This Catalog reflects the curriculum, policies, personnel, and expenses at Marietta College at the time of printing. Although every attempt was made to ensure the accuracy of information presented in this catalog, the College reserves the right to depart without notice from the terms of this Catalog. 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. To the extent possible, a student who has been continuously enrolled full-time as a degree-seeking student and who has continuously made satisfactory progress towards a degree will be allowed to graduate according to graduation policies and requirements in effect during the first semester in which the student is enrolled at Marietta College and within six academic years after matriculation.

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

The College and the City

In 2010, the College trustees, faculty, staff, and students endorsed the Seven Core Values which guide the College as it plans the educational experiences of Marietta's students. These Core Values are to be found on page 2 of the Catalog.

The College

Marietta College traces its roots to the establishment of the Muskingum Academy, which was founded by pioneer settlers in 1797, in Marietta, Ohio. Accordingly, the College has been recognized as one of America's 37 "Revolutionary Colleges." The Academy became the first institute of higher education in the Northwest Territory. In 1835, the State of Ohio created Marietta College by granting a charter to offer college-level degrees. Marietta has always been a private, non-sectarian, co-educational (from 1897), residential college.

But antiquity guarantees nothing, and in its mission statement, the College professes to offer a contemporary liberal arts education, meaning that the College provides academic programs that are based on the best of the past and have a high relevance for today. The traditional liberal arts have always been the core of the College's intellectual life. For example, the College's Phi Beta Kappa chapter dates from 1866, making it one of the oldest in the nation. Examples of the College's ability to stay "contemporary" are the establishment some years ago of programs in petroleum engineering and in athletic training, both of which were the first to receive separate professional accreditation at a private college. A recent addition which is taking on increasing significance in the undergraduate curriculum is a program in Investigative Studies. The program provides opportunities for students, in any discipline, to undertake research projects within a mentoring relationship with a member of the faculty. The College provides financial support for students participating in the program. Also, unusual teaching opportunities have been developed for students, again regardless of discipline, in China and Brazil.

Adding distinctiveness to the programs at Marietta is The McDonough Center for Leadership and Business, the nation's first developed opportunity for undergraduate students to examine issues clustered around the themes of civic engagement and corporate leadership. And so, the College invites students to explore the ideas of the past and discover their meaning for today while simultaneously providing a preparation for life after college. The College has consistently been ranked by *U.S. News & World Report* as one of the best private colleges in the Midwest.

The Fall 2015 enrollment at the College was 1249 undergraduate (1182 full-time and 67 part-time) and 86 graduate students. The students came from 36 states and 4 countries. The male-to-female ratio is close to 62:38, while the student-to-faculty ratio is an attractive 10:1.

Accreditation

The College offers degrees at the undergraduate and graduate level. Undergraduate degrees are Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, and Bachelor of Science in Petroleum Engineering. At the graduate level, two masters programs are available: Master of Arts in Psychology and Master of Science in Physician Assistant Studies.

The College is accredited by the Higher Learning Commission The College's Department of Education and all teacher licensure programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education. The petroleum engineering program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org, and the athletic training program is accredited by the Commission on Accreditation of Athletic Training Education. The Land & Energy Management program is accredited by the American Association of Professional Landmen (AAPL). The College and its Department of Music are accredited by the National Association of Schools of Music (NASM).The chemistry program is approved by the American Chemical Society. The public accounting program (150 semester hours, 4 1/2-year) has been approved by the Accountancy Board of the State of Ohio as satisfying the requirements for students wishing to sit for the Uniform Certified Public Accounting examinations. This accounting program also meets the requirements of most states with 150-hour education requirements.

The College's two masters programs have both been approved by the Ohio Board of Regents and by the Higher Learning Commission. The Master of Science in Physician Assistant Studies is accredited by the Accreditation Review Commission for Physician Assistant programs.

The graduate programs are described in a separate Graduate Programs Catalog.

The College's Mission Today

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.

The City

The city of Marietta, Ohio, was settled in 1788 by Revolutionary War veterans led by General Rufus Putnam, and became the Northwest Territory's first organized American settlement. Marietta, a city of approximately 15,000, has retained a particular pioneer spirit of independence and New England charm. The first educational leaders came from Massachusetts and Vermont.

Marietta is a rivertown situated at the confluence of the Ohio and Muskingum Rivers ñ at one time it was possible, by leaving the Ohio River and joining the Muskingum River, to travel by boat from the Gulf of Mexico to the Great Lakes. Regular stops are still made at Marietta by the passenger steamboats Delta Queen and Mississippi Queen. The origins of the city and its continuing links with the rivers are reflected in two fine museums: the Campus Martius Museum and the Ohio River Museum (at both of which, incidentally, students may intern).

Marietta is part of a much larger Mid-Ohio Valley metropolitan area which includes nearby Parkersburg, West Virginia. This area sustains a combined population of around 160,000. Marietta is located 15 miles north of Parkersburg; 90 miles northwest of Charleston, West Virginia; 120 miles southeast of Columbus, Ohio; 140 miles southwest of Pittsburgh, Pennsylvania; and 170 miles south of Cleveland, Ohio.

There are several flights daily between the Mid-Ohio Valley Regional Airport (PKB) airport and Dulles International Airport, Washington ,D.C. The airport is only five miles from the campus. The College is a stop on a Cleveland-Charleston route operated by the Lakefront bus service.

Undergraduate Programs of Instruction

Provost's Office
Provost and Dean of the Faculty:
Dr. Janet L. Bland
Janet.Bland@marietta.edu

Marietta College offers both undergraduate (Bachelors) degrees and graduate (Masters) degrees. The undergraduate majors with the appropriate degree are listed below. The minors available are also listed. Information on graduate degrees will be found in the separate Graduate Programs Catalog.

Majors

A graduation requirement is the completion of one of the following majors. The requirements for each major are given below under Departmental Course Listings and Requirements. In addition, a student may design his or her own major and the rules for student-designed majors are given in the Curricular Options and Enhancements section of the Catalog. Likewise, rules for students wishing to complete a double major will be found in that section.

Bachelor of Arts

Accounting
Asian Studies
Communication
Early Childhood Education
Economics
English
Environmental Studies
Finance
General Studies (Continuing Education only)
Graphic Design
History
International Business
International Leadership Studies
Intervention Specialist
Journalism/Broadcasting
Land & Energy Management
Management
Marketing
Middle Childhood Education
Music
Political Science
Psychology
Public Accounting
Spanish
Sports Management
Strategic Communication
Studio Art
Theatre

Bachelor of Fine Arts

Theatre

Bachelor of Music

Music Education
Vocal Performance

Bachelor of Science

Applied Physics
Athletic Training
Biochemistry
Biology
Chemistry
Environmental Science
Geology
Health Science
Information Systems
Mathematics
Physics

Bachelor of Science in Petroleum Engineering

Petroleum Engineering

Engineering Degrees

An Engineering Dual-Degree Program is also offered through partnership with select major engineering schools. A student in this program normally attends Marietta College for three years before transferring to one of the cooperating engineering schools for two additional years of engineering study. Upon graduation, the student will receive a Bachelor of Arts or Science degree from Marietta College and a Bachelor of Science in Engineering degree from the engineering school. See page 121 for more information on this program, including contact information for the program advisor.

Minors

A student may choose to complement his or her major with one or more minor concentrations. The requirements for each minor are given below in the Departmental Course Listings and Requirements section, while the rules for minors are included in the Curricular Options and Enhancements section of the Catalog. The minors available are

Accounting
Advertising and Public Relations
Art
Art History
Asian Studies
Astronomy
Biology
Chemistry
Communication Studies
Economics
Energy Systems Engineering
Energy Systems Studies
English
Entrepreneurship
Environmental Science
Environmental Studies
Finance
Gender Studies
Geology
Graphic Design
Health Communication
History
Information Systems
Journalism/Broadcasting
Latin American Studies
Leadership Studies
Management
Marketing
Mathematics
Music
Organizational Communication
Organizational Social Responsibility
Petroleum Engineering
Philosophy
Physics
Political Science
Psychology
Religion
Spanish
Sports Management
Theatre

The Numbering System

Courses are numbered as follows:

001-099 Skill-building courses – do not count towards graduation credit requirement.

100-198 Courses which are intended primarily for freshmen, sophomores, and students with little background in the discipline. These courses typically present broad surveys of a topic or discipline.

199 Discipline-specific topics courses that serve as the First Year Experience course, required of all first-year students.

200-299 These courses require a more focused analysis of a topic within a discipline. The courses may have prerequisites and generally hold students to academic standards greater than 100-level courses.

300-499 The content of these courses are typically advanced and specialized, and require academic skills developed in lower courses.

X94 Experimental course. A course being offered for the first or second time and for which the full approval process has not been completed.

X95 Directed research under the supervision of an instructor.

X96 A course being taught as an "independent study" but whose content is not currently listed in the Catalog.

X97 Academic Internship. A supervised work experience.

X98 Tutorship. Supervised tutoring of other students.

The Classification System

Students pursuing a Marietta College undergraduate degree must demonstrate a breadth of study in addition to the focused study provided by a major. The specific graduation requirements are described in the Undergraduate Degrees–Graduation Requirements section later in the catalog. To guide the student toward meeting these requirements this catalog and the list provided by the Records Office of the courses being offered each semester use a classification system for identifying which requirement courses satisfy.

- **B** Scientific Inquiry, with lab
- **C** Scientific Inquiry, without lab
- **K** Leadership and Ethics
- **L** Literary Analysis
- **M** Global Perspectives
- **P** Historical Perspectives
- **Q** Quantitative Reasoning
- **R** Fine Arts
- **W** Writing Proficiency
- **X** Diversity
- **Y** Social Analysis

Courses constituting part of the programs in Honors, Leadership and Gender Studies are also given letter designations in the course listings provided by the Records Office. These are:

- **H** Curriculum Honors
- **Z** Gender Studies

Department Course Listings and Requirements

This section contains the course requirements for each major, minor, and certificate offered at Marietta College. The order of the detailed subsections is alphabetical by name of department. In addition, you will find the course descriptions, which include the number and name for the course, a brief description of the content of the course, any course requisites, and the number of semester credit hours attached to the course. Questions about courses, majors, minors, etc. can be directed to the department chair whose name and e-mail address is included under the department heading.

Accounting

(See Business & Economics for major and minor)

Advertising and Public Relations

(See Communication for major (Strategic Communication) and minor)

Art

Department of Art
Website: http://art.dept.marietta.edu/
Chair: David Makuch (dm001@marietta.edu)
Administrative Assistant: Myra Reich

The Department of Art provides two majors, Studio Art and Graphic Design, and three minors, Studio Art, Graphic Design, and Art History.

Requirements for a major in Studio Art: Forty-seven hours, including Art 101, 102, 203, 205, and 487 ; Two courses from Art History 251, 252, 261, 262, plus one additional ARTH course from 300-400 level; Graphic Design 201, 440; 12 hours selected from one of the following concentration areas: Painting or Photography/Video; plus 6 hours of additional Art electives.

General Art and Design Courses		**15 Hours**
ART 101 ☐	ART 102 ☐	
ART 203 ☐	ART 205 ☐	GRPH 201 ☐

Art History Choose two of the following		**6 Hours**
ARTH 251 ☐	ARTH 252 ☐	ARTH 261 ☐
ARTH 262 ☐		

Plus one additional Art History course from 300-400 level **3 hours**
ARTH ___ ☐

Art Concentration **12 Hours**

Select four courses from one of the following concentration areas

Painting

ART 223 ☐	ART 224 ☐	ART 321 ☐
ART 324 ☐	ART 347 ☐	

Photography/Video

ART 240 ☐	ART 241 ☐	ART 341 ☐
ART 342 ☐	ART 343 ☐	

ART/ARTH Electives not counted elsewhere in the major: **6 Hours**

ART/ARTH ___ ☐ ART/ARTH ___ ☐

Capstone

Both of the following **5 Hours**

ART 487 ☐ GRPH 440 ☐

Total **47 Hours**

Requirements for a major in Graphic Design: Fifty-six hours including Art 101, 102, 203, and two additional Art electives at the 200-300 level; one Survey of Art History at 200-300 level;ARTH 162; Graphic Design 201, 220, 230, 240, 250, 310, 315, 325, 370, 410, 497; and the capstone: both Art 487 and Graphic Design 440.

Studio Art **15 Hours**

ART 101 ☐	ART 102 ☐	ART 203 ☐

Plus two two Art Electives at the 200-300 level

ART ELECTIVE ☐ ART ELECTIVE ☐

Art History 162 and any other Art History Elective at the 200-300 level **6 Hours**

ARTH 162 ☐ ARTH ELECTIVE ☐

Graphic Design **33 Hours**

GRPH 201 ☐	GRPH 220 ☐	GRPH 230 ☐
GRPH 240 ☐	GRPH 250 ☐	GRPH 310 ☐
GRPH 315 ☐	GRPH 325 ☐	GRPH 370 ☐
GRPH 410 ☐	GRPH 497 ☐	

Capstone **5 Hours**

Both of the following

ART 487 ☐ GRPH 440 ☐

Total **56 Hours**

All graphic design students are required to purchase their own ink, paper and other needed materials.

Suggested Program of Study

Candidates are cautioned to work closely with advisors in the Department of Art. The department has developed the following suggested program of study for the major in Graphic Design. Graphic Design courses use industry standard software.

Freshman Year: Fall		**Spring**	
ART 101	3 hrs	ART 102	3 hrs
ARTH 162	3 hrs	GRPH 201	3 hrs
Sophomore Year: Fall		**Spring**	
ART 203	3 hrs	GRPH 230	3 hrs
GRPH 220	3 hrs	GRPH 240	3 hrs
Junior Year: Fall		**Spring**	
GRPH 250	3 hrs	GRPH 315	3 hrs
ART Electives	6 hrs	GRPH 325	3 hrs
		GRPH 370	1 hr
Summer			
GRPH 497	2 hrs		
Senior Year: Fall		**Spring**	
GRPH 310	3 hrs	GRPH 440	3 hrs
GRPH 410	3 hrs		
ART 487	2 hrs		
ARTH Elective	3 hrs		

Requirements for a minor in Studio Art: Art 101 or 102; Art 203; 3 hours of Art History, plus 9 hours of Studio Art or Art History electives.

Requirements for a minor in Graphic Design: Art 101, ARTH 162, GRPH 201, 220, 230, 240; one additional Graphic Design elective from GRPH 250, 310, 315, or 325.

Requirements for a Minor in Art History: 9 hours from the following ARTH 251, 252, 261, 262; 6 hours from ARTH 161, 371, 372, 373, 374, 461.

Studio Art Courses

ART 101 Drawing I **R**

Fundamentals of drawing. Perspective, line, form, and composition used for representational studies from nature and still life.

Credit: 3 Hours

ART 102 Drawing II **R**

Stresses expressive drawing. Various media used in exploring contemporary modes of drawing.

Prerequisites: Art 101.

Credit: 3 Hours

ART 203 Flat and Solid Design

Basic two and three-dimensional design. Explores basic concepts in the principles and elements of design through a variety of projects. Learn structural methods, visual literacy and technical procedures. Additional fees apply.

Credit: 3 Hours

ART 205 Life Drawing

Studies of the human figure using a variety of media. Additional fees apply.

Prerequisite: Art 101

Credit: 3 Hours

ART 223 Painting I Water-Based Media

Introductory water-based media. Compositional and technical considerations.

Prerequisite: Art 101 or written permission of instructor.

Credit: 3 Hours

ART 224 Painting I Oil Painting R

Introductory techniques and methods of oils or acrylics. Emphasizes compositional development. Additional fees apply.

Prerequisite: Art 101 or written permission of instructor.

Credit: 3 Hours

ART 235 Beginning Sculpture

Modeling in clay and plaster and other possible materials. Both additive and subtractive methods included. Terracotta techniques emphasized.

Prerequisites: Art 201.

Credit: 3 Hours

ART 240 Basic Photographic Arts R

Students are introduced to the fundamentals of art making through the use of basic still photography and contemporary photographic theory. While learning how to capture images using analog and digital cameras, students will investigate the principles of art and composition. Technical skills addressed include the operation of 35mm film and digital SLR cameras, photographic exposure, basic lighting and digital imaging techniques. This course will have a black and white film darkroom element. Unless specifically assigned or approved by the instructor, all images not produced in the darkroom section will be in color. Additional fees apply.

Credit: 3 Hours

ART 241 Introduction to Photography and The Traditional Darkroom

Students are introduced to the fundamental concepts, processes, and techniques of black and white photography as an artistic medium through the use of 35mm film cameras and darkroom techniques. Basic technical skills addressed include the operation of 35mm and medium format cameras, exposing and developing film, creating contact prints, enlargements and basic darkroom manipulations. Lectures, exercises and projects focus on grasping the technical aspects of photography as well as exploring the creative and conceptual aspects of photography as a visual art. Additional fees apply.

Credit: 3 Hours

ART 305 Advanced Life Drawing

Advanced techniques of drawing the human figure. Various media including pencil, charcoal, and ink. Additional fees apply.

Prerequisite: Art 205.

Credit: 3 Hours

ART 311 Block Print and Etching R

Printmaking in intaglio and relief processes. Additional fees apply.

Prerequisite: Art 101.

Credit: 3 Hours

ART 321 Intermediate Painting

Emphasizes individual development in various media. Additional fees apply.

Prerequisites: Art 101 and 224.

Credit: 3 Hours

ART 324 Advanced Oil Painting

Advanced techniques of oil painting. Emphasizes expressive and interpretive handling of the medium. Additional fees apply.

Prerequisites: Art 101, 205, 224, and 321.

Credit: 3 Hours

ART 341 Color Digital Photography and The Digital Darkroom

Students are introduced to the principles of color image-making as a tool for art making using a digital SLR camera and the concepts and techniques of the digital darkroom. Areas addressed include the relationship between image capture, resolution and output quality, correcting, retouching and the manipulation of photographs using Adobe Photoshop. Lectures, readings and projects will address the meaning of the digitally altered and constructed image with the computer and questions of appropriation and authorship. Students are not required but will be strongly encouraged to purchase a Digital SLR camera. Additional fees apply.

Prerequisite: ART 241 (Introduction to Photography) or permission of the instructor.

Credit: 3 Hours

ART 342 Light and the Constructed Image

Students are introduced to photographic lighting and the creation of the constructed image. Class discussion and assignments focus on topics related to the constructed image, including studio strobe lights, on-camera flash, wireless off-camera flash and lighting challenges. The course emphasizes exploring and refining conceptual and technical control of the medium and presentation of work in an appropriate manner. Additional fees apply.

Prerequisite: ART 241 and ART 341 or permission of the instructor.

Credit: 3 Hours

ART 343 Digital Video and The Art of the Moving Image

Students are introduced to the art of storytelling and the moving image through the use of digital video, audio recorders and non-linear editing. Lectures and projects focus on the techniques and practices of capturing video using HD Digital Single Lens Reflex cameras (DSLR), editing short films using Apple iMovie software and understanding contemporary film techniques and historical and theoretical issues. Lectures and readings will also address the placement and growth of new media and how practitioners perceive and capture the world around us. Additional fees apply.

Prerequisite: ART 241 and ART 341 or permission of the instructor.

Credit: 3 Hours

ART 347 Monoprint

One-of-a-kind printmaking process using black and colored inks to create single, unique printed images on the etching press. The monoprints may be further enhanced with color pencils, acrylic paints, and collage techniques. Additional fees apply.

Prerequisites: Art 102 or permission of the instructor. Offered every other year.

Credit: 3 Hours

ART 487 Senior Studio Seminar

Each studio major in this Capstone course creates a body of work specifically for display in the senior show. Student chooses media and focus of work. Number of works determined by student and instructor. Offered Fall semester.

Credit: 2 Hours

Independent Studies

Individual or group work for qualified students on selected problems. Student has opportunity to further develop his or her ability in a particular field or medium under faculty guidance. Suggested fields: ceramics, commercial art, design, drawing, painting, photography, printmaking, sculpture, watercolor. Independent study is offered subject to availability of instructors. Juniors or seniors majoring in the department with cumulative grade point average of 3.0 or better may take this course as an honors project, subject to approval of student's advisor, approval of chair of department, and acceptance of student's proposal by the Honors and Investigative Studies Committee.

Prerequisites: Written permission of instructor and signature of department chair.

Credit: 1 to 3 Hours

Graphic Design Courses

GRPH 201 Software for Design **R**

This course will teach proficiency in the Adobe software suite including Photoshop, Illustrator and InDesign. Concentration on the development of technical skills by enabling students to use the computer as a tool for solving design problems. Instruction will include lectures, exercises and projects to assist students in the learning process. Additional fees apply.

Credit: 3 Hours

GRPH 220 Design Foundations

This course explores the foundations of design elements and the application within the professional field. The class introduces students to creative thinking processes and techniques as they relate to visual communication. Students will present ideas and information on a wide range of topics through visual rather than verbal language. Students will develop fluency in visual language to assist communication in critiques and discussion. Additional fees apply.

Requisites: Concurrent enrollment in GRPH 201, or by permission of instructor.

Credit: 3 Hours

GRPH 230 Logo Design & Branding

This course will continue the exploration of design elements and visual communication as related to advertising and corporate identity. This class will focus on layout, color, and concept development. Additional fees apply.

Prerequisites: GRPH 220, or by permission of instructor.

Credit: 3 Hours

GRPH 240 Typography

This course will provide a comprehensive background on conceptual and practical uses of typography within graphic design. The course will discuss typographic terminology, history, and type setting and hand-lettering techniques, as well as creative uses of typography in respect to letter form, layout, and corporate identity. The course also will introduce students to typographic functions as they apply to industry standard software. Additional fees apply.

Prerequisites: GRPH 201, or by permission of instructor

Credit: 3 Hours

GRPH 250 Information Design **R**

This studio course explores the method of graphic design to create an accurate visual representation of specific knowledge gained in areas such as communication and media studies, sciences and other fields. Students will learn how to create a visual representation of a complex idea that improves legibility and comprehension by the viewer. The course will introduce forms of information design, such as icon development, diagrams, graphs, time lines and maps and guide students through the methods of effectively designing information graphics with industry standard software. Lectures and readings will prepare students to complete a series of projects that will be applicable to any area of study. Additional fees apply.

Credit: 3 Hours

GRPH 310 Design Practices

The intent of this course is to provide insight and experience in practices within the graphic design industry. The course will discuss design agency business practices, art direction, designer-client relations, print estimating and contracting, ethical guidelines outlined by the American Institute for Graphic Arts. Additional fees apply.

Prerequisite: GRPH 201

Credit: 3 Hours

GRPH 315 Publication Design

This course explores the creative thinking processes and techniques as they relate to visual communication within printed media. Emphasis on the technical procedures that translate graphic design from an idea to a printed piece and proficiency in the use of print-related software. Additional fees apply.

Prerequisites: GRPH 240.

Credit: 3 Hours

GRPH 325 Interaction Design

This course will inform you of web design standards, trends, and techniques for designing interfaces for websites and mobile applications. It will provide you with the basic software knowledge of using Adobe Photoshop for interface prototyping and other Adobe Web Design software for building interfaces. In addition, students will learn basic writing and implementation of Cascading Style Sheets (CSS), HTML, and JavaScript. Emphasis will be weighed heavily on design for the User Experience (UX). Additional fees apply.

Prerequisites: GRPH 201, or by permission of instructor.

Credit: 3 Hours

GRPH 370 Internship Preparation

This course will cover everything the student needs to know in order to search, apply and complete an internship in Graphic Design. Students will research a variety of internship possibilities in the field such as design agencies, in-house design offices, advertising firms, printing companies, sign and t-shirt shops, colleges design offices, and many other professional companies.

Prerequisite: junior or senior standing.

Credit: 1 Hour

GRPH 410 Special Design Projects

This course concentrates on the research, design, and production of complex design projects implemented through diverse applications. Emphasis on professional, organizational, and presentation skills. Additional fees apply.

Prerequisites: GRPH 315, or by permission of instructor .

Credit: 3 Hours

GRPH 440 Exhibition Design & Portfolio

This course provides instruction in exhibition design and portfolio development for students completing their capstone within the Art Department. Students will engage in space planning and exhibition design to appropriately highlight their capstone project in the Senior Capstone Exhibition. Methods of portfolio development, both digital and printed, will be discussed and students will be required to document and provide a professional-quality portfolio at class completion. Class curriculum will also provide insight and instruction on methods of developing promotional items needed for those pursuing a career in graphic design and studio art. Offered in Spring Semester.

Credit: 3 Hours

GRPH 497 Internship

Graphic Design majors are required to do a career-related internship in an actual business such as a graphic design firm, advertising agency, or other related businesses. 140 hours is the minimum work time for the semester. In-house internships may be created in lieu of the above in case of extreme difficulty in making arrangements. The internships may take place in town, in the student's home city, or other appropriate location.

Prerequisite: GRPH 370

Credit: 2 Hours

Art History Courses

ARTH 161 Art Appreciation R

Offers aid in development of an appreciation of various forms and styles of art, to provide opportunity for aesthetic experiences and foundation for aesthetic judgments.

Credit: 3 Hours

ARTH 162 Design Appreciation R

This class enables the appreciation of various forms of design within our local and global community. The class will address the role and importance of the designer, and the designer's creation, within modern and historical context, providing opportunity for aesthetic experiences and a foundation for aesthetic judgments of design within modern society.

Credit: 3 Hours

ARTH 251 Survey of Asian Art I M, R

An introduction to the art of India and its impact on, and interactions with, Southeast Asia and the Himalayan regions of Nepal and Tibet. The course considers the relationship between works of art and the major religious traditions of India, including Buddhism, Hinduism, and Islam; locates the role of patrons and artists; and interrogates the impact of trade, commerce, and travel on artistic developments.

Credit: 3 Hours

ARTH 252 Survey of Asian Art II M, R

An introduction to the arts of China and Japan and the political, economic, social, and cultural conditions that led to their creation. The meaning and symbolic content of the works of art, specifically in relation to major religious and philosophical traditions of Asia, will be a primary focus of the course.

Credit: 3 Hours

ARTH 261 Survey of Western Art I R

An introduction to the history of western art from the prehistoric through Gothic times, or a period ranging roughly from 25,000 BCE to 1400 C.E. The objective of the class is to study the works of art from the perspective of the people that made and used them and to understand their role in shaping the modern world.

Credit: 3 Hours

ARTH 262 Survey of Western Art II R

An introduction to the history of western art from about 1400 C.E. to the present. Focusing on specific artists and their creative pursuits, the class introduces students to some of the major western artistic movements, including the Renaissance, Impressionism, Post-Impressionism, Surrealism, and Abstract Expressionism.

Credit: 3 Hours

ARTH 371 Modern Art

An exploration of how the visual arts in different parts of the world have shaped and been shaped by the cultural and philosophical changes prompted by modernity and modernization. Emphasizes theories and techniques of 19th, 20th, and 21st century art.

Prerequisite: One 200-level Art History course or permission of the instructor.

Credit: 3 Hours

ARTH 372 Art and Religion

An examination of the relationship between art, religious beliefs, and ritual practices. Geographic and chronological focus varies.

Prerequisite: One 200-level Art History course or permission of the instructor.

Credit: 3 hours

ARTH 373 Art and Gender

Investigation of art and gender issues, including the female in art, women as subject by masculine and feminine artists, and image and gender identity. Geographic and chronological focus varies.

Prerequisite: One 200-level Art History course or permission of the instructor.

Credit: 3 hours

ARTH 374 Art and Identity

A study of the role of the visual arts and material culture in the formation of national, ethnic, and cultural identities. Geographic and chronological focus varies.

Prerequisite: One 200-level Art History course or permission of the instructor.

Credit: 3 hours

ARTH 461 Art of Collecting and Museum Practices

Introduction to museum practices and the politics and ethics of collecting and exhibiting objects. Provides practical experience in archival methods, gallery maintenance, and curatorial practices.

Credit: 3 hours

Asian Studies

Asian Studies Director: Mark Schaefer (mes001@marietta.edu)
Website: http://www.marietta.edu/~asia/

The Asian Studies Program is interdisciplinary and uses resources of several departments at the college.

Requirements for an Asian Studies major: Forty-seven (47) credit hours including: 20 hours of language study in CHIN 101, 102, 201, 202, 301, 302; 12 hours of humanities study including 3 hours from ASN 361 or 362, 3 hours from ASN 370 or CHIN 130, and 6 hours from HIST 260 (also listed as RELI 260), 270, 359, 360; 12 hours of Political Science and Economics chosen from POLS 120, 130, 207, 230, 312, 325, 340, ECON 372, 414; 3 hours of Asian Studies Capstone ASN 491; and a semester in an approved study-abroad program in a country or region in Asia. The major requires a minimum of 18 credits at the 300-level or higher.

Language **20 Hours**

CHIN 101 ☐	CHIN 102 ☐	CHIN 201 ☐
CHIN 202 ☐	CHIN 301 ☐	CHIN 302 ☐

Humanities **6 Hours**

ASN 361 OR 362 ☐	ASN 370 OR CHIN 130 ☐

History: Two of the following **6 Hours**

HIST 260 ☐	HIST 270 ☐	HIST 359 ☐
HIST 360 ☐		

Political Science and Economics:
Four of the following **12 Hours**

ECON 372 ☐	ECON 414 ☐	
POLS 120 ☐	POLS 130 ☐	POLS 207 ☐
POLS 312 ☐	POLS 325 ☐	POLS 340 ☐

Capstone **3 Hours**
ASN 491 ☐

Approved Study Abroad (One semester)

Total (a minimum of 18 credits at the 300-level or higher): **47 Hours**

Requirements for a minor in Asian Studies: Eighteen to twenty hours including 6 to 8 hours in Chinese language courses (Chinese 130 included); ASN 361 or 362; HIST 359 or 360; POLS 120, 130, 207, 230, 312, 325 or 340; and at least 3 additional hours in approved Asian Studies electives not counted elsewhere in the minor.

Asian Studies Courses

ASN 361 East Asian Literature I: Pre-Modern China and Japan through Narratives, Lyrics, and Paintings **L,W**

This interdisciplinary course offers an in-depth study of pre-modern China and Japan (from their beginnings to the eighteenth century) through selected representative literary works and paintings. The readings will be original Chinese and Japanese literary works, but in English translations. All the texts will be examined in relation to their historical, cultural, and political contexts. The course will trace the evolution (the formation and development) of the rich and unique cultural and literary traditions of the two countries during their pre-modern period, by examining their myths, religions, ethics, and aesthetics that have historically defined identities of the two countries. Through close reading and discussion of the texts, students are encouraged to compare and contrast the "literary meanings" of the two countries (and the West) to see connections, differences, continuities, and discontinuities.

Credit: 3 Hours

ASN 362 East Asian Literature II: Modern China and Japan through Narratives, Lyrics, and Paintings **L,W**

This interdisciplinary course offers an in-depth study of modern and post-modern China and Japan (from the nineteenth century to the present) through studying and analyzing selected representative literary works from various schools of influential writers and film makers. The readings will be original Chinese and Japanese literary works, but in English translations. All the texts will be examined in relation to their historical, cultural, and political contexts. The course will explore the transition from the imperial (China)/feudal (Japan) system to the modern state as reflected in their literary works, by focusing on the changes brought by the forceful entry of the West on the political, cultural, and economic fabrics of the two societies.

Credit: 3 Hours

ASN 370 East Asian Cultures through Film **M,P,W**

This course is an introduction to and exploration of the cultural and historical dimensions of East Asian cinemas (e.g., China, Taiwan, Hong Kong, and Japan). Through interpretations of selected films and reading materials, this course analyzes the socio-political issues, economics, women's issues, traditions, and national identity. (Previously CHIN 370)

Prerequisite: Junior or senior standing, or written permission of instructor.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ASN 491 Capstone: Guided Research on Asia

The capstone is a required course for all majors in Asian Studies. The capstone experience is a directed research course on Asia in the student's senior year. It serves as an overview of the area of Asian Studies, with the focus on approaches and methodologies employed in the field. A major component of this course is a research project in which students put together a sizeable study on the selected topic, in close consultation with the instructor. The capstone also serves as a venue to assess student learning outcomes of the major and overseas experience.

Credit: 3 Hours

Additional Courses Used in the Asian Studies Program

(Descriptions and prerequisites of these courses can be found under their home departments)

Art History 251 Asian Art Survey I **R**
Art History 252 Asian Art Survey II **R**
Art History 372 Art and Religion
Art History 373 Art and Gender
Art History 374 Art and Identity
Chinese 101 Elementary Conversational Chinese I **M**
Chinese 102 Elementary Conversational Chinese II **M**

Chinese 130 Perspectives on Chinese Culture	**M,P**
Chinese 201 Intermediate Chinese I	**M**
Chinese 202 Intermediate Chinese II	**M**
Chinese 301 Advanced Chinese I	**M**
Chinese 302 Advanced Chinese II	**M**
Chinese 370 East Asian Cultures Through Film	**M,P,W**
Chinese 371 Chinese Visual Culture and Visual Expressions Through Advertising	**L,M**
History 260 Chinese Civilization	**M,P**
History 270 Buddhism: History and Practices	**M,P**
History 359 East Asian History to 1850	**P**
History 360 East Asian History from 1800	**M,P**
Leadership 112 Leadership in Global Contexts	**M**
Leadership/Management 225 Business in Global Contexts	**M**
Management 388 International Marketing	**M**
Music 232 World Music	**R,M**

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Astronomy

(See Physics for minor)

Athletic Training

(See Sports Medicine for major)

Biochemistry

(See Chemistry for major)

Biology

Department of Biology and Environmental Science
Website: http://www.marietta.edu/~biol/
Chair: David J. Brown (brownd@marietta.edu)
Administrative Assistant: Andrea Richardson

The Department of Biology and Environmental Science offers a major and minor in Biology and is home to the Environmental Science and Environmental Studies programs and the Health Science major. The department identifies its mission as providing a strong, broad, and basic biological education in which the connections with the other liberal arts are an integral component.

Requirements for a major in Biology: 40 hours in Biology to include Biology 101, 105, 106, 131; Internship or Tutorship (Biology 497 or 498); one cellular course (Biology 309, 310 or 330); one plant course (Biology 311 or 312); one animal course (Biology 203, 204, 230, or 320), one integrative course (Biology 133, 245, 305, or 318); Capstone of Biology 380 and either Biology 480 or 490; and an additional selection of courses from Biology curriculum to total 40 hours of Biology; Chemistry 131 -134, and either Chemistry 303 and 305, or Chemistry 260*; and one Mathematics course (125 or higher) or Psychology 285. There must be included in the forty hours of Biology courses at least three courses above the 100-level which contain laboratories.

*Students planning to attend graduate or medical school are advised to complete Chemistry 303-306 instead of Chemistry 260.

General Biology **8 Hours**
BIOL 101 ☐ BIOL 105 ☐ BIOL 106 ☐
BIOL 131 ☐

Biology Distributions, Complete each division requirement

Cellular: One of the following **3 or 4 Hours**
BIOL 309 ☐ BIOL 310 ☐ BIOL 330 ☐

Plant: One of the following **4 Hours**
BIOL 311 ☐ BIOL 312 ☐

Animal: One of the following **3/4 Hours**
BIOL 203 ☐ BIOL 204 ☐ BIOL 230 ☐
BIOL 320 ☐

Integrative: One of the following **3 Hours**
BIOL 133 ☐ BIOL 245 ☐ BIOL 305 ☐
BIOL 318 ☐

Internship or Tutorship **1-3 Hours**
BIOL 497 ☐ BIOL 498 ☐

Senior capstone **3 to 4 Hours**
BIOL 380 ☐ BIOL 480 OR 490 ☐

Biology Electives: An additional selection of courses from the Biology curriculum, including courses not used above to satisfy a distribution requirement, excluding Biology 301, to bring to a total of forty hours in Biology. There must be included in the forty hours of Biology courses at least three courses above the 100-level which contain laboratories.

Chemistry **12 Hours**
CHEM 131, 133 ☐ CHEM 132, 134 ☐
AND EITHER
CHEM 303, 305 ☐ OR CHEM 260 ☐

Math or Statistics:
One of the following **3 or 4 Hours**
PSYC 285 ☐ MATH 125 OR HIGHER ☐

Total **55-56 Hours**

Requirements for a major in Health Science: Biology 101, 105, 131, 106, 202, 203, 212, 360, 497 or 498 plus Biology 380 and 480 or 490; or other Capstone with departmental approval; Chemistry 131, 132, 133, 134, plus Chemistry 260 or both Chemistry 303 and 305; Mathematics 223 or Psychology 285; Mathematics 120 or 125; Communication 213; SPTM 101; plus 12 hours selected from Biology 245 or 340, 309, 310, 330 (or 330 and 331), 430, Biology/Sports Medicine 401, Sports Medicine 285, 304, 385. Two labs selected from BIOL 309, 310, 331, 340.

Biology **23 Hours**
BIOL 101 ☐ BIOL 105 ☐ BIOL 131 ☐
BIOL 106 ☐ BIOL 202 ☐
BIOL 203 OR 204 ☐
BIOL 212 ☐ BIOL 360 ☐
BIOL 497 OR 498 ☐

Chemistry **12 Hours**
CHEM 131, 133 ☐ CHEM 132, 134 ☐
AND EITHER CHEM 260 ☐
OR CHEM 303, 305

Math/Statistics **6-8 Hours**
MATH 120 OR 125 ☐ MATH 223 OR PSYC 285 ☐

Other courses **6 Hours**
COMM 213 ☐ SPTM 101 ☐

Electives (including 2 labs) **12 Hours**
BIOL 245 OR 340 ☐ BIOL 309 ☐ BIOL 310 ☐
BIOL 330 (331 OPTIONAL) ☐ BIOL 430 ☐
BIOL/SPTM 401 ☐ SPTM 285 ☐ SPTM 304 ☐
SPTM 385 ☐

Capstone **3 Hours**
BIOL 380 ☐ BIOL 480 OR 490 ☐
OR OTHER CAPSTONE WITH DEPARTMENTAL APPROVAL

Total **60-63 Hours**

Suggested Programs of Study for the Health Science Major – Please visit the biology department website

Requirements for a minor in Biology: Biology 101, 105, 106, 131, and 14 hours of Biology electives, excluding BIOL 301.

Biology Courses

BIOL 101 Modern Biology **C**

Lecture course introducing fundamental concepts in biology, including ecology, evolution, heredity and DNA, human reproduction, and some physiological concepts.

Satisfies "Scientific Inquiry - with Lab," "B," when combined with Biology 105, 106 or 107

Credit: 3 Hours

BIOL 102 Environmental Biology **C**

Lecture course in the applications of the scientific method to the study of organisms, their physical environment, and the interactions of organisms and their environment. Topics of study include major world habitats and the environmental problems facing them, the diversity of life, and the principle of homeostasis.

Satisfies "Scientific Inquiry - with Lab," "B," when combined with Biology 105, 106 or 107

Credit: 3 Hours

BIOL 105 Introductory Biology Laboratory I **B**

A laboratory course in which students apply the scientific method to a variety of experimental situations in biology. Although the experimental models may change from semester to semester, the lab exercises are designed to provide situations in which students can apply such techniques as critical thinking, application of the scientific method, observation, analysis of data, information retrieval, and communication of ideas. Quizzes, homework assignments, and lab reports required.

Satisfies "Scientific Inquiry - with Lab," "B," when combined with Biology 101, 102, 131, 150, or 275.

Credit: 1 Hour

BIOL 106 Introductory Biology Laboratory II **B**

A laboratory course that builds on the skills developed in Biology 105. The experimental topics will differ from those of Biology 105, but will allow students to further develop such skills as using scientific method, critical thinking, and writing lab reports. Quizzes, homework assignments, and lab reports required.

Satisfies "Scientific Inquiry - with Lab," "B," when combined with Biology 101, 102, 131, or 150

Prerequisite: Biology 105.

Credit: 1 Hour

BIOL 131 Introduction to Cellular and Molecular Biology **C**

Fundamental topics in cellular and molecular biology, including chemistry of life, cell structure and function, cellular metabolism, photosynthesis, cell reproduction, DNA, RNA, protein synthesis, and biotechnology. This course is intended principally for students majoring in Biology or Biology-related fields.

Satisfies "Scientific Inquiry - with Lab," "B," when combined with Biology 105, 106, or 107

Credit: 3 Hours

BIOL 150 Selected Topics in Biology **C**

This course examines an area of Biology not otherwise covered in the biology curriculum or approaches the topic from a different perspective. Topics will vary from semester to semester. Potential topics include Biology and Society, Bioethics, Evolution, Marine Biology and Animal Behavior. Satisfies "Scientific Inquiry – with Lab," "B," when combined with Biology 105, 106 or 107.

Credit: 3 Hours

BIOL 202 General Microbiology

Survey of eukaryotic and prokaryotic microorganisms. Emphasizes structure and physiology of bacteria, and their roles as agents of disease, contaminants in food and water, and applications in modern biotechnology industries. Includes bacterial genetics, virology, and immunology. Laboratory exercises include cultivation and identification of bacteria, metabolism, food and water analysis, and virology.

Prerequisite: Biology 131.

Credit: 4 Hours

BIOL 203 Human Physiology

This lecture course will examine the physiology of the human body. The course will describe the physiology of molecules, cells, tissues and organs of all of the organ systems within the human body.

Prerequisite: Biology 212.

Credit: 3 Hours

BIOL 204 Animal Physiology

Animal physiology is the study of how animals work. This lecture course will focus on the challenges all animals face and examine the diversity and unity of processes by which those challenges are met. Topics will include excitable cells, gas exchange, circulation, water and ion balance, and movement.

Prerequisite: BIOL 106

Credit: 3 Hours

BIOL 212 Human Anatomy

This course will examine human gross anatomy. The lecture will emphasize the structure and function of all of the organ systems within the human body. The lab will include the dissection of a cat, study of the human skeletal system and study of human models.

Prerequisite: Biology 131.

Credit: 4 Hours.

BIOL 230 Zoology B,W

Exploration of the animal world, from the microscopic world of rotifers to the intricate colors of a butterfly's wing to the melody of a bird's song. A synoptic coverage of the animal phyla with particular attention to the insects and vertebrates, as well as an examination of the anatomy, taxonomy, ecology, evolution and behavior of the animals. Laboratory includes field work, observations of animals in field settings, collection techniques, descriptive and experimental techniques, field and laboratory identification.

Prerequisites: Sophomore standing or written permission of instructor.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 4 Hours.

BIOL 245 Environmental Toxicology

This lecture course focuses on answering how and why toxins and pollutants have their effects at the molecular, organism and ecosystem levels. In addition to the basics of toxicology, this course examines environmental toxicology in terms of epidemiology, occupational safety and risk assessment and looks at how decisions are made regarding acceptable levels of environmental pollutants. Offered alternate years.

Prerequisite: Chemistry 131-4.

Credit: 3 Hours

BIOL 250 Biology Road Trip

Students will study issues in biology and geology during a one to two-week faculty supervised trip to various localities in North America. Focus of study is on basic biological and geological concepts and how their interrelationships relate to the bio-geological characteristics of a particular area. Accommodations will be at field stations and/or tent camping. Trips will generally be organized to locations that offer access to unique biological ecosystems and different sites may be visited different years.

Prerequisite: Written permission of a member of the Biology Department.

Credit: 1 Hour

BIOL 253 Field Studies in Biology C,M

Students will study issues in biology and environmental conservation during supervised travel. Trips will be organized to international locations that offer access to unique biological ecosystems and/or locations where issues of environmental conservation can be studied on a local and national level. Course work will focus on biological concepts as well as how both biological and cultural considerations have impacts on the success or failure of conservation efforts.

Prerequisite: Biology 101 or 102 and permission of instructor

Credits: 3 hours

BIOL 275 Tropical Ecology C

Students will study issues in biology and environmental conservation. Course work will focus on biological concepts as well as how both biological and cultural considerations have impacts on the success or failure of conservation efforts.

Satisfies "Scientific Inquiry - with Lab" "B" when combined with Biology 105.

Satisfies "Scientific Inquiry - with Lab" "B" OR "Diversity & Global Perspectives "M" when combined with Biology 276.

Credits: 3 hours

BIOL 276 Field Studies in Costa Rica

Students will study issues in biology and environmental conservation during supervised travel. Trips will be organized to locations with tropical or sub-tropical climates that offer access to unique biological ecosystems and/or locations where issues of environmental conservation can be studied on a local and national level. Course work will include learning about and applying field techniques to issues related to conservation. Students will also conducting animal behavioral studies and study animal diversity during the trip and will complete assignments and prepare reports on the results of these experiments. This course is offered only during the summer session.

Satisfies "Scientific Inquiry - with Lab" "B" OR "Diversity & Global Perspectives "M" when combined with Biology 275.

Prerequisite: Biology 101 or 275; and permission of instructor

Credits: 1 hour

BIOL 301 Scientific Imaging R

Many sciences require the use of images to convey instructions or results. This hands-on course teaches students how to make technically accurate images that are aesthetically pleasing as well. A useful course for science students who need to document their research, for education students who need to prepare classroom visual aids, or for visual arts students who want to utilize scientific imaging instruments in pursuing their art. Techniques covered include digital photography, copystand work, photomicroscopy, digital image processing and printing, document and presentation preparation, and geographical information system cartography. Extensive discussion of elements of composition, balance and visual design. Three hours of lecture and hands-on lab per week.

Prerequisites: At least sophomore standing with major in the sciences, education or visual arts or permission of instructor.

Credit: 3 Hours

BIOL 302 Nature Photography

Students will assemble a portfolio of assigned images covering a diversity of subjects including flora and fauna, conservation, ecological principles, landscapes and people. Students will also contribute to a travel blog and write an article illustrated with their images. The class is normally offered in conjunction with a field class such as BIOL 250, BIOL 253 or BIOL 276.

Prerequisite: Biology 310 or permission of instructor.

Credits: 1 hour

BIOL 305 Evolution

This course will introduce students to the process of evolution, evidence for that process, and the mechanisms by which evolution occurs, through lecture and discussion of scientific literature. Phylogenetic analysis will be used as the framework for understanding evolutionary history and how scientists study evolution. Topics

include macroevolutionary patterns and the evolution of life histories, ecological interactions, genes and genomes, and discussion of the controversy in teaching evolution.

Prerequisites: BIOL 106; junior standing or permission of the instructor

Credit: 3 Hours

BIOL 309 Cell Biology

Examines the relationship between cell structure and function. An emphasis on membrane structure, cell transport, cytoskeleton, gene expression and regulation, cell division, and cellular causes of cancer. Laboratory exercises involve techniques used in the study of cell biology, including histology, spectrophotometry, cell fractionation, tissue culture, electrophoresis, and immunochemistry.

Prerequisites: Chemistry 131-134 and Biology 131.

Credit: 4 Hours.

BIOL 310 Developmental Biology W

Modern developmental biology is a diverse field that integrates many other biological disciplines including anatomy, biochemistry, cell biology, evolutionary biology, molecular biology, neurobiology, and physiology. This course will explore the chemical, physical, and conceptual bases of the development of multicellular organisms, focusing on animal development. Lecture topics will include cell communication, establishment of body plans, stages of morphogenesis, and cell death, among others. Laboratory exercises will complement the topics covered in lecture, concentrating on the development of animal models such as sea urchin, chicken, fruit fly, and frog. Developmental biology will be offered alternate years.

Prerequisites: BIOL 131; CHEM 131-134, Writing 110

Credit: 4 hours.

BIOL 311 Flowering Plants

Identification, uses, and ecological roles of trees, shrubs, and wildflowers are covered during field trips. Class covers plant structure, adaptations, classification, economically important plants and physiology.

Prerequisites: Biology 101 and 131, or written permission of instructor.

Credit: 4 Hours.

BIOL 312 Lower Plants

Seaweeds, toadstools, and horsetails. Common yet overlooked organisms (including algae, mushrooms and other fungi, lichen, liverworts, mosses, horsetails, ferns, Ginkgo, and conifer trees) as well as spring wildflowers. Plant identification and ecological roles covered during field trips. Biology of each group and examples of economically useful or harmful members covered in class.

Prerequisites: Biology 101 and 131, or written permission of instructor.

Credit: 4 Hours.

BIOL 318 Ecology

How animals and plants make their way in the world, ranging from struggle of individual organisms with their surroundings to interactions of populations and communities. Lecture course with work in the computer lab as well.

Prerequisite: Computer Science 210 recommended.

Credit: 3 Hours

BIOL 320 Animal Behavior

This course will explore the vast diversity of animal behavior, how animals process and respond to environmental stimuli. Through laboratory exercises, lecture, and reading of scientific literature, we will attempt to answer two questions: 1) how do animals behave the way they do? and 2) why do animals behave this way? In other words, we will discuss both the mechanisms of animal behavior and the ecology and evolution of animal behavior. We will focus on diverse topics such as the role of nature and nurture in development of forager honey bees, evolutionary benefits of infanticide in lemurs, and the Mafia hypothesis to explain why magpies raise cuckoo bird young. Offered alternate years. Prerequisites: BIOL 106; junior standing or permission of the instructor

Credit: 4 Hours

BIOL 330 Genetics

Modern genetics including DNA, gene expression, genetic engineering, mutations & repair, cytogenetics, genomic recombination, genetic diseases, Mendelian and other patterns of inheritance, organellar genomes, and population genetics. Lecture course.

Prerequisite: Biology 131.

Credit: 3 Hours

BIOL 331 Molecular Biology Lab

Provides experience working with molecular biology techniques that have become important tools in many areas of biology. Students will learn how to isolate and manipulate DNA and RNA. Biotechnology techniques such as DNA sequencing, polymerase chain reaction (PCR) and hybridization will be included. Laboratory exercises have been scheduled to complement material covered in BIOL 330 (Genetics).

Prerequisite: Biology 131.

Recommended: taken concurrently with Biology 330

Credit: 1 Hour

BIOL 340 Toxicology

This course examines the relationships between toxins and organisms on a molecular, cellular and whole animal level. General concepts of toxicology/pharmacology will be covered and related to laboratory experiments and readings in the scientific literature. The laboratory portion of this course introduces methods for detecting toxic responses in organisms including dose response curves, as well as spectrophotometry, electrophoresis, enzyme assays, chemical analysis, cell culture and immunochemistry. Offered alternate years.

Prerequisite: Biology 131 and Chemistry 131-4.

Credit: 4 Hours.

BIOL 360 Medical Botany

Survey of the biology of various plants, fungi, algae, and cyanobacteria that impact us medically by producing toxins, medicines, and nutrients. For each example considered, you will study the structure and function of the organism, its medically relevant product and the effect on humans. Some house and garden plants will be covered in greenhouse and campus tours.

Prerequisites: Biology 101/105 and 131, or permission of instructor.

Credit: 3 hours

BIOL 378 Field Biology Techniques

A field-based course teaching techniques used by biologists to count, measure, capture, describe, locate and otherwise investigate organisms and ecosystems in the wild. Techniques covered include trapping, transects, quadrant techniques, aquatic sampling, use of electronic probes, GIS and GPS, optics, and others. Experimental design, statistics, and use of taxonomic keys are also covered.

Prerequisite: Biology 105 or 107.

Credit: 1 hour

BIOL 380 Biology Research Methods

This course is intended to provide students with the research skills necessary for the senior capstone experience in Biology. Such skills as research design, statistical considerations and analyses, equipment use, computer skills, such as Power Point and use of Excel, and literature searching will be taught and/or reinforced. By the end of the course the students will submit a formal research proposal to be pursued during their senior year.

Prerequisites: Biology or Health Science major and junior standing.

Credit: 1 hour

BIOL 401 Advanced Human Anatomy

Detailed study of musculo-skeletal system, joint structures, and special nerves. Other organ systems will also be viewed. Human cadaver utilized for laboratory component. Includes demonstration dissections. (Also listed as Sports Medicine 401.) Additional fees apply.

Prerequisites: Biology 212; junior or senior standing.

Credit: 3 Hours

BIOL 430 Immunology

Functions and mechanisms of immune system, including major histocompatibility complex and humoral, cell-mediated and complement immune responses. Disease resistance, immunization, organ transplant rejection, autoimmune diseases, cancer immunology, and AIDS. Lecture course.

Prerequisites: Biology 245 or 309 or 330 or permission of the instructor.

Credit: 3 Hours

BIOL 450 Aquatic Biology

Aquatic organisms and ecosystems, ranging from freshwater to oceans. Physics of life in water, water chemistry, and survey of aquatic habitats. Laboratory investigates these topics in local freshwater systems. Offered spring semester, alternate years.

Prerequisite: Biology 318. Recommended prerequisites: Biology 230 or 312.

Credit: 4 Hours.

BIOL 480 Biology Library Research

Students pursue library research on a topic determined in BIOL 380 and agreed upon between the student and the faculty of the Biology and Environmental Science Department. This endeavor enables students to apply their knowledge of biology in a theoretical manner to a specific area of biology. The course culminates in a written scientific paper and a formal oral presentation at the end of the semester. Either this course or Biology 490 is required of all senior Biology and Health Science majors.

Prerequisites: Biology 380; Biology or Health Science major; and senior standing, or written permission from the Chair of the Biology and Environmental Science Department.

Credits: 2 hours

BIOL 490 Biology Research

Students pursue an original, hands-on, laboratory, and/or field research project determined in BIOL 380 and agreed upon between the student and the faculty of the Biology and Environmental Science Department. This endeavor enables students to apply their knowledge of biology to an actual research project through application of the scientific method and also requires the student to do an extensive review of the relevant literature. The course culminates in a presentation of the research results at a formal oral presentation at the end of the semester. Either this course or Biology 480 is required of all senior Biology and Health Science majors.

Prerequisites: Biology 380; Biology or Health Science major; and senior standing, or written permission from the Chair of the Biology and Environmental Science Department. Only those students that have already begun an independent research project with a faculty member in the Biology and Environmental Science Department may enroll in BIOL 490.

Credit: 3 Hours

BIOL 495 Directed Research

Instructor-directed student research; research area determined in consultation between student and instructor.

Prerequisite: Junior or senior standing, or written permission of instructor.

Credit: 1 or more Hours

BIOL 497 Internship

Internships provide credit for educational value of certain work experiences. Such internships are worked out on an individual basis. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Junior or senior standing.

Credit: 1 to 3 Hours

BIOL 498 Tutorship

Tutorships provide credit to students who learn by helping other students to learn. Usually achieved by assisting in Biology Department laboratory.

Prerequisite: Junior or senior standing.

Credit: 1 Hour

Broadcasting

(See Communicaation for Major and Minor)

Business & Economics

Marcus and Mindel Vershok Brachman Department of Business & Economics.
Website http://www.marietta.edu/departments/Business_and_Economics/
Chair: Jacqueline Khorassani (khorassj@marietta.edu)
Administrative Coordinator: Christina Hendershot

Nine major programs are offered by the department, including Land & Energy Management that is accredited by the American Association of Professional Landmen (AAPL). Students must complete at least 60 hours of courses outside the department toward the minimum requirements for graduation. No more than 48 credit hours taken from one subdivision of the department may count toward the hours required for graduation. Seven minors are also available.

Several courses in the department use Excel spreadsheets. Students lacking a basic knowledge of spreadsheet software are encouraged to enroll in Computer Science 110, Computing in Business, during their freshman year.

Students who are planning to do graduate work in economics should be aware that most graduate schools in economics expect their entering students to have the equivalent of Economics 211, 212, 349, 375, and 420; and Mathematics 123, 125, 224, 225, and 304.

Students who are planning to do graduate work in finance, management, or accounting should be aware that many graduate schools recommend that their entering students have a strong background in economics and mathematics, e.g., Economics 211, 212, and 349; and Mathematics 123 and 125. Students should check into the specific requirements of graduate programs in which they are interested since entrance requirements vary widely from program to program.

Requirements for a major in Accounting: Department core courses of Economics 211 and 212, Management Information Systems 220, Accounting 201; one course in Management numbered 300 or above,excluding internship courses; Computer Science 110; Accounting 202, 301, 302, 303, 320, 460 and at least four courses chosen from Accounting 311, 401, 410, 420, and 497. (See, also, the requirements for a major in Public Accounting, below, for those interested in becoming Certified Public Accountants in states with a 150-hour education requirement.)

Department core courses		**12 Hours**
ACCT 201 ☐	ECON 211 ☐	ECON 212 ☐
MIS 220 ☐		
Accounting		**15 Hours**
ACCT 202 ☐	ACCT 301 ☐	ACCT 302 ☐
ACCT 303 ☐	ACCT 320 ☐	
Computer Science		**3 Hours**
CSCI 110 ☐		
Accounting Electives: Four of the following		**12 Hours**
ACCT 311 ☐	ACCT 401 ☐	ACCT 410 ☐
ACCT 420 ☐	ACCT 497 ☐	
Management Elective		**3 Hours**
ONE MANAGEMENT COURSE AT 300 OR 400 LEVEL (EXCLUDING CAPSTONE AND INTERNSHIPS) ☐		
Capstone		**3 Hours**
ACCT 460 ☐		
Total		**48 Hours**

Requirements for a major in Economics: Economics 211, 212, 349, 375, 420; at least 12 additional hours chosen from the remaining Economics courses, Engineering 325, and Political Science 340; Computer Science 110;Mathematics 123 or 223 and Mathematics 125; and a capstone chosen from ECON 421 (with instructor permission), MNGT 451 or MNGT 453. (Depending on their interest and future plans, students are strongly encouraged to combine the Economics major with another major or minor.)

Economics		**15 Hours**
ECON 211 ☐	ECON 212 ☐	ECON 349 ☐
ECON 375 ☐	ECON 420 ☐	
Economics Electives:		**12 Hours**
ECON ELECTIVES ☐	EGRG 325 ☐	
POLS 340 ☐		
Statistics: One of the following		**3 Hours**
MATH 123 ☐	MATH 223 ☐	
Mathematics and Computing Science		**7 Hours**
CSCI 110 ☐	MATH 125 ☐	
Capstone (Choose one)		**3 Hours**
ECON 421 ☐	MNGT 451 ☐	MNGT 453 ☐
Total		**40 Hours**

Requirements for a major in Finance: Department core courses of Accounting 201, Economics 211, 212, and Management Information Systems 220; plus Finance 301, 421, 422, 430, Management 301, 381; Accounting 202; Economics 301; three courses chosen from Accounting 301, 420, Economics 420, Finance 410, 415, Management 360; Mathematics 123; either Writing 305 or Communication 420; and a capstone chosen from Economics 421, Management 453 or Finance 497.

Department core courses		**12 Hours**
ACCT 201 ☐	ECON 211 ☐	ECON 212 ☐
MIS 220 ☐		
Finance		**12 Hours**
FIN 301 ☐	FIN 421 ☐	FIN 422 ☐
FIN 430 ☐		
Management		**6 Hours**
MNGT 301 ☐	MNGT 381 ☐	
Accounting		**3 Hours**
ACCT 202 ☐		
Economics		**3 Hours**
ECON 301 ☐		
Finance Electives		**9 Hours**
THREE OF THE FOLLOWING		
ACCT 301 ☐	ACCT 420 ☐	ECON 420 ☐
FIN 410 ☐	FIN 415 ☐	MNGT 360 ☐
English/Communication One of the following		**3 Hours**
WRIT 305 ☐	COMM 420 ☐	
Statistics		**3 Hours**
MATH 123 ☐		
Capstone: One of the following		**3 to 6 Hours**
ECON 420 AND 421 ☐	MNGT 453 ☐	FIN 497 ☐
Total		**54 Hours**

The departments of Modern Languages and of Business & Economics combine to offer the International Business major. The major is available with Chinese, French or Spanish as the language concentration. Students wishing to pursue other language concentrations should consult the chair of the Department of Business & Economics.

Requirements for a major in International Business: Department core courses of Accounting 201, Economics 211, 212, Management Information Systems 220; plus Accounting 202, Economics 414, Finance 430, Management 225, 301, 381, 388; one course from Chinese 371/Mass Media 385, Economics 372, , Political Science 130, 340. Capstone course for major is Management 453. Students must also complete either Track 1 or Track 2.

Track 1: This track is designed for students for whom English is their first language and requires Language 101, 102, 201, 202, 301, plus study abroad approved by both the Director of Study Abroad and the Department chair.

Track 2: This track is designed for students for whom English is not their native language and requires either Writing 305 or Communication 420.

Department Core Courses **12 Hours**
ACCT 201 ☐ ECON 211 ☐ ECON 212 ☐
MIS 220 ☐

Business and Economics **24 Hours**
ACCT 202 ☐ ECON 414 ☐ FIN 301 ☐
FIN 430 ☐ MNGT 225 ☐ MNGT 301 ☐
MNGT 381 ☐ MNGT 388 ☐

International Electives
One of the following: **3 Hours**
CHIN 371/MASS 385 ☐ ECON 372 ☐ POLS 130 ☐
POLS 340 ☐

Capstone **3 Hours**
MNGT 453 ☐

Plus for track 1:

Language (Select one language) **15-17 Hours**
LANG 101 ☐ LANG 102 ☐ LANG 201 ☐
LANG 202 ☐ LANG 301 ☐
DEPENDING ON THE STUDENT'S LEVEL OF PROFICIENCY, THE DEPARTMENT OF MODERN LANGUAGES MAY WAIVE ONE OR MORE COURSES IN THE CHOSEN LANGUAGE.

International Experience
APPROVED STUDY ABROAD ☐

Total for track 1 **57-59 Hours**

Plus for track 2:

English/Communication:
One of the following **3 Hours**
WRIT 305 ☐ COMM 420 ☐

Total for track 2 **45 Hours**

Requirements for a major in Land & Energy Management: Accounting 201, 202; Economics 211, 212; Finance 301; Land & Energy Management 201, 425, 497; Management 315, 320, 360, 381; Environmental Studies 310; Petroleum Engineering 101; Engineering 325; Geology 111, 112, 304; Mathematics 123, 125; Computing Science 110; one course chosen from Finance 410, 415; and one course chosen from Economics 350; Environmental Studies 315, 350.

Business & Economics **33 Hours**
ACCT 201 ☐ ACCT 202 ☐ ECON 211 ☐
ECON 212 ☐ FIN 301 ☐ LEMG 201 ☐
LEMG 425 ☐ MNGT 315 ☐ MNGT 320 ☐
MNGT 360 ☐ MNGT 381 ☐

Engineering/Geology/Environmental Studies **20 Hours**
EGRG 325 ☐ ENVS 310 ☐ GEOL 111 ☐
GEOL 112 ☐ GEOL 304 ☐ PETR 101 ☐

Math/Computing Science **10 Hours**
MATH 123 ☐ MATH 125 ☐ CSCI 110 ☐

English/Communication: One of the following **3 Hours**
COMM 420 ☐ WRIT 305 ☐ WRIT 307 ☐

Electives: One of the following **3 Hours**
FIN 410 ☐ FIN 415 ☐

Electives: One of the following **3 Hours**
ECON 350 ☐ ENVS 315 ☐ ENVS 350 ☐

Capstone:
Internship in Land & Energy Management **3 Hours**
LEMG 497 ☐

Total **75 Hours**

Requirements for a major in Management: Department core of Accounting 201, Economics 211, 212, Management Information Systems 220; plus Management 301, 315, 345, 360, 381, and 451 or 453; Accounting 202; Finance 301; Leadership 101 or 111; and Leadership 203 or Management 225; Leadership 305; Writing 305 or Communication 420; Mathematics 123.

Department core courses **12 Hours**
ACCT 201 ☐ ECON 211 ☐ ECON 212 ☐
MIS 220 ☐

Management **15 Hours**
MNGT 301 ☐ MNGT 315 ☐ MNGT 345 ☐
MNGT 360 ☐ MNGT 381 ☐

Accounting and Finance **6 Hours**
ACCT 202 ☐ FIN 301 ☐

Leadership **9 Hours**
LEAD 101 OR 111 ☐ LEAD 112 OR MNGT 225 ☐
LEAD 305 ☐

English/Communication:
One of the following **3 Hours**
WRIT 305 ☐ COMM 420 ☐

Statistics **3 Hours**
MATH 123 ☐

Capstone: One of the following **3 Hours**
MNGT 451 ☐ MNGT 453 ☐

Total **51 Hours**

Requirements for a major in Marketing: Department core of Accounting 201, Economics 211, 212, Management Information Systems 220; plus Management 301, 381, 385, 388, 432, and either 451 or 453; one course chosen from Management (Leadership) 225, History 220, or Communication 385; one course chosen from Management 386, Mass Media 225, 230, or 320; Mathematics 123

Department core courses **12 Hours**
ACCT 201 ☐ ECON 211 ☐ ECON 212 ☐
MIS 220 ☐

Management **15 Hours**
MNGT 301 ☐ MNGT 381 ☐ MNGT 385 ☐
MNGT 388 ☐ MNGT 432 ☐

Marketing Electives: **6 Hours**
One course from
MNGT 225 ☐ HIST 220 ☐ COMM 385 ☐

One course from
MNGT 386 ☐ MASS 225 ☐ MASS 230 ☐

Statistics **3 Hours**
MATH 123 ☐

Capstone: One of the following **3 Hours**
MNGT 451 ☐ MNGT 453 ☐

Total **39 Hours**

Requirements for a major in Public Accounting: This 150-hour course of study is available to students who are interested in becoming licensed as Certified Public Accountants. (Most state boards of accountancy now require a 150-hour course of study). Department core courses of Accounting 201; Economics 211 and 212, Management Information Systems 220; plus Accounting 202, 301, 302, 303, 320, 401, 410, 420, 460, and one course chosen from Accounting 311, 497; Finance 301, Management 301, 381, and 415; one course chosen from Management 451 or 453; Leadership 305; Writing 305; Communication 420; Computer Science 110, and Mathematics 123. (See, also, the requirements for a major in Accounting.)

Department Core Courses **12 Hours**
ACCT 201 ☐ ECON 211 ☐ ECON 212 ☐
MIS 220 ☐

Accounting **24 Hours**
ACCT 202 ☐ ACCT 301 ☐ ACCT 302 ☐
ACCT 303 ☐ ACCT 320 ☐ ACCT 401 ☐
ACCT 410 ☐ ACCT 420 ☐

Accounting Electives: One of the following **3 Hours**
ACCT 311 ☐ ACCT 497 ☐

Computer Science **3 Hours**
CSCI 110 ☐

Finance **3 Hours**
FIN 301 ☐

Management **9 Hours**
MNGT 301 ☐ MNGT 381 ☐ MNGT 415 ☐

Communication and English **6 Hours**
COMM 420 ☐ WRIT 305 ☐

Statistics **3 Hours**
MATH 123 ☐

Leadership **3 Hours**
LEAD 305 ☐

Capstone **3 Hours**
ACCT 460 ☐

Total **69 Hours**

Requirements for a major in Sports Management: Department core courses of Accounting 201, Economics 211, 212, and Management Information Systems 220; plus Finance 301; Economics 340; Management 301, 315, 360 and 381; Accounting 202; Mathematics 123; Sports Management 280, 332, 334, 336, 481 and 497; either Writing 305 or Communication 420.

Department core courses **12 Hours**
ACCT 201 ☐ ECON 211 ☐ ECON 212 ☐
MIS 220 ☐

Finance **3 Hours**
FIN 301 ☐

Management **12 Hours**
MNGT 301 ☐ MNGT 315 ☐ MNGT 360 ☐
MNGT 381 ☐

Economics **3 Hours**
ECON 340 ☐

Accounting **3 Hours**
ACCT 202 ☐

Sports Management **15 Hours**
SMGT 280 ☐ SMGT 332 ☐ SMGT 334 ☐
SMGT 336 ☐ SMGT 481 ☐

English/Communication:
One of the following **3 Hours**
WRIT 305 ☐ COMM 420 ☐

Statistics **3 Hours**
MATH 123 ☐

Capstone: **6 Hours**
SMGT 497 ☐

Total **60 Hours**

Requirements for a minor in Accounting: Accounting 201, 202, 301, 302, 303; Computer Science 110; Management Information Systems 220; one course from Accounting 311, 320, 401, 410, 420, 497.

Requirements for a minor in Economics: Economics 211, 212, plus nine additional hours in Economics which may include Engineering 325; and Mathematics 123.

Requirements for Entrepreneurship Minor: Entrepreneurship 101, Accounting 201, Management 381, Communication 314, Entrepreneurship 301. Additionally, depending on their majors and their future interest, students will take will take two of the following courses as approved by the academic advisor: Communication 209; Communication 211 or Leadership 103; Leadership 307; Graphic Design 220, 250; Economics 211; Management Information 220; Management 301, 386.

Requirements for a minor in Finance: Accounting 201 and 202; Economics 211 and 212; Finance 301 or Engineering 325; Finance 421; and Mathematics 123, 223, or 257; plus 3 additional hours of Finance.

Requirements for a minor in Management: Accounting 201; Economics 211, Management 301, 315, 381; and Management Information Systems 220

Requirements for a minor in Marketing: Accounting 201; Economics 211; Management 381; Management Information Systems 220 (12 hours). Two courses from: Management 225, 385, 386, Mass Media 225 or 230 (6 hours). One course from: Management 388 or 432 (3 hours).

Requirements for a minor in Sports Management: Sports Management 280, 332, 334, plus one course chosen from Physical Education 325, 328; Sports Management 497; plus, for the administration track, Economics 211, Accounting 201, plus two courses chosen from Management 301, 345, 381, Economics 340; plus, for the information

track, Mass Media 101, 207, 320, plus one course chosen from Mass Media 230, Physical Education 336. Students must choose between the administration and information tracks. In offering this minor, the department participates with the Departments of Media Studies and of Health and Physical Education.

The department also participates in the Computer Information Systems major.

Accounting Courses

ACCT 201 Introduction to Management Accounting

Develop basic skills to appraise and manage a business by analyzing accounting information. Topics include cost behavior analysis, budgeting, performance measurement and decision making. Emphasizes use of accounting information rather than performing accounting functions.

Prerequisite: Completion of 15 credit hours and SAT-M of 400+ or ACT-M of 19+ or completion of Mathematics 080 with a grade of ìCî or better. Excel skills recommended.

Credit: 3 Hours

ACCT 202 Introduction to Financial Accounting

Introduction to Financial Accounting is concerned with the system of gathering, processing, and communicating financial information to interested external users, primarily investors and creditors. You will be introduced to the financial accounting process: measuring, processing, interpreting, and using accounting information for business decision-making. Each semester special focus is given to the financial reports and business activities of three companies.

Prerequisite: Completion of 15 credit hours.

Credit: 3 Hours

ACCT 301 Intermediate Accounting I

Intermediate Accounting I is the first of a three-semester sequence of courses which provide detailed study of the theory and practice of financial accounting in the United States. The course prepares you to handle matters related to GAAP financial reporting: asset, liability and equity classification; revenue/expense recognition and income determination, cash flow analysis, and financial statement analysis.

Prerequisites: Accounting 202 and Computer Science 110 or 210.

Credit: 3 Hours

ACCT 302 Intermediate Accounting II

Intermediate Accounting II is the second of a three-semester sequence of courses which provide detailed study of the theory and practice of financial accounting in the United States. The course prepares you to handle matters related to GAAP financial reporting on topics related to the balance sheet. Taken concurrently with Acct 301.

Requisites: Accounting 202 and concurrent enrollment in Accounting 301.

Credit: 3 Hours

ACCT 303 Intermediate Accounting III

Intermediate Accounting III is the third of a three-semester sequence of courses which provide detailed study of the theory and practice of financial accounting in the United States. The course prepares you to handle matters related to GAAP financial reporting on specialized topics related to the income statement and balance sheet.

Prerequisites: Accounting 301and 302.

Credit: 3 Hours

ACCT 311 Cost Accounting

Study of the process of measuring, interpreting, and communicating information that assists managers in achieving organizational goals. Topics include planning and controlling, costing products and services, analyzing performance variances and linking performance to strategy.

Prerequisites: Accounting 201 and 202.

Credit: 3 Hours

ACCT 320 Accounting Information Systems

Accounting Information Systems is concerned with the way information systems (computerized and semi-computerized) impact how accounting data is captured, processed, and communicated. The course introduces you to the people, technology, and operation of accounting information systems and concentrates on evaluating and developing effective internal controls for these systems

Prerequisites: Accounting 301 and Management Information Systems 220.

Credit: 3 Hours

ACCT 401 Advanced Accounting

Covers advanced accounting issues that are encountered regularly by the accounting professional. Topics include acquisitions and consolidated financial reporting for complex business structures, financial reporting to the SEC for publically traded companies, accounting concepts for partnerships, governmental entities, and non-profit organizations.

Prerequisite: Accounting 301.

Credit: 3 Hours

ACCT 410 Auditing

Auditing introduces students to the auditor's environment, ethical standards, legal responsibilities and reporting requirements. Sampling and testing procedures used to attest to internal control systems and account balances will be explained.

Prerequisite: Accounting 301. Recommended prerequisite: Mathematics 123.

Credit: 3 Hours

ACCT 420 Federal Income Taxation

Federal Income Taxation provides an introduction to individual and corporate taxation. The focus of the course will be to familiarize students with the various tax forms and tax law with emphasis on tax research and client communication. Offers a foundation for the accountant as a tax advisor to individuals and small business owners.

Credit: 3 Hours

ACCT 460 Accounting Research

This capstone course introduces students to research on current issues in accounting and using the online Accounting Standards Codification database. Prepares students for the business simulations contained in the Uniform CPA Examination. Emphasizes making the transition from student to professional through seminars and events with local accounting practitioners and businesspeople.

Prerequisites: Senior standing, Accounting 301,302, and 303.

Credit: 3 Hours

ACCT X97 Internship in Accounting

Offers opportunity for professional experience through employment with cooperating business firms and governmental agencies. Includes orientation session prior to employment and debriefing seminars after employment termination. Includes student reports and employer and faculty evaluations. Course graded on a satisfactory-unsatisfactory basis only. Prerequisites: Junior or senior standing and approval of Departmental Internship Coordinator and Chair of the Department.

Credit: 1 to 3 Hours.

Economics Courses

ECON 211 Principles of Microeconomics **Y**

Analysis of resource allocation under market systems emphasizing theories of consumer and firm. Various market structures, role and impact of government intervention in market system, and market failures.

Prerequisite: SAT-M of 400+ or ACT-M of 19+ or completion of Mathematics 080 with a grade of "C" or better.

Credit: 3 Hours

ECON 212 Principles of Macroeconomics **Y**

Factors that determine aggregate employment, production, and income. Fiscal and monetary policies and banking system.

Prerequisite: SAT-M of 400+ or ACT-M of 19+ or completion of Mathematics 080 with a grade of "C" or better.

Credit: 3 Hours

ECON 301 Money and Banking

Financial markets and institutions, especially commercial banking industry; Federal Reserve System; monetary policy.

Prerequisites: Economics 211 and 212.

Credit: 3 Hours

ECON 325 Economics of Gender **X**

The economic analysis of the causes and the effects of gender differences in labor force participation, employment, earnings, charitable contributions, housework, childcare, education, etc. Historical trends as well as current gender differences in the world are also discussed.

Prerequisite: Economics 211.

Credit: 3 Hours

ECON 330 Economics of Healthcare

An examination of the special features of health care as a commodity. Topics include the demand for health and medical care services, the behavior of medical care providers (I.e., physicians and hospitals), the functioning of Insurance markets, the role of technology and managed care arrangements, and the role of government as provider and regulator.

Prerequisite: Economics 211

Credit: 3 Hours

ECON 340 Economics of Sports

An analysis of the economics of professional sports. Attention is given to the major professional team sports involving topics such as the economics of franchises, stadiums, leagues, and labor markets.

Prerequisite: Economics 211.

Credit: 3 Hours

ECON 349 Intermediate Microeconomics

Price theory of firm under various market conditions, emphasizing theoretical techniques of economic analysis, including indifference curve analysis, offer curve, and general equilibrium. Resource allocation theory, including welfare economics.

Prerequisite: Economics 211 and Computer Science 110 or 210.

Credit: 3 Hours

ECON 350 Environmental Economics

The economic analysis of exhaustible and renewable resources. Topics include the design and impact of government policy as it pertains to water and air pollution, global warming, endangered species, sustainable economic growth, and a host of other environmental problems.

Prerequisite: Economics 211.

Credit: 3 Hours

ECON 360 Law and Economics

Economic analysis of legal rules of property, contract, and tort. Topics include product liability law, the economics of crime, government takings, and bargaining theory.

Prerequisite: Economics 211.

Credit: 3 Hours

ECON 371 Labor Economics

Analysis of labor markets and related institutional and policy issues. Discrimination, unemployment, unions and collective bargaining, wage differentials, compensation, training and education. Emphasizes critical analysis of observed data using economic methods and techniques.

Prerequisites: Economics 211 and 212.

Credit: 3 Hours

ECON 372 Comparative Economic Systems **M**

A survey of contemporary economic systems from around the world. Emphasizes not only industrialized Western economies, but also Asian and Latin American economies, among others. Particular attention is given to economies in transition.

Prerequisites: Economics 211 and 212.

Credit: 3 Hours

ECON 375 Intermediate Macroeconomics

Integrated study of Neoclassical economics and Keynesian theory of income and employment. Applications and limitations of Keynesian economics. Monetarist theory and post-Keynesian developments.

Prerequisites: Economics 211, 212; Computer Science 110 or 210; and Mathematics 125.

Credit: 3 Hours

ECON 414 International Economics

Economic theories of international trade and monetary systems. Topics include comparative advantage, effects of trade barriers, determination of exchange rates, regional economic integration arrangements, and international economic organizations.

Prerequisites: Economics 211 and 212.

Credit: 3 Hours

ECON 420 Applied Regression Analysis

Statistical methods used in economics and other behavioral sciences emphasizing simple and multiple linear regression analysis.

Prerequisites: Mathematics 123 or 223, and Mathematics 125.

Credit: 3 Hours

ECON 421 Empirical Research W

Students collect and analyze data to test empirically an economic theory and produce a written report.

Prerequisite: Economics 420.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ECON X97 Internship in Applied Economics

Offers student opportunity for field experience in economics through employment with cooperating employers. Includes orientation session prior to employment and debriefing seminars after employment termination. Includes student reports and employer and faculty evaluations. Course graded on satisfactory-unsatisfactory basis only.

Prerequisites: Junior or senior standing and approval of Departmental Internship Coordinator and Chair of the Department.

Credit: 1 to 3 Hours.

Finance Courses

FIN 301 Business Finance

The course examines the financial function of corporations. Emphasizes financial analysis, planning, and control; working capital management; capital budgeting; valuation, cost of capital, and leverage; and long and short-term financing decisions.

Prerequisites: Accounting 202 and Economics 212.

Credit: 3 Hours

FIN 410 Risk Management and Insurance

This course focuses on non-speculative risk and its management; identification and measurement of risk; techniques of risk control; and models of risk management. The course also considers applications in insurance.

Prerequisite: Finance 301.

Credit: 3 Hours

FIN 415 Financial Services

This course introduces the student to financial institutions from the perspectives of the financial analyst and corporate finance manager. The student will become familiar with the financial services offered to the public and with the financial, operational, and organizational aspects of the institution. Topics may vary but will usually include asset and liability management, investment and commercial banking, non-bank financial firms, mergers, acquisitions, and capital market financial instruments and derivative securities. This course will include expert speakers from financial institutions, applied cases and computer-based projects.

Prerequisite: Finance 301.

Credit: 3 Hours

FIN 421 Investment Fundamentals

This course introduces the student to the structure and function of the stock market, portfolio diversification; and securities analysis.

Prerequisite: Finance 301.

Credit: 3 Hours

FIN 422 Investment Portfolio Management

This course takes the student through an analysis of the stock market, equity and debt investments. Topics covered include developments in investment theory, valuation principles and practices, analysis and management of equities, fixed income instruments, alternative investments and derivatives. The course includes projects using commercially-available software.

Prerequisite: Finance 421.

Credit: 3 Hours

FIN 430 International Finance

This course will explore challenges and opportunities in the field of international finance. An in-depth analysis will be made of the exposure to the added international financial risks of a multinational corporation including topical coverage of triangular arbitrage, currency hedging and translational effects on financial results.

Prerequisite: Finance 301.

Credit: 3 Hours

Land and Energy Management Courses

LEMG 201 Fundamentals of Land & Energy Management

Introduction to the fundamentals of land and energy management. Topics include oil and gas leases and supporting agreements, basic title issues, types of land ownership and interests and industry terminology.

Prerequisite: Petroleum Engineering 101.

Credit: 3 Hours

LEMG 425 Oil and Gas Law

Fundamentals of law and regulation in the energy industry, with particular emphasis on the oil and gas industry. Focus will be on ownership of mineral rights; oil and gas leases, contracts, and right of ways; and certain environmental issues affecting the energy industry.

Prerequisite: Land Energy Management 201 and Management 315.

Credit: 3 Hours

LEMG 497 Internship in Land & Energy Management

Offers opportunity for field experience in land & energy management-related areas through employment with cooperating employers. Includes orientation session prior to employment and debriefing seminars after employment termination. Includes student reports and employer and faculty evaluations. Course graded on satisfactory-unsatisfactory basis only.

Prerequisites: Junior or senior standing and approval of Departmental Internship Committee.

Credit: 3 Hours

Management Courses

MNGT 150 History of American Management P

An examination of management practices from colonial times to the late 20th century in America with particular attention to the emergence of the modern corporation and the roles of the manager. Attention will be paid to the economic, social, and political factors that have shaped that emergence and those roles.

Credit hours: 3

MNGT 225 Business in Global Contexts **M**

A survey of the major issues a business encounters in operating across borders, and the impact of these issues on such business functions as accounting, finance, production, marketing, and human resource management. Topics include the impact of globalization on producer and consumer markets, national differences in political economy and culture, foreign direct investment, and strategic and structural implications of operating the business internationally. (Also listed as Leadership 225.)

Prerequisite: Completion of 15 credits hours.

Credit: 3 Hours

MNGT 301 Managing Organizations

General survey of management concepts, covering major functions of planning, organizing, leading, and controlling.

Prerequisites: Economics 211 and Accounting 201.

Credit: 3 Hours

MNGT 315 The Legal Environment of Business

Introduction to major points of business law, focusing primarily on the common law areas of tort, contracts, property and business associates. Legal procedures, jurisdiction and the government regulation of business will also be surveyed.

Credit: 3 Hours

MNGT 320 Negotiations and Ethics

This course will discuss the art of negotiations incorporating class lectures with group exercises simulating competitive situations. The course will discuss the essentials of negotiation and strategy in distributive bargaining, mixed bargaining and contingent deals. Topics include evaluating the rational mindset of the parties, fairness of the deal and is it workable, BATNA, risky choices, face-to-face vs email issues and the repercussions of not reaching a deal. The course will also address the ethical issues related to negotiations.

Prerequisite Junior standing.

Credit: 3 hours

MNGT 345 Human Resource Management

Survey of human resource principles and practices in areas of personnel planning, recruitment, selection, training and development, performance appraisal, compensation, discipline, safety, and employment law.

Prerequisite: Management 301.

Credit: 3 Hours

MNGT 360 Production and Operations Management

Productivity and quality in production and service systems; inventory control; plant location and distribution; production planning and scheduling.

Prerequisite: Mathematics 123 or 223.

Credit: 3 Hours

MNGT 381 Principles of Marketing

An examination of the current use of fundamental marketing concepts and strategies to better meet the wants and needs of customers in a competitive, global marketplace. Special attention is paid to current examples from the business press with an emphasis on the U. S. as a regional market in a global economy.

Prerequisites: Accounting 201.

Credit: 3 Hours

MNGT 385 Marketing Research

Research methods and procedures for conduct of studies leading to marketing decisions. Techniques of gathering and analyzing data evaluated.

Prerequisites: Management 381 and Mathematics 123.

Credit: 3 Hours

MNGT 386 Consumer Behavior

Consumer decision making processes and psychological, sociological, and cultural factors influencing them. Analysis of marketing mix strategies and policies in behavioral context. Prerequisite: Management 381.

Credit: 3 Hours

MNGT 388 International Marketing **M**

Application of marketing concepts to problems of doing business internationally. Environmental/cultural approach taken and tools for understanding import of cultural differences and impacts of natural and social environments considered.

Prerequisites: Management 381

Credit: 3 Hours

MNGT 415 Commercial Law

Introduction to major points of modern business law, focusing primarily on the Uniform Commercial Code. Contractual relationships are explored through the law of sales, secured transactions, bankruptcy, and negotiable instruments. Conceptual approach to the structure and function of business associations.

Credit: 3 Hours

MNGT 432 Marketing Management

Goal-oriented analysis of marketing, planning, implementation, and control activities. Focuses on practical operations, decision making, and complete marketing programs of firms.

Prerequisites: Accounting 201, Management 381, and senior standing.

Credit: 3 Hours

MNGT 451 Business Consulting

Student teams work in the field as consultants to local businesses and economic development agencies. Students work under the supervision of a faculty member to provide clients with written and oral reports. Enables students to apply what they have learned in the classroom to the business community.

Prerequisite: Senior standing.

Credit: 3 Hours

MNGT 453 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.

Prerequisites: 15 hours in management and/or economics and senior standing.

Credit: 3 Hours

MNGT X97 Internship in Management

Offers opportunity for field experience in management-related areas through employment with cooperating employers. Includes orientation session prior to employment and debriefing seminars after employment termination. Includes student reports and employer and faculty evaluations. Course graded on satisfactory-unsatisfactory basis only.

Prerequisites: Junior or senior standing and approval of Departmental Internship Coordinator and Chair of the Department.

Credit: 1 to 3 Hours.

Sport Management Courses

SMGT 280 Sports Management

An introduction to sports management. All students will acquire an understanding of the importance of management concepts and principles and their application to the sports industry, become familiar with the technical language associated with the field, and learn when and where to seek and find more information about sports management issues. Issues in human resource management, financial management, and business policy as they affect sports management are also discussed.

Credit: 3 Hours

SMGT 332 Legal Issues in Sport

This course is designed to address legal issues in physical education and sport management. Areas covered include the history of law in sport, negligence, tort, constitutional, collegiate, amateur sport, and labor laws as they apply to sport.

Prerequisite: Sports Management 280.

Credit: 3 Hours

SMGT 334 Sport Facility & Event Management

This course is designed to provide the student with a comprehensive understanding of the concepts, theories, principles and procedures involved in the design, planning and furnishing of sport facilities. In addition, the student will understand the aspects associated with developing, implementing and running sporting events. Participation with an event is required.

Prerequisite: Sports Management 280.

Credit: 3 Hours

SMGT 336 Sports Marketing

Examines the various publicity, promotion and public relations responsibilities, duties and challenges faced by those seeking careers in college and professional sports promotion and information. Course will include development of all aspects of a major sports event.

Prerequisite: Sports Management 280.

Credit: 3 Hours

SMGT 481 Special Topics in Sport Management

Designed to provide more in depth study of relevant topics in the field of Sport Management. Topics will vary from semester to semester. Possible topics include but not limited to Sport Ethics, Notable Leaders in Sport Management, Sociology of Sport, History of the Olympics, Professional Sports Organizations: the NBA, the NFL and the NHL.

Prerequisite: Junior or Senior standing.

Credit: 3 Hours

Chemistry

Department of Chemistry
Website: http://www.marietta.edu/departments/Chemistry
Chair: James R. Jeitler (jrj002@marietta.edu)
Administrative Assistant: Andrea Richardson

The Department of Chemistry is committed to graduating chemists and biochemists who are prepared for entrance into top-rated graduate and professional schools, or entry-level positions in chemical industry and other chemistry-related fields, and who are capable of becoming responsible, successful professionals and leaders in their chosen fields. The department also strives to contribute to the preparation of students in other science disciplines for their careers, and to contribute to the improvement of scientific and technological literacy and the development of critical-thinking and problem-solving skills of all students as they prepare for the world of work and responsible citizenship.

The Department of Chemistry is on the list of approved schools published by the American Chemical Society. All students interested in the certification program of the ACS should consult with the chair of the department for details.

Requirements for a major in Biochemistry: Biology 101, 105, 106, 131, 330, 331; Chemistry 131-134, 231, 303 - 306, 330, 420, 422, 424, 426; Chemistry 370, 470, 472; Mathematics 125, 224; Physics 211, 212 or Physics 221, 222; and two courses from Chemistry 332, 343, 352, 408, Biology 202, 309, 340, 430 . [Note: Students planning to attend graduate school in biochemistry are advised to take General Physics (Physics 221 and 222) instead of College Physics (Physics 211, 212).]

General Biology		**12 Hours**
BIOL 101 ☐	BIOL 105 ☐	BIOL 106 ☐
BIOL 131 ☐	BIOL 330 ☐	BIOL 331 ☐
Chemistry:		**31 Hours**
CHEM 131,133 ☐	CHEM 132,134 ☐	
CHEM 231 ☐	CHEM 303,305 ☐	
CHEM 304,306 ☐	CHEM 330 ☐	
CHEM 420,422 ☐	CHEM 424, 426 ☐	
Calculus		**8 Hours**
MATH 125 ☐	MATH 224 ☐	
Physics		**8 Hours**
PHYS 211 OR 221 ☐	PHYS 212 OR 222 ☐	
Chemistry/Biology Electives: Any of the following		**8 Hours**
CHEM 332 ☐	CHEM 343 ☐	CHEM 352 ☐
CHEM 408 ☐	BIOL 202 ☐	BIOL 309 ☐
BIOL 340 ☐	BIOL 430 ☐	
Senior Capstone		**4 Hours**
CHEM 370 ☐	CHEM 470 ☐	CHEM 472 ☐
Total		**71 Hours**

Requirements for a major in Chemistry: 59 hours, including required courses in general (Chemistry 131, 132, 133, and 134), analytical (Chemistry 231 and 408), organic (Chemistry 303, 304, 305, and 306), inorganic (Chemistry 351), and physical chemistry (Chemistry 331 and 332), capstone (Chemistry 370, 470, 472), and 3 hours of electives excluding Chemistry 101; Mathematics 125 and 224; and Physics 221 and 222.

Chemistry Courses: **36 Hours**

CHEM 131, 133 ☐	CHEM 132, 134 ☐	
CHEM 231 ☐	CHEM 303, 305 ☐	
CHEM 304, 306 ☐	CHEM 331 ☐	
CHEM 332 ☐	CHEM 351 ☐	
CHEM 408 ☐		

Chemistry Elective: One of the following **3 Hours**

CHEM 343 ☐	CHEM 352 ☐	
CHEM 420 ☐		

Mathematics **8 Hours**

MATH 125 ☐	MATH 224 ☐	

Physics **8 Hours**

PHYS 221 ☐	PHYS 222 ☐	

Capstone **4 Hours**

CHEM 370 ☐	CHEM 470 ☐	CHEM 472 ☐

Total **59 Hours**

Requirements for a minor in Chemistry: Chemistry 131-134; 260 or 303, 305; plus 10-12 hours from 200 level or higher chemistry courses, including a minimum of one laboratory.

Chemistry Courses

CHEM 101 Modern Chemistry **B**

Introduction to elements, compounds, atomic structure, chemical bonding, chemical reactions, organic chemistry and polymers, and modern chemical industry. Biological and geological applications emphasized. Examination of air and water quality, energy resources, and other current topics of concern. (For non-science majors, except Environmental Studies majors) Three lectures and 3-hour laboratory period per week. Additional fees apply.

Credit: 4 Hours

CHEM 131 General Chemistry I **B**

Basic principles of chemistry. Includes atomic structure, chemical bonding, stoichiometry, states of matter, and solutions. Atomic and bonding theories, and fundamental laws of chemistry explored from a historical perspective. Problem solving emphasized. CHEM 131 is intended for athletic training, biology, biochemistry, chemistry, environmental science, geology, health science, petroleum engineering, and physics majors or for students requiring the course for a minor or as a graduate/professional school prerequisite. Students electing to take chemistry for general education credit are encouraged to take CHEM 101.

Prerequisite: A satisfactory score on the mathematics placement test or Mathematics 080.

Co-requisite: Concurrent enrollment in Chemistry 133.

Credit: 3 Hours

CHEM 132 General Chemistry II **B**

Emphasizes chemical kinetics, equilibrium, electrochemistry, thermodynamics, nuclear chemistry, environmental chemistry and descriptive chemistry.

Prerequisite: Chemistry 131 and 133.

Co-requisite: Concurrent enrollment in Chemistry 134.

Credit: 3 Hours

CHEM 133 General Chemistry Laboratory I **B**

Laboratory program emphasizing techniques and basic principles of topics covered in Chemistry 131. Additional fees apply.

Co-requisite: Concurrent enrollment in Chemistry 131.

Credit: 1 Hour

CHEM 134 General Chemistry Laboratory II **B**

Emphasizes identification of ions and topics covered in Chemistry 132. Additional fees apply.

Prerequisite: Chemistry 131 and 133.

Co-requisite: Concurrent enrollment in Chemistry 132.

Credit: 1 Hour

CHEM 231 Quantitative Analysis

Principles of analytical chemistry. Includes theory, calculations, use of computer, and laboratory techniques. Emphasizes statistical treatment of data, gravimetric, and titrimetric methods, complexation equilibria, and electrochemistry. Laboratory work in precise and accurate determination of unknown materials employing wet-chemical and instrumental methods. Three lectures and one 3-hour laboratory period per week. Additional fees apply.

Prerequisites: Chemistry 132 and 134.

Credit: 4 Hours.

CHEM 260 Organic & Biological Chemistry

Study of the fundamentals of organic and biological chemistry. Emphasis on structure, bonding, and uses (both man-made and natural) of organic molecules. Additional emphasis placed on biologically-relevant organic molecules and processes, including proteins, lipids, carbohydrates, metabolism, etc. Laboratory experiments focus on synthesis, purification, characterization, and analysis of organic and biological molecules. Three lectures and one 3-hour laboratory period per week. Students who have successfully completed Chemistry 303 cannot enroll in this course. Additional fees apply.

Prerequisites: Chemistry 132 and 134

Credit: 4 Hours

CHEM 303 Organic Chemistry I

Principles of organic chemistry. Emphasis on structure and bonding of organic molecules, functional group transformations, reaction mechanisms, and an introduction to spectroscopic methods.

Prerequisites: Completion of Chemistry 132 with a grade of C or better, and Chemistry 134.

Co-requisite: Concurrent enrollment in Chemistry 305.

Credit: 3 Hours

CHEM 304 Organic Chemistry II

Functional group chemistry, strategy of organic synthesis, polymers, chemistry of naturally occurring compounds, including peptides and carbohydrates, applications of organic chemistry to the fields of biology, biochemistry, and medicine.

Prerequisite: Completion of Chemistry 303 with a grade of C or better.

Co-requisite: Concurrent enrollment in Chemistry 306.

Credit: 3 Hours

CHEM 305 Organic Chemistry Laboratory I

Basic laboratory techniques of organic chemistry. Preparation and characterization of representative compounds. Use of gas chromatography, infrared spectroscopy and other instrumental methods. (Accompanies Chemistry 303.) One 3-hour laboratory period per week. Additional fees apply.

Co-requisite: Concurrent enrollment in Chemistry 303.

Credit: 1 Hour

CHEM 306 Organic Chemistry Laboratory II

Synthetic experiments designed to broaden knowledge of organic reactions and their mechanisms. Qualitative analysis of unknown organic compounds. One 3-hour laboratory period per week. Additional fees apply.

Prerequisite: Chemistry 305.

Co-requisite: Concurrent enrollment in Chemistry 304.

Credit: 1 Hour

CHEM 330 Physical Chemistry for Biochemists

Principles of physical chemistry with an emphasis on chemical thermodynamics and reaction kinetics.

Prerequisites: Chemistry 132, Mathematics 224, and prior completion of, or concurrent registration in, Physics 211 or 221.

Recommended prerequisites: Chemistry 231 and Physics 212 or 222.

Credit: 3 Hours

CHEM 331 Physical Chemistry I W

Principles of physical chemistry with an emphasis on chemical thermodynamics and reaction kinetics. The laboratory includes experimental and theoretical investigation of properties of chemical systems. Procedures of proper laboratory report writing practiced. Three lectures and one 3-hour laboratory period per week. Additional fees apply. This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Prerequisites: Chemistry 132, Mathematics 224, and Physics 221 and 222. Recommended prerequisite: Chemistry 231.

Credit: 4 Hours

CHEM 332 Physical Chemistry II

Principles of physical chemistry with an emphasis on quantum chemistry, spectroscopy, and advanced topics. The laboratory includes experimental and theoretical investigation of properties of chemical systems. Substantial laboratory writing. Three lectures and one 3-hour laboratory period per week. Additional fees apply.

Prerequisite: Chemistry 331.

Credit: 4 Hours.

CHEM 343 Advanced Organic Chemistry

In-depth treatment of fundamental principles of organic chemistry. Includes bonding theory, stereochemistry, conformational analysis, and reaction mechanisms. Incorporates use of computer-assisted molecular modeling to enhance understanding of concepts. Offered alternate years.

Prerequisite: Chemistry 304.

Credit: 3 Hours

CHEM 351 Inorganic Chemistry

Fundamental concepts of inorganic chemistry. Includes theories of atomic structure, ionic compounds, covalent bonding, and acids and bases. Descriptive chemistry of nontransitional elements emphasized. Minerals used in the description of ionic compounds and as resources for the elements. Laboratory will investigate the concepts introduced in the classroom including basic reactivity of the transition and non-transition metals, effects of bonding on spectra, and magnetic effects of electronic structure of atoms. Additional fees apply.

Prerequisites: Chemistry 132 and 134.

Credit: 4 Hours

CHEM 352 Advanced Inorganic Chemistry

Application of concepts covered in CHEM 351. Topics will include thermodynamic and kinetic stability of coordination complexes, reaction mechanisms, organometallic compounds and reactions, bioinorganic topics. Offered every other spring.

Prerequisites: Chemistry 304 and 351.

Credit: 3 Hours

CHEM 370 Introduction to Chemistry Capstone

This course serves as an introduction to the Chemistry Capstone sequence. Students are required to write curriculum vitae and learn about application processes for REUs, graduate and professional schools, and employment in the chemical industry. Students also gain experience in both searching and reading the chemical literature. Major assignments include a public oral presentation and a literature research paper.

Prerequisites: CHEM 304, 306

Credit: 1 Hour

CHEM 408 Instrumental Methods of Chemical Analysis

Theory and application of modern instrumentation in fields of electrochemistry, spectroscopy, and chromatography. Three lectures and one 3-hour laboratory period per week. Additional fees apply.

Prerequisites: Chemistry 231, or written permission of instructor.

Credit: 4 Hours.

CHEM 420 Biochemistry

Emphasizes structure and function of proteins, lipids, carbohydrates and nucleic acids, enzymology, intermediary metabolism and its control mechanisms, and energy transformations. Teaching through scientific journal articles and problem-based learning will take place in the classroom.

Prerequisite: Chemistry 304 and one of the following: Chemistry 231; Biology 309, 331, or 340.

Credit: 3 Hours

CHEM 422 Biochemistry Laboratory

Experiments include characterization and analysis of proteins, lipids and nucleic acids, chromatography, electrophoresis, enzyme kinetics, and metabolic studies. Additional fees apply.

Prerequisite: Chemistry 420 or concurrent enrollment.

Credit: 1 Hour

CHEM 424 Biochemistry II

Study of advanced topics in biochemistry including cell signaling, bioenergetics, metabolism, biochemical reactions and mechanisms, and regulation of metabolic pathways. Emphasis on enzymatic reaction mechanisms including use of coenzymes and cofactors. Teaching through scientific journal articles, problem-based learning and other special projects will take place in the classroom.

Prerequisite: Chemistry 422; Chemistry 424 or concurrent enrollment.

Credit: 1 Hour

CHEM 426 Biochemistry Laboratory II

Experiments include characterization, isolation, quantification and analysis of biomolecules. This course focuses on inquiry-based experimental design and includes formal reports and presentations. Additional fees apply.

Prerequisite: CHEM 420.

Credit: 3 Hours

CHEM 470 Chemistry Capstone I

This course focuses on in-depth study of the chemical literature, with emphasis on developing critical thinking and presentation skills. Assignments include reading research articles that span the chemistry disciplines, written and oral response to specific critical thinking problems associated with those articles, and two public oral presentations of primary research articles.

Prerequisite: CHEM 370

Credit: 2 Hours

CHEM 472 Chemistry Capstone II

This course involves completion of two projects: literature review of an advanced chemical technique and preparation of an original research proposal. Each project culminates in a formal paper and a public presentation (one presentation in a poster format).

Prerequisite: CHEM 470

Credit: 1 Hour

Chinese

(See Modern Languages)

College Studies

Associate Provost for the Undergraduate Curriculum: Dr. Suzanne Walker (walkers@marietta.edu)

COLL 150: Introduction to Critical Reading & Thinking

This 2-credit course serves as an introduction to applied critical thinking and reading strategies suitable across all disciplines. Students in this course will practice close reading, text comprehension strategies, and critical questioning of arguments. Readings, short writing assignments, and discussions will help students learn how to improve comprehension and vocabulary building. Students will develop the pre-reading, active reading, and post-reading reflection skills necessary for greater success in college and beyond. As a reading intensive course, students are expected to come prepared to do a lot of thinking, reading, writing, and discussing readings with their classmates. This course is ideal for students in any major who want to improve their critical thinking and reading comprehension skills.

Prerequisites: Successful completion of ESL 202 or equivalent English language proficiency; For students with an ACT Reading score below 21.

Credit: 2 Hours

COLL 200 Career Exploration & Planning: Introduction to Self-Assessment and the World of Work

This course, designed primarily for freshman and sophomores, as well as students who are undecided, will allow students to gain more self-knowledge and career information so that appropriate, informed decisions can be made. A variety of assessment and exploration activities will be conducted culminating in a final career action plan. Additional fees apply.

Credit: 1 Hour

COLL 350: Study Abroad Preparation

This course should be taken in the semester immediately before the student intends to study abroad (Fall for Spring study abroad; Spring for Summer or Fall study abroad). Students will be introduced to the foundational theoretical concepts of the academic discipline most often referred to as culture learning. Through guided research and readings, they will also develop knowledge of the culture(s) in their destination(s) abroad. On a practical level, students will identify their personal and academic goals for study abroad and will work through the logistical issues of program selection, application, housing arrangements, finances, course selection and pre-approval.

Credit: 1.5 Hours

COLL 400: Career Exploration & Planning: Activating Your Career Plan

This course, designed primarily for juniors and seniors, is for students who are embarking on internships and/or seeking their first job or entrance into graduate school. The course will focus on the employment and graduate school application process and involve practice with online resources and application tools such as resumes, cover letters, personal statements and interviews. Additional fees apply.

Credit: 1 Hour

COLL 450: Study Abroad Reflection

This course should be taken in the semester immediately after returning from study abroad (Fall for students who were abroad in Spring or Summer; Spring for those who were abroad in Fall). Students will examine foundational theoretical concepts associated with re-entry shock/adaptation. Students will reflect upon their own experiences abroad in terms of their expectations and adjustments, and how the experience abroad has shaped their sense of self-identity in relation to specific groups.

They will also examine the value that study abroad has added to their lives in terms of future educational and professional goals.

Credit: 1.5 Hours

Communication

Department of Communication
Website: http://www.marietta.edu/~comm/
Chair: Dawn Carusi (dawn.carusi@marietta.edu)
Co-chair: Lori Smith (lori.smith@marietta.edu)
Administrative Assistant: Joyce Pennington

The Department of Communication aims to be the most dynamic, innovative, and inclusive collegiate learning environment, engaging diverse students and communities in the creation and practice of effective communication that changes the world.

The mission of the Communication Department is to cultivate knowledge and skills for effective and ethical communication.

The faculty is committed to promoting knowledge, criticism, and practical application of communication in face-to-face and mediated contexts. The department strives to educate students to be critical observers of social problems, to become professional practitioners in the communication professions, to participate effectively in public life as citizens, and to become involved in culturally diverse personal and professional relationships in their communities.

The department offers three undergraduate majors: Journalism/ Broadcasting, Communication, and Strategic Communication: Ad/ PR (track); Organizational Comm/ PR (track); as well as five minors: Advertising/ Public Relations, Journalism/Broadcasting, Communication Studies, Health Communication, and Organizational Communication.

Requirements for a major in Communication: Communication 110 & 230; Media Studies 101 & 420; one Media Skills course chosen from: Media Studies 111, 123, 150, 375; Graphic Design 201, 250; one Writing & message Creation course chosen from: Communication Studies 209, 420; Media Studies 207; Writing 290, 302, 305, 308; four Communication or Media Studies electives with advisor approval (at least one elective must be a diversity or global/cultural perspectives course and at least two must be at the 300-400 level); completion of an approved minor or certificate or three courses outside of COMM/ MASS, at least one of which must be 200-level or higher, with advisor approval; one three-credit internship Communication 397/497; and one of the capstone options chosen from Media studies 430 and Communication Studies 402 or Communication Studies 480 and 481.

Department Core **12 Hours**
COMM 110 ☐ COMM 230 ☐ MASS 101 ☐
MASS 420 ☐

Media Skills (choose 1) **3 Hours**
MASS 111 ☐ MASS 123 ☐ MASS 150 ☐
MASS 375 ☐ GRPH 201 ☐ GRPH 250 ☐

Writing and Message Creation (choose 1) **3 Hours**
COMM 209 ☐ COMM 420 ☐ MASS 207 ☐
WRIT 290 ☐ WRIT 302 ☐ WRIT 305 ☐
WRIT 308 ☐ THEA 348 ☐

Approved Electives
(minimum 6 hours at 300/400 level) **12 Hours**
Note: Electives require advisor approval and at least one course with a cultural component
COMM/MASS ☐ COMM/MASS ☐
COMM/MASS ☐ COMM/MASS ☐

Minor, Certificate, or
Cognate (with advisor approval) **9 Hours**
SUBJ ☐ SUBJ ☐ SUBJ ☐

Internship **3 Hours**
COMM 397/497 ☐

Capstone (choose 1) **4 Hours**
MASS 430 ☐ COMM 402 ☐
OR
COMM 480 ☐ COMM 481 ☐

Total **46 Hours**

Requirements for a major in Journalism/Broadcasting: Communication 110 & 230; Media Studies 101 & 420; one Media Skills course chosen from: Media Studies 111, 150, 323, 371, 375; Graphic Design 201, 250; three Communication or Media Studies electives with advisor approval; completion of an approved minor or certificate or three courses outside of COMM/MASS, at least one of which must be 200-level or higher, with advisor approval; one three-credit internship Media Studies 397; and the capstone Media studies 430.

Department Core **12 Hours**
COMM 110 ☐ COMM 230 ☐ MASS 101 ☐
MASS 420 ☐

Media Skills (choose 1) **3 Hours**
MASS 111 ☐ MASS 150 ☐ MASS 323 ☐
MASS 371 ☐ MASS 375 ☐ GRPH 201 ☐
GRPH 250 ☐

Major Core **12 Hours**
MASS 123 ☐ MASS 207 ☐
MASS 308 OR 315 ☐ MASS 415 ☐

Approved Electives
(minimum 6 hours at 300-400 level) **9 Hours**
COMM/MASS ☐ COMM/MASS ☐
COMM/MASS ☐

Minor, Certificate, or Cognate
(with advisor approval) **9 Hours**
SUBJ ☐ SUBJ ☐ SUB ☐

Internship **3 Hours**
MASS 397 ☐

Capstone **3 Hours**
MASS 430 ☐

Total **51 Hours**

Requirements for a major in Strategic Communication: Communication 110 & 230; Media Studies 101 & 420; one Media Skills course chosen from: Media Studies 111, 123, 150, 375; Graphic Design 201, 250; three Communication or Media Studies electives with advisor approval; completion of an approved minor or certificate or three courses outside of COMM/MASS, at least one of which must be 200-level or higher, with advisor approval. In addition, choose either the Advertising/Public Relations track: Media Studies 207, 225, 230, 397/497, 410 and the capstone 430; or the Organizational Communication/Public Relations track: Communication 211, 301 or 330, 311 or 411, 420, Media Studies 230, and the capstone Communication 397/497 and 499.

Department Core **12 Hours**
COMM 110 ☐ COMM 230 ☐ MASS 101 ☐
MASS 420 ☐

Media Skills (choose 1) **3 Hours**
MASS 111 ☐ MASS 123 ☐ MASS 150 ☐
MASS 375 ☐ GRPH 201 ☐ GRPH 250 ☐

Approved Electives
(minimum 6 hours at 300-400 level) **9 Hours**
COMM/MASS ☐ COMM/MASS ☐
COMM/MASS ☐

Minor, Certificate, or Cognate
(with advisor approval) **9 Hours**
SUBJ ☐ SUBJ ☐ SUBJ ☐

Choose one track: **18-19 Hour**

AD/PR

MASS 207 ☐	MASS 225 ☐	MASS 230 ☐
MASS 397/497 ☐	MASS 410 ☐	MASS 430 ☐

OR

ORGANIZATIONAL COMMUNICATION/PR

COMM 211 ☐	COMM 301 OR 330 ☐	
COMM 311 OR 411 ☐	COMM 420 ☐	
COMM 397/497 ☐	COMM 499 ☐	MASS 230 ☐

Total **51-52 Hours**

Requirements for a minor in Advertising and Public Relations: MASS 101, 225, 230, 420; three courses selected from MASS 207, 301, 310, 325, 360, 370, 380, 410.

Requirements for a minor in Communication Studies: Communication 110, 230, 301; 314 or 340; 333 or 380 or 385; Six hours of electives not used above from COMM 205, 211, 213, 220, 311, 314, 315, 319, 330, 333, 340, 380, 385, 411, 420.

Requirements for a minor in Health Communication: Communication 110, 213; Six hours of approved topics COMM 380; One of the following: COMM 211, 230, 301; Two of the following: COMM 209, 220, 330, 314 POLS 206, ECON 330, PSYC 375. Students are strongly encouraged to take BIOL 101 as one of their Scientific Inquiry requirements.

Requirements for a minor in Journalism/Broadcasting: MASS 101, 207, 420; four additional electives chosen from Media Studies 111, 123, 150, 301, 308, 310, 315, 323, 371, 375, 397/497, 415, or Graphic Design 201. At least two electives must be at the 300-400 level.

Requirements for a minor in Organizational Communication: Communication 110, 301, 311; COMM 211 or MNGT 301. Nine hours of electives from COMM 220, 230, 314, 330, 380 (with approval), WRIT 305.

Communication Studies Courses

COMM 101 Fundamentals of Communication

This is an application-oriented course in which students learn foundational concepts necessary to develop effective communication skills in a variety of settings with an emphasis on public speaking. Analysis of verbal and nonverbal communication techniques across interpersonal, group, workplace, and public contexts develops skill in selecting and using appropriate communication strategies based on situational contexts and goals. Required of all students; course must be taken until completed with a grade of C- or better. (Students in the College Honors Program enroll in Honors 112.) Once a student is enrolled in COMM 101, s/he may not withdraw from the course. See Special Rules for First-Year Courses in the GRADUATION REQUIREMENT Section. Communication 101 is a prerequisite for all other Communication courses, excluding Communication 110, 201, and 217.

Prerequisite: Students who are required to take ESL 201 must earn a grade of ìC-ì of higher before enrolling in this course.

Credit: 3 Hours

COMM 110 Human Communication **X,Y**

This course centers on the major concepts regarding the dynamics of Human Communication. Based on Spitzberg and Cupach's work on competent communication, the aim of this course is to cultivate the knowledge, skills, and motivation to improve competency. Throughout the semester, we will investigate

verbal and non-verbal communication, identity and perception, conflict and assertiveness. Students will explore communication in family, friendship, workplace, and cultural contexts. Through the course, students will understand and how communication functions in the creation of self, other, and society.

Credit: 3 Hours

COMM 201 Fundamentals of Interpretation **R**

Introductory course defines the nature of oral interpretation as a field distinct from public speaking and acting and provides students with experiences in the oral interpretation of a wide variety of literary forms, including nonfiction, prose fiction, poetry, and drama. Students analyze literature and develop vocal and physical techniques for communicating the literature orally.

Prerequisites: Sophomore standing or written permission of the instructor.

Credit: 3 Hours

COMM 205 Advanced Oral Communication **W**

An advanced course in public speaking skills, with emphasis on content, organization, delivery and style. Includes extensive practice in a variety of speech settings and purposes.

Prerequisite: Communication 101

This course has been identified as a Writing Proficiency course and therefore requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

COMM 209 Argumentation and Debate

Argumentation theory provides a foundation for students to learn how to construct effective arguments and to engage in critical debate with others. Emphasis is placed on learning how to be an effective advocate through the principles of argumentation and skills of debate, including reasoning, evidence, refutation, and briefing.

Prerequisite: Communication 101

Credit: 3 Hours

COMM 211 Organizational Communication **Y**

Explores the role of communication in the development and maintenance of organizations, including the examination of classical, human relations, critical, systems, and cultural theories of organizing. Communication processes such as socialization, group dynamics, superior-subordinate and co-worker relations, conflict management, and other current issues relevant to today's organizational environment are examined from a communicative lens. Students are familiarized with the theoretical foundation necessary for the study and practice of communication in organizations.

Prerequisite: Communication 101

Credit: 3 Hours

COMM 213 Introduction to Health Communication Y

Focuses on analyzing the interactions of people involved in healthcare processes, and the dissemination and interpretation of health-related messages. Provides an overview of relevant history and current trends in health communication, including patient-caregiver communication, communication in social support networks, influences of social and cultural issues on communication patterns in health care contexts, analysis of health messages from news and entertainment sources, and the development of health campaigns.

Prerequisite: Communication 101

Credit: 3 Hours

COMM 217 Voice and Articulation

Improvement of vocal quality and diction. Basic physiology of speaking mechanism and phonetic principles. International Phonetic Alphabet used.

Credit: 3 Hours

COMM 220 Communication Ethics K

This course takes as its foundation the belief that civil discourse has all but disappeared in society, in large part because communicators have no concept of ethics in communication. This course seeks to address this problem by providing a framework for understanding the ethics of communication from a number of perspectives. By the conclusion of the course students will learn and be able to utilize ethical principles in their own communication, making them stronger, more empathic leaders. Also, students will learn to use ethical communication principles to analyze and critique mediated communication in areas such as politics, marketing, and religious communication. This will prepare students to become critical consumers of the countless messages and claims they face each day.

Prerequisite: Communication 101

Credit: 3 Hours

COMM 230 Communication Theory and Research I Y

Surveys the history of human communication as a humanistic, social science, and preprofessional discipline. Examines the research / theory process, including the seven traditions of communication research and theory and contexts for study. This course analyzes research methods used in various communication and media fields, and explores the significant theories of the discipline.

Prerequisite: Communication 101 and 110

Credit: 3 Hours

COMM 301 Group Discussion K

Theory and practice of purposeful leadership and member participation in task groups. It includes an examination of interpersonal skills, decision-making techniques, conflict management, leadership, ethical theories, and problem solving procedures. Logical and psychological aspects of group process will be examined from the perspective of communication. Students have the opportunity to implement course concepts through a series of group decision tasks throughout the semester. They also gain experience in group leadership and self-analysis.

Prerequisite: Communication 101

Credit: 3 Hours

COMM 311 Organizational Development & Consulting K

This course develops in students the knowledge and skills necessary to effectively initiate or respond to changes in values, visions, and structures in organizations. Students enrich their abilities to serve as change agents through an introduction to the art and methods of consulting applied to communication problems in organizational settings. Students interested in a consulting career will acquire skills which include personal branding, asking high-value, incisive questions and building strong, long-term client relationships. Communication consulting involves intensive analysis of organizational functions, writing of communication media, and includes such diverse elements as meeting design and facilitation, strategic messaging, large-scale communication event planning and execution, and executive coaching. The course emphasizes the link between communication theory and research applied to organizational practice.

Prerequisite: Communication 101 and 211 or permission of instructor.

Credit: 3 Hours

COMM 314 Persuasion W,Y

Survey of modern theories of attitude change in all media, emphasizing quantitative research. Applications of persuasion theory to advertising, language usage, and modern propaganda.

Prerequisite: Communication 101

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

COMM 315 Advanced Readings in Interpersonal Communication

Through readings ranging from foundational to contemporary works in interpersonal communication, students will explore the theoretical origins and current applications of interpersonal scholarship. Topics of study may include health, family, work and family, and ìdark sideî communication.

Prerequisites: Communication 101, 110, and 230; or permission of instructor.

Credit: 3 Hours

COMM 330 Crisis Communication

Explores the process of crisis communication and an understanding of crisis communication practices. It focuses on issues concerning how organizations, companies, and individuals communicate with the news media, employees, and consumers in times of crisis. The planning, development and execution of crisis communications plans for businesses and organizations, and public relations techniques for communicating with stakeholders during a crisis will b e emphasized.

Prerequisite: Communication 101 and Junior or Senior standing.

Credit: 3 Hours

COMM 333 Communication Theory & Research II W

The purpose of this course is to deepen your understanding of the theory/research process and ability to apply research methods and writing styles used in the communication discipline. You will refine knowledge and skills related to qualitative and quantitative data/ discourse collection, analysis, and reporting of communication and media phenomena. This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Prerequisite: Communication 101 and 230

Credit: 3 Hours

COMM 340 Rhetorical Theory and Criticism W

This course will explore various approaches to rhetorical theory and criticism through close reading and response to theoretical and applied writing about a broad range of rhetorical phenomena. Students will prepare criticism of communication events and artifacts ranging from popular culture artifacts such as television and films to political speeches.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Prerequisite: Communication 101 and 230.

Credit: 3 Hours

COMM 380 Topics in Communication

An in-depth examination of a special topic related to current disciplinary concerns in communication. Topics will vary with each offering.

Prerequisite: Communication 101

Credit: 3 Hours

COMM 385 Intercultural Communication M,X

Through guest speakers, readings, discussion, and videos, the students will have an opportunity to develop an understanding of how individuals perceive and react to cultural rules, to analyze the role of language and language usage in intercultural communication to learn how to be more effective listeners in an intercultural situation, to understand the role of nonverbal communication in intercultural communication, and to develop an appreciation of our cultural histories.

Prerequisite: Communication 101

Credit: 3 Hours

COMM 386 Difference, Power, and Privilege X

In this class, rather than viewing culture as an unproblematic term that characterizes and categorizes the empirical differences between people from faraway lands, we will be looking at culture as a site of ideological struggle. This course will help you to understand and lead you to investigate your own difference and privilege, to examine your own identities, and to see the ways in which you perpetuate, and are both helped and hurt by the structures of dominance, privilege and power in our society. The goal is improved understanding of your own identities and privileges, and the ability to communicate across these constructed differences in a move toward equality and liberation.

Prerequisite: Communication 101

Credit: 3 Hours

COMM 401 Pre-Internship Seminar

The Pre-internship seminar focuses on resume building, interview skills, internship selection, and career planning in preparation for the internship experience. Emphasis is placed on development of professional behaviors that facilitate internship and career success. Instruction methods include readings, discussions, individual and group activities, and use of electronic media. Prerequisite: Junior standing or consent of instructor.

Prerequisite: Communication 101 and Junior standing or permission of instructor.

Credit: 1 Hour

COMM 411 Training and Development

Provides upper-level undergraduates, interested in applied communication 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 a training session.

Prerequisite: Communication 101 and 311 and Junior or Senior standing.

Credit: 3 Hours

COMM 420 Business Communication Seminar W

This course provides a survey of current communication practices and materials in business, including written, oral, and nonverbal forms.

Prerequisite: Communication 101 and Junior or Senior standing.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

COMM 480 Capstone Proposal

The purpose of this course is to develop an understanding of and ability to write a communication research proposal using the conventions used in the communication discipline. Students will refine knowledge and skills related to the gathering, synthesis, and reporting of existing research on a communication issue, will appropriately articulate research questions or hypotheses to guide your study proposal, and accurately describe the most relevant methodological procedures to be used to investigate the communication issue selected. During the 3 credit hour component of the capstone (481), students will complete the study proposed in this course.

Prerequisites: Communication 101, 230, 315, and 333.

Credit: 1 Hour

COMM 481 Communication Research Capstone W

Completion of original research project proposed in COMM 480. This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Prerequisites: Communication 101 and 480.

Credit: 3 Hours

COMM 397/497 Internship

Offers the opportunity for professional experience with an organization. Students maintain a daily log/journal of their experience. Grades are based upon the log, the evaluation of the supervisor(s), and the journal. Graded Satisfactory/Unsatisfactory.

Prerequisites: Communication 101 and Junior or senior standing and approval of the department.

Credit: Varies

COMM 499 Post-Internship Seminar

This course is designed to be the last leg of the capstone experience for communication students who engaged in experiential internship capstone. The course is designed take students through the process of developing a paper synthesizing coursework and their experiential education, creating an electronic portfolio of their work, and developing and delivering a professional presentation of their experience.

Prerequisites: Communication 397/497 and Senior standing.

Credit: 1 Hour

Practicum Courses

COMM/MASS 222, 322, 422: Experiential Practicum

Practicum credits provide students with diverse, hands-on experience in the craft of communication consulting, forensics, or media production and management in order to apply, integrate, and expand on classroom learning. The number of hours required to complete the practicum will vary based on the scope of the experience, but will typically fall between 30-50 work hours per credit hour. May be repeated, but no more than a total of 8 hours of practica count toward graduation.

Prerequisite: Written Permission of Instructor

Credit: 1-3 Hours.

Media Studies Courses

MASS 101 Media and Society **Y**

Effects of both mass media and social media on the social and political behavior of the American people. Course includes an overview of the various mass and social media areas as well as the historical development of various media.

Credit: 3 Hours

MASS 111 Multimedia Foundations

This foundational course for media studies teaches the essential equipment, hardware and software used in multimedia production and digital storytelling. Students will learn text, audio, video, photo, graphics, animation, distribution tools and related professional practices. Student work will be presented and critiqued online.

Credit: 3 Hours

MASS 123 Media Production I

This laboratory course provides introductory experiences in audio and video production. The hands-on experiences explore television/radio studio/field equipment operation/function, video editing, audio editing, directing, producing and the effects of media on viewers. Students will also learn basic skills necessary for idea refinement to write properly formatted scripts and produce aesthetically appropriate live programs, special video and audio features, public service announcements and commercials. Requirements for this course include some time outside of the classroom to work as crewmembers and possibly perform as on-camera talent for WCMO-TV productions. Students are also required to work on-air and serve as technical producers for radio shifts on WMRT-FM. Laboratory experimentation is also part of this course.

3 credits

MASS 150 Principles of Photography for Mass Media I **R**

Basic skill in methods of photography for print and online media, public relations, advertising, and television. Fundamentals of digital camera and photographic software. Study of aesthetics, composition, symbolism, and photo editing. Additional fees apply.

Prerequisite: MASS 101

Credit: 3 Hours

MASS 207 Media Writing I

Intensive instruction and practice in writing and reporting for the media. Emphasis will be upon gathering of information via research and interviewing, and on writing basic news stories for print and broadcast media.

Prerequisite: MASS 101, WRIT 110

Credit: 3 Hours

MASS 225 Introduction to Advertising

Planning, creating, placing and measuring the impact of advertising, emphasizing its relationship to mass media. Special attention to the need for advertising to respond to specific client goals, needs, and operations.

Credit: 3 Hours

MASS 230 Introduction to Public Relations

Introduces students to the fundamental practice of contemporary public relations. Covers practitioners' roles and functions within organizations, historical foundations of the practice, basic theories and principles that apply, and legal and ethical considerations. Introduces the four-step strategic planning process.

Credit: 3 Hours

MASS 250 Principles of Photography for Mass Media II **R**

This course is intended to provide students with intermediate and advanced techniques in capturing the photographic image. The course is heavily based on the shooting aspect of photography, and as such, students will be assigned a project a week, plus a final assignment of a group of cohesive images related to a specific theme. Topics to be covered include: advanced composition techniques, pre-visualization/creativity theories to achieve appropriate work, advanced techniques in electronic darkroom procedures, and advanced technical camera operations. Additional fees apply.

Prerequisite: MASS 150

Credit: 3 Hours

MASS 301 Topics in Media

An in-depth examination of a special topic related to current disciplinary concerns in media. Topics will vary with each offering. Additional fees may apply.

Credit: 3 Hours

MASS 307 Advanced Writing and Reporting **W**

Instruction and practice in writing and reporting a variety of news stories of growing complexity for print and broadcast news. Assignments will be on campus and in the community. Lab work on campus media required.

Prerequisite: MASS 207.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110

Credit: 3 Hours

MASS 308 Article Writing **W**

Theory and practice in writing narrative feature articles of growing complexity for print and online media. Students will be introduced to long-form narrative writing, in-depth interview techniques and methods of successfully marketing free-lance work.

Prerequisite: Mass Media 207 or permission of department chair.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110

Credit: 3 Hours

MASS 310 Writing for Public Relations **W**

This is an advanced public relations course concentrating on sophisticated public relations techniques. It has a heavy emphasis on problem solving and writing and producing work products to solve those difficulties. Real life public relations challenges will be used in the course.

Prerequisite: MASS 207, MASS 230

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110

Credit: 3 Hours

MASS 315 Broadcast Writing **W**

Instruction and practice in writing a variety of news stories for broadcast news. Assignments will be on campus and in the community. Lab work on campus radio and television studios required. Additional fees apply.

Prerequisite: MASS 207.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110

Credit: 3 Hours

MASS 323 Media Production II

This course focuses on the analysis of audio production and television programming, including production and directing. The course also offers practical experience on all studio and basic field production equipment. Work as crew members on WCMO-TV productions is required. Students are also required to work on-air and serve as technical producers for radio shifts on WMRT-FM. Laboratory experimentation is also part of this course.

Prerequisite: MASS 123

Credit: 3 Hours

MASS 325 Public Relations Case Studies

Students will learn about public relations through real case histories. Includes analysis and problem solving using theory and principles of PR. Examines the strategic role of public relations in a variety of organizations, including employee relations, media relations, investor relations, consumer relations, community relations, and public affairs. Emphasizes the important role of research.

Prerequisite: MASS 230

Credit: 3 Hours

MASS 330 Sports Broadcasting

This course teaches the historical development of sports programming on radio and television, up to and including recent technological developments that have led to a myriad of programming and employment opportunities. Requirements for this course may include live on-air announcing and play-by-play on WMRT-FM and WCMO-FM, and on-camera talent work on WCMO-TV. Additional fees apply.

Prerequisites: MASS 123

Credit: 3 Hours

MASS 360 Editing

Instruction and practice in editing for print and online publications. Course content includes both macro and micro editing, including skills such as copy editing for mechanics and style, headline writing, story organization, editorial management and publication design. Discussion of legal considerations and professional ethics provides context for developing sound editorial judgment.

Prerequisite: Mass Media 207

Credit: 3 Hours

MASS 370 Desktop Publishing

Design and layout of type, photos and graphic elements for magazines, newsletters, brochures, posters, advertisements, and other print-oriented publications. Emphasizes basic design principles and page layout software used to create print publications (Adobe InDesign, Illustrator and Photoshop). Additional fees apply.

Prerequisites: MASS 207

Credit: 3 Hours

MASS 371 Corporate Video

Intensive instruction and practice in video production for corporate environments. Students will work with outside clients in conceiving, writing, producing and post-producing a variety of projects. Additionally, students will analyze television programming and direct live programming. This course also offers practical experience on all studio and basic field production equipment. Work as crew members on WCMO-TV productions is required. Laboratory experimentation is also part of this course. Additional fees apply.

Prerequisite: MASS 123

Credit: 3 Hours

MASS 375 Digital Communication

This course will teach students to understand, design, write, and produce a fully functional website, as well as analyze effective message transmission through multiple digital and social media platforms. Students will integrate photography, writing, editing, and web design skills to gain practice in using emerging communication technologies. Additional fees apply.

Prerequisites: MASS 207

Credit: 3 Hours

MASS 380 Advertising Copy and Layout

This course covers the copy and layout process for advertisements in newspapers, consumer magazines, direct response, outdoor, television, radio and interactive media. Creative philosophies will be discussed. Research, writing, and design skills will be used to create ads. Additional fees apply.

Prerequisite: Mass Media 225, and Mass Media 370 or Graphic Design 201

Credit: 3 Hours

MASS 410 Advertising and Public Relations Campaigns

This course provides the experience of developing strategic communication campaigns, from creative to presentation, in a setting that mirrors the actual business environment. Students will develop a complete plan for each campaign that includes the following components: executive summary, situation analysis/research, objectives, strategies, budget, media recommendations, creative recommendations, advertising, sales promotion, public relations/publicity, and an evaluation. Additional fees apply.

Prerequisites: MASS 225, MASS 230, and MASS 380

Credit: 3 Hours

MASS 415 Digital Journalism

This course focuses on the theory and practice of journalism for electronic media. Students will experience practical application of theory concerning aspects of researching, writing, producing and reporting multimedia news for radio, television and online media. Work in the Marietta College Media Center is required. Additional fees apply.

Prerequisite: MASS 308 or 315

Credit: 3 Hours

MASS 420 Media Law and Ethics K

The course explores the many legal and ethical questions that surround media content and practices. It discusses constitutional issues, privacy and right to know rules, legal and regulatory questions affecting the traditional and new media profession and industry. Emphasis is on the proper roles of media organizations, methods, and reporting while considering emerging questions as new technologies replace conventional communications.

Prerequisite: Junior or Senior standing

Credit: 3 Hours

MASS 430 Capstone in Mass Media

Provides reflection, integration and synthesis within the media studies area covering topics and issues affecting the discipline and professional practice. Expands upon students' professional internship experience, including: development of professional career portfolios, job interviewing skills, and a formal presentation related to the internship experience. Additional fees apply.

Prerequisite: Senior standing, MASS 397/497

Credit: 3 hours

MASS 397/497 Internship

Offers the opportunity for professional experience with an organization. Students maintain a daily log/journal and make a formal presentation about their experience. *Grades are based upon the log, the evaluation of the supervisor(s), and the formal presentation. *Graded Satisfactory/Unsatisfactory.

Credit: 3 Hours

Computer Science

(See Mathematics, Computing and Information Systems)

Economics

(See Business & Economics for major and minor)

Education

Department of Education
Website: http://www.marietta.edu/~educ
Chair: Dorothy Erb (Dottie.Erb@marietta.edu)
Administrative Coordinator: Jane Eakle

The mission of the Marietta College Education Department is to prepare Educators as Leaders for 21st Century Schools' by providing candidates with the experiences necessary to develop the knowledge, skills, and dispositions to facilitate student learning. This mission coincides with the College goal to graduate students at the undergraduate and graduate levels who are adept at critical analysis, problem solving, and the leadership skills required to translate what is learned into effective actions.

The Education Department and all teacher licensure programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Board of Regents. The department offers teacher education programs in early childhood, middle childhood, intervention specialist mild/moderate, and adolescent/young adult education. The early childhood major includes coursework to prepare the candidate for an endorsement in early childhood generalist, grades 4/5. Students wishing to major in early or middle childhood or intervention specialist education should meet with a member of the College's Department of Education to plan their academic schedule.

Admission into the Professional Education Program

When a student enrolls in the first Education course (usually Education 110) the student will be classified as intending to pursue a licensure program. Upon completion of the following requirements and at least 45 hours of College credit, the student may apply for admission into the Professional Education Licensure Program. The requirements are as follows

- ACT composite of 23 with minimum scores of English-22, Reading-22, Mathematics-22 OR SAT composite of 1070 with minimum scores of Writing-430, Reading-450, Mathematics-520 OR submission of Praxis Core Academic Skills for Educators with minimum scores of Writing-162, Reading-156, Mathematics-150;
- a 3.0 grade point average;
- completion of Writing 110 with a grade of "C" or better;
- completion of Communication 101 with a grade of "C" or better;
- completion of Education 111, 131, 141, or 151 with a grade of "B" or better;
- completion of all other required 200-level or higher Education courses with a grade of "C" or better;
- an essay explaining why the student wishes to enter the field of education;
- 3.0 grade point average in Education courses.

Students denied admission to the Professional Education Licensure Program may appeal this decision according to the criteria set forth in the *Marietta College Teacher Education Handbook*. A copy of this document will be given to each student in Education 110; additional copies are available on the Department of Education website. If the student's grade point average falls below a 3.0, the student will be placed on program probation for one semester. If, at the end of the probationary semester, the student's grades are still below a 3.0, the student will no longer be permitted to enroll in 300/400-level Education courses. These and other policies governing licensure are outlined and fully explained in the *Marietta College Teacher Education Handbook*. Testing information is available in the Department of Education Office and on the Department of Education website.

Ohio License	College Major
Early Childhood Education (Preschool-Grade 3) And Early Childhood Generalist (Grades 4 - 5)	Early Childhood Education
Middle Childhood Education (Grades 4-9)	Middle Childhood Education
Intervention Specialist, Mild/Moderate (K-12)	Intervention Specialist

Ohio License	College Major
Adolescent Young Adult Life Science (Grades 7-12)	Biology
Adolescent Young Adult Chemistry (Grades 7-12)	Chemistry
Adolescent Young Adult Physics (Grades 7-12)	Applied Physics
Adolescent Young Adult Integrated Language Arts	English
Adolescent Young Adult Mathematics	Mathematics
Adolescent Young Adult Integrated Social Studies	History

Suggested Programs of Study

Candidates are cautioned to work closely with advisors in the Department of Education and to become familiar with the requirements as described in the *Marietta College Teacher Education Handbook*. As shown in the tables, the department has developed the following suggested programs of study for each license

Early Childhood Education			
Freshman Year – Fall		**Spring**	
Writing 110	3 hrs	Communication 101	3 hrs
Education 110	3 hrs	Education 111	1 hr
Education 130	3 hrs	Education 219	3 hrs
History 101	3 hrs	Mathematics 114	3 hrs
Psychology 101	3 hrs	Education 202	3 hrs
Sophomore Year: Fall		**Spring**	
Education 211	1 hr	Education 311	0 hr
Education 240	3 hrs	Education 321*	3 hrs
Education 253	3 hrs	Biology 102 & 105	4 hrs
Physical Science	4 hrs	History 220	3 hrs
Math 113	3 hrs	Math 114	
Education 230	3 hrs	Physical Educ. 319	3 hrs
Junior Year: Fall		**Spring**	
Education 362*	3 hrs	Education 305*	3 hrs
Psychology 206	3 hrs	Education 322*	3 hrs
		Education 361*	3 hrs

Early Childhood Education			
Senior Year: Fall		**Spring**	
Education 416*	3 hrs	Education 440**	3 hrs
Education 350*	3 hrs	Education 452**	3 hrs
Education 419	3 hrs	Education 460***	9 hrs
Education 420	3 hrs		
Education 452	3 hrs		

* Admission to Professional Licensure required

** Admission to internship semester required

*** Required for teachers licensure only and admission to internship semester required.

Middle Childhood Education			
Freshman Year – Fall		**Spring**	
Education 110	3 hrs	Education 131	1 hr
Psychology 101	3 hrs	Education 202	3 hrs
Education 130	3 hrs		
Sophomore Year: Fall		**Spring**	
Education 231	1 hr	Education 321*	3 hrs
Education 253	3 hrs	Education 331	0 hr
		Psychology 207	3 hrs
Junior Year: Fall		**Spring**	
Education 322*	3 hrs	Education 361*	3 hrs
Education 363*	3 hrs	Education 430*	3 hrs
		Education 350*	3 hrs
Senior Year: Fall		**Spring**	
Education 46_*	3 hrs	Education 440 **	3 hrs
Education 46_*	3 hrs	Education 452	3 hrs
		Education 470***	9 hrs

* Admission to Professional Licensure required

** Admission to internship semester required

*** Required for teachers licensure only and admission to internship semester required.

In addition, a student must meet requirements for two concentration areas for the middle childhood major: *Language Arts:* Communication 201, Education 219, 220, 453, English 203 or 204, 380, Mass Media 101, 207, Theatre 307; *Social Studies:* Economics 211, Education 454, History 101, 102, 120, 121, 220, Political Science 103, 130; *Science:* Biology 101, 105, 107, Chemistry 101, Education 455, Geology 103, Energy Systems 101, Physics 101, 105; Mathematics: Education 456, Mathematics 113, 114, 118, 121, 123, 125, plus one additional math selection.

Intervention Specialist License			
Freshman Year – Fall		**Spring**	
Education 110	3 hrs	Education 141	1 hr
Psychology 101	3 hrs	Education 202	3 hrs
Education 130	3 hrs	Education 219	3 hrs.
Content Courses		Content Courses	
Sophomore Year: Fall		**Spring**	
Education 231	0 hr	Education 321*	3 hrs
Education 253	3 hrs	Education 341*	0 hr
Content Courses		Psychology 207	3 hrs
		Content Courses	
Junior Year: Fall		**Spring**	
Education 322*	3 hrs	Education 361*	3 hrs
Education 332*	3 hrs	Education 343	3 hrs
Education 342*	3 hrs	Education 344	3 hrs
Education 360*	3 hrs	Education 345*	3 hrs
		Education 350*	3 hrs
Senior Year: Fall		**Spring**	
Education 348*	3 hrs	Education 440 **	3 hrs
Education 359*	3 hrs	Education 452	3 hrs
		Education 475***	9 hrs

* Admission to Professional Licensure required

** Admission to internship semester required

*** Required for teachers licensure only and admission to internship semester required.

Adolescent/Young Adult License	
Freshman Year – either semester	
Education 110	3 hrs
Education 130	3 hrs
Education 151	1 hr
Sophomore Year – either semester	
Education 202	3 hrs
Education 251	1 hr
Education 253	3 hrs
Psychology 101	3 hrs

Adolescent/Young Adult License	
Junior Year	
Education 360* (fall)	3 hrs
Education 323* (fall)	3 hrs
Education 350* (fall or spring)	3 hrs
Psychology 207 (spring)	3 hrs
Senior Year	
Education 453, 454, 455, or 456* (fall)	3 hrs
Education 452** (spring)	3 hrs
Education 440 ** (spring)	3 hrs
Education 480** (spring)	9 hrs

* Admission to Professional Licensure required

** Admission to internship semester required

*** Required for teachers licensure only and admission to internship semester required.

In addition, the student must complete one of the following requirements for the Adolescent/Young Adult licensure: *Biology/Life Science (Biology major):* Biology 101, 102, 105, 106, 131, 202, 203, 212, 318, 319, 320, 321, 330, 490, 491, either Biology 311 or 312, either Biology 497 or 498, Chemistry 131, 132, 133, 134, 303, 305, Mathematics 123. *Language Arts (English major):* Communication 301, either Communication 201 or 205, either Communication 209 or 314, Education 220, English 201, 202, 203, 204, 235, 360, 372, 380, 410, one from English 240, 245 and 255, two from English 336, 337 and 362, one from Writing 290, 302, and 308, Mass Media 101, 207, 370. *Mathematics (Mathematics major):* Computer Science 115, Mathematics 125, 224, 225, 223 or 257, 301, 302, 304, 346, 401, 402, 451, 453 plus two additional Mathematics courses numbered 300 or higher. *Social Studies (History major):* Economics 211, 212, History, 101, 102, 120, 121, 220, 302, 317, 319, 402, either History 303 or 329, either History 312 or 322, either History 307 or 310, two from History 339, 340, 352 and 354, Political Science 103, 130, 230.

Education Courses

EDUC 110 Principles of Education K

Historical, social, and philosophical foundations of education, including critical evaluation of contemporary educational trends, leading to clarification of individual teacher's beliefs, values and ethics involved in purposes, content, methods, and appraisal of teacher's role in public schools. Course includes basic school law and its influences, education policy and its influences, and the socio-cultural interplay of schools and society.

Credit: 3 Hours

EDUC 111 Field Experience I - ECE Teaching

Planned program of work in early childhood classrooms or settings that emphasize developmentally appropriate practice to develop a knowledge and understanding of professional education and the teaching of Pre-K through grade 3 children. Students work with experienced licensed classroom teachers in local schools and/or early care settings. Activities include teaching lessons; locating and interacting with community resources, parents/families, and agencies; utilizing electronic media and technology; and investigating the roles of the classroom teacher. (Course must be completed with a grade of "B" or better.)

Prerequisite: Completion of Education 110 with a grade of "C" or better.

Credit: 1 Hour

EDUC 130 Technology in the Classroom

Emphasizes the uses of computer, laser video, CD-ROM, and new media resources in pre-K-12 classrooms. Students gain working knowledge of hardware, software, and multimedia, as well as an understanding of how technology has impacted schools and society. Course also examines copyright and legal issues pertaining to print and non-print media.

Credit: 3 Hours

EDUC 131 Field Experience I - Middle Childhood

Planned program of work in 4-9 classrooms to develop a knowledge and understanding of professional education and the teaching of middle childhood students. Students work in their concentration areas with experienced licensed classroom teachers in local schools. Activities include teaching lessons, locating and interacting with school and community resources, using electronic media and technology, selecting materials for instruction, developing hands-on activities, and investigating the roles of middle childhood teachers. (Course must be completed with a grade of "B" or better.)

Prerequisite: Completion of Education 110 with a grade of "C" or better.

Credit: 1 Hour

EDUC 141 Field Experience I – Intervention Specialist

Planned program of work in an elementary inclusion or resource room setting to develop a knowledge and understanding of professional education and the teaching of students with mild to moderate exceptionalities. Students work with special education teachers in local schools. Activities include teaching lessons, locating and interacting with school and community resources, using electronic media and technology, selecting materials for instruction, developing hands-on activities, and investigating the roles of special education teachers. (Course must be completed with a grade of "B" or better.)

Prerequisite: Completion of Education 110 with a grade of "C" or better.

Credit: 1 Hour

EDUC 151l Field Experience I - Language Arts

Planned program of work in 7-12 language arts classrooms to develop a knowledge and understanding of professional education and the teaching of language arts. Students work with experienced licensed classroom teachers in local schools. Activities include teaching integrated lessons in the language arts, locating and interacting with community resources, using electronic media and technology, and investigating the roles of a language arts teacher. (Course must be completed with a grade of "B" or better.)

Prerequisite: Completion of Education 110 with a grade of "C" or better.

Credit: 1 Hour

EDUC 151m Field Experience I - Teaching Mathematics

Planned program of work in 7-12 mathematics classrooms to develop a knowledge and understanding of professional education and the teaching of mathematics. Students work with experienced licensed classroom teachers in local schools. Activities include teaching lessons, locating and interacting with school and community resources, using electronic media and technology, selecting materials for mathematics instruction, developing manipulatives, and investigating the roles of mathematics teachers. (Course must be completed with a grade of "B" or better.)

Prerequisite: Completion of Education 110 with a grade of "C" or better.

Credit: 1 Hour

EDUC 151s Field Experience I - Teaching Science

Planned program of work in 7-12 science classrooms to develop a knowledge and understanding of professional education and the teaching of science. Students work with experienced licensed classroom teachers in local schools. Activities include teaching lessons, locating and interacting with community resources, interacting with electronic media and technology, laboratory safety, and investigating the roles of a science teacher. (Course must be completed with a grade of "B" or better.)

Prerequisite: Completion of Education 110 with a grade of "C" or better.

Credit: 1 Hour

EDUC 151ss Field Experience I - Teaching Social Studies

Planned program of work in 7-12 social studies classrooms to develop a knowledge and understanding of professional education and the teaching of social studies. Students work with experienced licensed classroom teachers in local schools. Activities include teaching integrated lessons in the social studies, locating and interacting with community resources, using electronic media and technology, and investigating the roles of a social studies teacher. (Course must be completed with a grade of "B" or better.)

Prerequisite: Completion of Education 110 with a grade of "C" or better.

Credit: 1 Hour

EDUC 202 Educational Psychology

Human development and behavior of individual (both typical and non-typically developing) from birth through adolescence as affected by heredity, development, and training. Emphasizes research-based and practical aspects of readiness, aptitude, interests, and social adjustments, as well as findings of modern theories of learning related to children. Ten hours of field and/or clinical experience.

Recommended prerequisite: Psychology 101.

Credit: 3 Hours

EDUC 211 Diverse Learners Field Experience - Early Childhood

Planned program of work in field and clinical experiences in Pre-K through grade 3 classrooms. Focus is on teaching to all students in a developmentally appropriate manner; developing units of instruction for use with diverse, exceptional, and at-risk student populations; and working collaboratively with teachers, parents/families, other professionals, and community agencies.

Prerequisite: Completion of Education 111 with a grade of "B" or better; Concurrent enrollment in Education 253.

Credit: 0 Hour

EDUC 219 Children's Literature

Introduction to literature for early and middle childhood, including picture books, traditional literature, poetry, fiction, and nonfiction. Emphasis in integration of literature across the early and middle childhood curriculum, the use of technology as a tool for enhancing literature study, and the use of multicultural works in the classroom.

Credit: 3 Hours

EDUC 220 Adolescent Literature

Introduction to literature for adolescents, including realistic fiction, coming-of-age, historical, imaginative, poetry, dramas, and nonfiction, and methods for instruction. Emphasis on selections written about and authored by women and minorities.

Credit: 3 Hours

EDUC 230 Integrated Arts for Early Childhood

Drawing upon a theoretical perspective, this course emphasizes methods and materials for integrating music, movement, drama, and visual arts across the curriculum in the early childhood classroom. The course will focus on developmentally appropriate strategies and effective practice. Investigation of the comprehensive arts will promote a balance in teaching to multiple intelligences.

Credit: 3 hours

EDUC 231 Diverse Learners Field Experience - Middle Childhood

Planned program of work in field and clinical experiences in 4-9 middle childhood classrooms. Focus is on teaching concentration areas to all students (including underrepresented populations, cultural and language differences, included students with special needs), developing units of instruction which utilize manipulatives, hands-on learning activities, technology, and a variety of student grouping strategies for developing concepts and problem solving strategies.

Prerequisite: Completion of Education 131 with a grade of "B" or better; Concurrent enrollment in Education 253.

Credit: 0 Hour

EDUC 240 Classroom Management

Investigation of various approaches to classroom organization, strategies to promote appropriate behavior and to prevent, modify, and extinguish inappropriate and disruptive behavior. Strategies for accommodating diversity among students and working with families. Field experience required in conjunction with class.

Credit: 3 hours

EDUC 241 Diverse Learners Field Experience – Intervention Specialist

Planned program of work in field and clinical experiences in 7-12 inclusion classroom. Focus is on investigating co-teaching of content, critical thinking skills, and technology. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Concurrent enrollment in Education 253.

Credit: 0 Hour

EDUC 250 Ohio History

General look at Ohio history, geography, environmental factors, governance, economics, global connections, and the effects of technology on society. Focus on teaching methods that are appropriate for those teaching Ohio History at the 4th to 7th grade levels.

Credit: 2 hours

EDUC 251l Diverse Learners - Field Experience - Language Arts - AYA

Planned program of work in field and clinical experiences in 7-12 language arts classrooms. Focus is on teaching language arts to all students, developing units of instruction which feature integrated content, critical thinking skills, and technology for use with diverse student populations with respect to national, state and local curricular standards. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Concurrent enrollment in Education 253.

Credit: 0 Hour

EDUC 251m Diverse Learners - Field Experience - Teaching Mathematics - AYA

Planned program of work in field and clinical experiences in 7-12 mathematics classrooms. Focus is on teaching mathematics to all students (including underrepresented populations, cultural and language differences, included students with special needs), developing units of instruction which utilize manipulatives, technology, and a variety of student grouping strategies for developing mathematical concepts and problem solving strategies. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Concurrent enrollment in Education 253.

Credit: 0 Hour

EDUC 251s Diverse Learners - Field Experience - Teaching Science - AYA

Planned program of work in field and clinical experiences in 7-12 science classrooms. Focus is on teaching science to all students, developing units of instruction which utilize the scientific method for investigating data and decision making for use with diverse student populations. Laboratory experience and the use of technology in analyzing data is emphasized. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Concurrent enrollment in Education 253.

Credit: 0 Hour

EDUC 251ss Diverse Learners - Field Experience - Teaching Social Studies

Planned program of work in field and clinical experiences in 7-12 social studies classrooms. Focus is on teaching social studies to all students, developing units of instruction which feature integrated content, critical thinking and problem solving skills, and technology for use with diverse student populations with respect to national, state and local curricular standards. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Concurrent enrollment in Education 253.

Credit: 0 Hour

EDUC 253 Diverse Learners W, X

A study of exceptional learners across their life span, services, legal considerations, research, current issues and trends, and parent/family roles, right, and responsibilities. Emphasizes collaboration and methods of instruction among inclusionary teachers, specialists, related professionals, parents/families, and community agencies. Planned program of work in classrooms and/or community agencies serving exceptional learners from a wide ability range: at-risk, mild to moderate, moderate to severe, and gifted.

Prerequisite: Completion of Education 110 or Music Education with a grade of "C" or better.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Corequisite: Concurrent enrollment in Education 211, 231, 241 or 251.

Credit: 3 Hours

EDUC 305 Early Childhood Education - Programs and the Learner

Growth and developmental characteristics of all children ages 0-8, typical and non-typical, the historical, social, and philosophical development of early childhood programs, and an analysis of the current programs serving young children.

Prerequisite: Admission into Professional Education Licensure Program.

Credit: 3 Hours

EDUC 311 Field Experience - Reading - Early Childhood

Planned program of work in a reading classroom under the direction of a certified/licensed reading teacher to gain experience with instructional strategies in teaching reading. Students will observe and teach in a reading classroom, create authentic tasks for reading instruction, develop communications skills, gain experience with word recognition and comprehension strategies, participate in student assessments, and utilize available technology. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Concurrent enrollment in Education 321.

Credit: 0 Hour

EDUC 321 Foundations of Reading W

Background in the psycholinguistic processes involved in literacy and a thorough overview of top-down and bottom-up approaches to reading instruction. Emphasis on instructional strategies to facilitate comprehension of developmental and content area reading materials for emergent through mature readers while recognizing and embracing cultural, linguistic and ethnic differences among typically and non-typically developing learners. Twenty hours of field work.

Prerequisite: Admission into Professional Education Licensure Program.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

EDUC 322 Principles of Phonics Instruction

Overview of the phonological and morphological elements which comprise standard written English. Instructional strategies which facilitate the use of graphophonic cueing, word analysis, and sight word recognition for beginning through mature readers. Emphasis on the intensive, systematic integration of phonics assessment and instruction within the context of meaningful literacy experiences among typically and non-typically developing learners.

Prerequisite: Admission into Professional Education Licensure Program.

Credit: 3 Hours

EDUC 323 General Methods

Theoretical, research-based, and practical aspects of classroom teaching. Classroom management, planning, evaluation, and teaching strategies which emphasize technology integration, team planning, investigative teaching methods for early adolescents through adults, and collaboration with parents, other professionals, and community agencies. Field experience required in conjunction with course. This is a clinical course requiring 30 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Admission into Professional Education Licensure Program.

Credit: 3 Hours

EDUC 331 Field Experience - Reading - Middle Childhood

Planned program of work in a reading classroom under the direction of a certified/licensed reading teacher to gain experience with instructional strategies in teaching reading. Students will observe and teach in a reading classroom, create authentic tasks for reading instruction, develop communications skills, gain experience with word recognition and comprehension strategies, participate in student assessments, and utilize available technology. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Concurrent enrollment in Education 321.

Credit: 0 Hour

EDUC 332 Sign Language X

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

Prerequisite Education 202 or junior or senior standing with permission of the instructor.

Credit: 3 Hours

EDUC 341 Field Experience - Reading – Intervention Specialist

Planned program of work in an elementary or middle school inclusion classroom or resource room under the direction of a certified/licensed teacher to gain experience with instructional strategies in teaching reading to students with mild to moderate exceptionalities. Students will create authentic tasks for reading instruction, develop communications skills, gain experience with word recognition and comprehension strategies, participate in student assessments, and utilize available technology. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Concurrent enrollment in Education 321.

Credit: 0 Hour

EDUC 342 Instructional Methods for Mild to Moderate Learners

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

reading, and writing. Students will participate in a variety of activities to demonstrate the skills and knowledge

acquired in the classroom setting.

Credit: 3 Hours

EDUC 343 Assessment of Mild/Moderate Learners

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

Credit: 3 Hours

EDUC 344 Classroom Management Strategies

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 345 Child Psychological Disorders

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 348 Disability and Special Education Law

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

Credit: 3 Hours

EDUC 350 Assessment Q

Information and skills teachers need on a variety of evaluation measures used to assess children. Students develop skills necessary to align standards, objectives, learning tasks, and assessment. Participants will be asked to collect baseline data and then apply quantitative measures in order to make decisions and engage in data-driven decision making. Ten hours of field experience is required for this course.

Prerequisite: Admission into Professional Education Licensure Program.

Credit: 3 Hours

EDUC 359 Assistive Technology for Students with Disabilities

This course reviews technology used to assist individuals with disabilities in accessing general education curriculum and activities as well as technology to assist people with disabilities in everyday activities. Students are provided with the knowledge and skills needed to use technology to support individuals in computer access, augmentative and alternative communication systems, reading, writing and everyday activities. Assessment and implementation issues are presented in the context of developing individualized plans for students using assistive technology.

Credit: 3 Hours

EDUC 360 Teaching Reading in the Content Area

Instructional principles and practices for helping middle and high school students and adults learn subject matter through the application of reading, writing, and study skills.

Prerequisite: Admission into Professional Education Licensure Program

Credit: 3 Hours

EDUC 361 Diagnosis and Correction of Reading Difficulties W

Diagnosis of reading abilities and problems that may be exhibited by beginning through mature readers. Clinical experience with formal and informal reading assessment tools. Developmentally appropriate corrective techniques with special emphasis on literature-based and integrated language arts instruction.

Prerequisite: Admission into Professional Education Licensure Program.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

EDUC 362 Instructional Strategies for Early Childhood Reading Across the Curriculum

Strategies for promoting reading and writing throughout the early childhood curriculum and survey of best practices in reading instruction for typically and nontypically developing children. Emphasis on the use of authentic narrative and expository materials to promote comprehension of content and growth in independent reading skills while embracing cultural, linguistic, and ethnic differences among early learners.

Prerequisite: Admission into Professional Education Licensure Program

Credit: 3 Hours

EDUC 363 Content Area Reading in the Middle Grades

Instructional principles and practices for helping middle grade students learn subject matter through the application of reading, writing, and study skills. Emphasis on addressing general and content-specific literacy strategies and materials.

Prerequisite: Admission into Professional Education Licensure Program

Credit: 3 Hours

EDUC 416 Early Childhood Education Social Studies Methods

Purposes, organization, procedures, content, methods, and materials utilized in the teaching of social studies in grades P-3. Instruction will focus on examining national and state curricular standards for social studies through strategic instruction such as inquiry-base, project methods, cooperative learning, concept-mapping, integrative learning, and discussion techniques. Strategies and content will spotlight the need for students to be able to function in a continually changing world. This is a clinical course requiring 20 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Admission to Professional Licensure Program.

Credit: 3 hours

EDUC 419 Early Childhood Education Mathematics Methods

Content, materials, methods, and assessment techniques used in early education to help a wide variety of learners (at-risk, mild to moderate, moderate to severe, gifted, culturally diverse, etc.) to discover and understand basic mathematical concepts through an integrated approach to instruction. Focus on examining national and state curriculum standards; investigating a wide variety of methods and collaborative models used in early childhood mathematics; integrating technology; planning and implementing developmentally appropriate instruction using investigative, problem-solving, inquiry, and hands-on activities; and applying evaluative techniques for assessment of instruction. This is a clinical course requiring 30 hours of field

experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Admission to Professional Licensure Program

Credit: 3 hours

EDUC 420 Early Childhood Education Science Methods

Content, materials, methods, assessment techniques, technology, and integrative approaches to instruction in PK-3. The processes of scientific investigation are studies through inquiry, cooperative learning, multi-sensory activities, and various manners of collecting and analyzing data. Conceptual connections across disciplines are stressed for real-world situations. Differing learning modalities and multiculturalism in the sciences are addressed. This is a clinical course requiring 20 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Admission to Professional Licensure Program

Credit: 3 hours

EDUC 422 Critical Issues in Early Childhood Education

Current issues and trends in early childhood education, PK-3. Discussion and analysis of current literature dealing with multiple perspectives on controversial issues and dilemmas in early childhood education. Synthesis of knowledge about teaching methods and best practices to critically analyze an authentic classroom based on its environment, curriculum, and parental involvement.

Prerequisite: Admission to Professional Licensure Program

Credit: 1 hour

EDUC 430 Middle School Concepts

Historical development, philosophy and the competencies needed in the middle school. Course includes research and study of exemplary middle school curricula, instructional and organizational practices that are developmentally appropriate for early adolescent learners, communication strategies effective for large and small groups of middle level students, interdisciplinary teaming, assessment strategies appropriate for early adolescent learners, and working collaboratively with families, professionals, and community groups.

Prerequisite: Admission into Professional Education Licensure Program.

Credit: 3 Hours

EDUC 440 Professional Education Capstone Seminar

Capstone seminar in education covering theoretical and pragmatic issues encountered in the P-12 classroom. Topics include accommodating diverse learners, assessment, classroom management, planning, teacher professionalism, career entry and creation and presentation of a capstone portfolio to demonstrate professional knowledge, skills, and dispositions.

Credit 3 Hours

EDUC 450 Curriculum and Instruction for Grades Four and Five

Scope and sequence of curriculum in grades four and five as articulated bhy state academic content standards. Focus on developmentally appropriate pedagogy and classroom management. Required 30 hour supervised field experience with grade four and five students completed concurrently with course.

Credit: 4 Hours

EDUC 452 Culture and Gender Issues X

This course is the Senior Capstone course and is taken concurrently with student teaching. The course investigates multicultural and gender issues as they impact the teaching/learning environment. It broadens student teachers' understanding of diversity by identifying, adapting to, and embracing cultural differences among their students. Conducted primarily as a seminar throughout the semester, the course includes 30-40 hours of fieldwork in a multicultural setting in the student's licensing area and level.

Prerequisite: Admission into Professional Education Licensure Program.

Credit: 3 Hours

EDUC 453 Special Methods - Language Arts

Curriculum construction and special methods in the teaching of language arts with respect to national, state and local student outcomes. Methodology and strategies for selecting, integrating, and translating knowledge of language arts disciplines for instruction in relation to national, state and local curriculum standards. Emphasizes communication, critical thinking strategies, assessment strategies, and the interrelationship of disciplines. This is a clinical course requiring 30 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Admission into Professional Education Licensure Program.

Credit: 3 Hours

EDUC 454 Special Methods - Social Studies

Curriculum construction, design, and study of special methods for teaching social studies in a variety of locations and cultural settings. Methodology and strategies for selecting, integrating, and translating knowledge of social science disciplines for instruction in relation to national, state, and local curriculum standards. Emphasizes critical thinking strategies, formal and informal assessment strategies, the interrelationship of disciplines and the multicultural aspects of social studies teaching. This is a clinical course requiring 30 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Admission into Professional Education Licensure Program

Credit: 3 Hours

EDUC 455 Special Methods - Mathematics

Mathematical teaching strategies, materials selection, technology integration, task development, student organization, and methods of assessment to create an environment conducive for teaching mathematical concepts through problem solving, investigation, and hands-on learning with manipulatives. Focus on teaching and assessing students of varying cultural backgrounds and learning styles through such things as cooperative learning, peer teaching, oral and written discourse, and portfolio development with respect to national, state and local curricular standards. This is a clinical course requiring 30 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Admission into Professional Education Licensure Program.

Credit: 3 Hours

EDUC 456 Special Methods - Science

Curriculum construction and special methods of teaching science with regard to national, state, and local curriculum standards. Focus on inquiry-based teaching methods, laboratory planning, safety, and environmental concerns, the technology appropriate for science classrooms, and use and care of life specimens and subjects. Professional organizations, career opportunities, discipline ethics, and continuing professional development are included. This is a clinical course requiring 30 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Good standing in the Professional Education Licensure Program.

Credit: 3 Hours

EDUC 460 Student Teaching - Early Childhood

Fourteen week supervised professional teaching experience in the greater Washington County, Ohio area and under the guidance of a college supervisor and a licensed cooperating teacher(s) in early childhood education. Students are required to follow school district calendar. Additional fees apply.

Prerequisites: Completion of all other 400 level courses and admission to student teaching semester (see requirements in the Teacher Education Handbook).

Credit: 9 Hours.

EDUC 463 Middle Childhood Language Arts Methods

Curriculum construction and special methods in the teaching of middle childhood language arts with respect to national, state and local student outcomes. Methodology and strategies for selecting, integrating, and translating knowledge of language arts disciplines for instruction in relation to national, state and local curriculum standards. Emphasizes communication, critical thinking strategies, assessment strategies, and the interrelationship of disciplines. This is a clinical course requiring 30 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Admission into Professional Education Licensure Program

Credit: 3 Hours

EDUC 464 Middle Childhood Social Studies Methods

Curriculum construction, design, and study of methods for teaching middle grades social studies in a variety of locations and cultural settings. Methodology and strategies for selecting, integrating, and translating knowledge of social science disciplines for instruction in relation to national, state, and local curriculum standards. Emphasizes critical thinking strategies, formal and informal assessment strategies, the interrelationship of disciplines and the multicultural aspects of social studies teaching. This is a clinical course requiring 30 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Admission into Professional Education Licensure Program

Credit: 3 Hours

EDUC 465 Middle Childhood Mathematics Methods

Mathematical teaching strategies, materials selection, technology integration, task development, student organization, and methods of assessment to create an environment conducive for teaching mathematical concepts through problem solving, investigation, and hands-on learning with manipulatives. Focus on teaching and assessing students of varying cultural backgrounds and learning styles through such things as cooperative learning, peer teaching, oral and written discourse, and portfolio development with respect to national, state and local middle grade mathematics standards. This is a clinical course requiring 30 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Prerequisite: Admission into Professional Education Licensure Program.

Credit: 3 Hours

EDUC 466 Middle Childhood Science Methods

Curriculum construction and special methods of teaching middle grades science with regard to national, state, and local curriculum standards. Focus on inquiry-based teaching methods, laboratory planning, safety, and environmental concerns, the technology appropriate for science classrooms, and use and care of life specimens and subjects. Professional organizations, career opportunities, discipline ethics, and continuing professional development are included.

Prerequisite: Good standing in the Professional Education Licensure Program. This is a clinical course requiring 30 hours of field experience in a content classroom under the supervision of the course instructor and a licensed classroom teacher.

Credit: 3 Hours

EDUC 470 Student Teaching - Middle Childhood

Fourteen week supervised professional teaching experience in the greater Washington County, Ohio area and under the guidance of a college professor, and a licensed cooperating teacher(s) in middle childhood education. Students are required to follow school district calendar. Additional fees apply.

Prerequisites: Completion of all other 400 level courses and admission to student teaching semester (see requirements in the Teacher Education Handbook).

Credit: 9 Hours.

EDUC 475 Student Teaching – Intervention Specialist

Fourteen week supervised professional teaching experience in the greater Washington County, Ohio area and under the guidance of a college professor, and a licensed cooperating teacher(s) in an intervention setting with students with mild to moderate exceptionalities. Students are required to follow school district calendar. Additional fees apply.

Prerequisites: Completion of all other 400 level courses and admission to student teaching semester (see requirements in the Teacher Education Handbook).

Credit: 9 Hours.

EDUC 480 Student Teaching - Adolescent Young Adult

Fourteen week supervised professional teaching experience in the greater Washington County, Ohio area in a supervised placement in the student's area and at the appropriate grade level. Supervision by a Marietta College faculty member and a licensed cooperating teacher(s). Students are required to follow school district calendar. Additional fees apply.

Prerequisites: Completion of all other 400 level courses, and admission to student teaching semester (see requirements in the Teacher Education Handbook).

Credit: 9 Hours.

For graduate-level courses in Education, see the Graduate Programs Catalog.

Energy Systems

Edwy R. Brown Department of Petroleum Engineering & Geology
Chair: David C. Freeman (freemand@marietta.edu)
Administrative Coordinator: Sue Hiser

Marietta College offers three Energy Systems programs. Meeting an increasing educational need; the programs are designed to offer both non-science and science students an Energy Systems study program which matches their interest. Each program is designed to meet specific educational objectives.

Certificate in Energy Systems

The Certificate in Energy Systems Studies will provide students with an understanding of the issues related to energy systems. The Educational Objectives of the Certificate Program are:

1. To provide students with a knowledge of energy systems in the areas of resources, generation, transmission, utilization and environmental impact.
2. To provide students with introductory social and economic analysis experience involving both renewable and non-renewable energy sources.
3. To provide students with an opportunity to address global environmental and sustainability issues related to energy.

Requirements for a Certificate in Energy Systems: (14 hours) ENGY 101, 102, 103, 104; ENVS 315; ECON 350.

Minor in Energy Systems Studies

The Minor in Energy Systems Studies will provide students with fundamental knowledge of energy systems and prepare them for entry-level positions in sectors of the energy industry, graduate school, government service, and life-long learning and professional development.

The Educational Objectives of the Minor in Energy Systems Studies are:

1. To provide students with the social, economic and technical knowledge needed to make informed energy system decisions for both renewable and non-renewable sources.
2. To provide students with a practical experience assessing energy systems including sources, generation, transmission, resource utilization and environmental impact.
3. To provide students with an understanding of environmental and sustainability issues related to global energy systems.

Requirements for the Minor in Energy Systems Studies: (20 hours) ENGY 101, 102, 103, 104, 401; ENVS 315; ECON 211, 350; and one additional course from the designated energy electives: POLS 130, 206, 230; ENVS 310, 311; HIST 220.

Energy Systems Engineering - Minor

The Energy Systems Engineering – Minor will supplement students' science and engineering curricula and prepare them for entry-level positions in many sectors of the energy industry, graduate school, government service, and life-long learning and professional development.

The Educational Objectives of the Energy Systems Engineering minor are:

1. To provide students with a knowledge of energy systems in the areas of resources, generation, transmission, utilization and environmental impact.
2. To provide students with introductory social and economic analysis experience involving both renewable and non-renewable energy sources.
3. To provide students with an opportunity to address global environmental and sustainability issues related to energy.

Requirements for a minor in Energy Systems Engineering: (44-45hours) ENGY 101, 103, 301, 331, 401; ENVS 315; EGRG 325; MATH 125, 224, 302; PHYS 221, 222; and one from CHEM 331, EGRG 351, or PHYS 322.

ENGY 101 Energy Resources and Utilization C

This course is designed to develop a student's understanding and awareness of conventionally used forms of energy, including fossil fuels and nuclear. In addition to these traditional fuel sources, renewable energy sources including wind, solar, hydrogen, geothermal and bio-energy will be covered. Economic, environmental, social responsibility and ethical considerations will be incorporated in the course.

Prerequisite: MATH 080 or equivalent ACT/SAT or math placement scores.

Credit: 3 Hours

ENGY 102 Energy Resources and Utilization Laboratory B

Basic experiments and demonstrations are assigned in order to illustrate principles covered in Petroleum 101. Exercises are designed to advance the student's understanding of electricity, natural gas properties, gas storage applications and other forms of energy sources. Computer applications, significant internet research and field trips are learning tools used. Formal reports are required. Additional fees apply.

Co-requisite: ENGY 101

Credit: 1 Hour

ENGY 103 Energy Resources and Utilization II C,M

This course builds on the knowledge of ENGY 101 by focusing on energy systems design which involves feasibility, economics and environmental impacts. Energy analysis techniques will be studied. Energy conservation and efficiency, developments in energy research, and employment opportunities will be explored.

Prerequisite: ENGY 101 or PETR 101

Credit: 3 hours

ENGY 104 Energy Resources and Utilization Laboratory II B

This laboratory course complements ENGY 103 by providing practice in the scientific method and hands-on experience in aspects of energy generation, transmission, conversion, and utilization. Familiarity with various energy conversion, monitoring, and auditing equipment will be gained. Formal reports, computer applications, and internet research are required.

Co-requisite: ENGY 103

Credit: 1 hour

ENGY 301 Energy Conversion Principles

This course is designed for Energy Systems Engineering students. It will provide students with a basic understanding of energy conversion principles and technologies pertinent to both renewable and non-renewable sources.

Prerequisites: ENGY 103

Credit: 3 hours

ENGY 331 Electrical Engineering

This course is an introduction to Electrical Engineering including circuits, electricity generation, and distribution and utilization from renewable as well as conventional methods. It focuses on the essential elements required for engineering students to pass the Fundamentals of Engineering exam. Knowledge of calculus (derivatives and integrals) is needed in order to gain the full benefit of this course. The course integrates lecture and laboratory experience. Additional fees apply.

Prerequisites: PHYS 222 and prior completion or concurrent enrollment in MATH 302

Credit: 4 hours

ENGY 401 Energy Systems Design M

This course will reinforce the social, economic and technical knowledge needed to analyze energy systems including both renewable and non-renewable sources. It will provide students with a practical experience designing an energy system that optimizes resources, generation, and use of energy. Students are given an opportunity to consider the utilization of a particular energy system and to analyze its environmental impact. The optimization project will be conducted for a site in a Developing Country. The students will consider sustainability issues on both local and global scales and will compare and contrast the issues based on geo-social context.The course integrates lecture and applied experience.

Prerequisites: ENGY103; ECON 350 (may be taken concurrently)

Credit: 3 hours

Engineering, General Courses

Edwy R. Brown Department of Petroleum Engineering and Geology
Chair: David C. Freeman (freemand@marietta.edu)
Administrative Coordinator: Sue Hiser

Marietta College offers a Bachelor of Science in Petroleum Engineering degree. Requirements for the degree and major course descriptions are listed under Petroleum Engineering.

An Engineering Dual-Degree Program is also offered in cooperation with several major engineering schools. A student in this program normally attends Marietta College for three years before transferring to one of the cooperating engineering schools for two additional years of engineering study. Upon graduation, the student will receive a Bachelor of Arts or Science degree from Marietta College and a Bachelor of Science in Engineering degree from the engineering school.

The general engineering courses include those required for the major in Petroleum Engineering and those recommended for the Engineering Dual-Degree Program. Specific requirements for the dual-degree program vary with the intended major and are revised annually. The full list of pre-engineering courses for a specific major can be found on the website of the partner institution or by contacting Dr. Paul Daniell, advisor for the program.

Credit: 3 Hours

EGRG 311 Engineering Statics

An introduction to the static analysis of mechanical systems. Topics include forces, vectors, torque, equilibrium analysis, structural analysis, friction, inertia, and centroids.

Prerequisite: Mathematics 125.

Credit: 3 Hours

EGRG 312 Strength of Materials

Principles of stress, strain, compressive loads, shear, torsion, transverse loads, eccentric loads, column mechanics, and combined stresses; emphasis on design. Materials covered include metals, wood, cements, and other porous media.

Prerequisite: Engineering 311.

Credit: 3 Hours

EGRG 321 Fluid Mechanics

Mechanical properties of fluids; fluid statics, mass balance, fluid and pressure measurement devices, and energy balance; Bernoulli's equation; laminar and turbulent flow; friction; machinery (pumps, compressors, and turbines). Laboratory work is included.

Prerequisites: Engineering 311.

Credit: 3 Hours

EGRG 325 Economic Analysis and Investment Decision Methods Y

Determination of economic parameters such as rate of return, discounted present worth, future worth, annual worth, incremental rate of return and benefit/cost ratio; application of time value of money considerations to before and after-tax evaluation of virtually all types of investment situations, emphasizing factors that influence management decisions; risk and uncertainty; Monte Carlo simulation applied to reserve calculations; depreciation; income tax calculations.

Prerequisite: Junior standing.

Credit: 3 Hours

EGRG 351 Thermodynamics

Energy and its transformation. Energy analysis of engineering systems, including power and refrigeration cycles. Includes first and second laws; equations of state; available and unavailable energy; and transport phenomena.

Prerequisites: Mathematics 225 or 235 and Physics 222.

Credit: 3 Hours

English

Department of English
Website: http://www.marietta.edu/program/english
Chair: Tim Catalano (catalant@marietta.edu)
Administrative Assistant: Ashley Chambers

The Department of English strives to help its graduates develop the curiosity, knowledge, and analytical skills that will allow them to maintain and enhance the professional reputation of those who graduate from Marietta College with a major in English. Toward this end, the program's mission is

- To attract majors and minors who are committed to a liberal arts education and who value the understanding that can come from careful analysis of literary texts.
- To graduate majors whose ability to articulate, organize, and analyze ideas in the English language qualifies them to succeed in graduate school and a variety of careers.
- To teach students an appreciation of literature that will allow them to make meaningful use of their leisure time.
- To provide all Marietta College students with the foundations of compositional skills that will help them to do the analytical work required in their majors.

Requirements for a major in English: Forty-five (45) hours in English beyond Writing 110 or Honors 111: ENGL 161; 12 hours from Cultural Perspectives; 9 hours from Conceptual Perspectives; 15 hours from Specialized Perspectives, at least one of which must be pre-19th century; 3 hours from Perspectives in Writing; 3 hours Senior Perspective.

Foundation course: **3 Hours**
ENGL 161 ☐

Cultural Perspectives:
All of the following **12 Hours**

ENGL 201 ☐	ENGL 202 ☐	ENGL 203 ☐
ENGL 204 ☐		

Conceptual Perspectives:
Any three of the following **9 Hours**

ENGL 205 ☐	ENGL 210 ☐	ENGL 215 ☐
ENGL 220 ☐	ENGL 225 ☐	ENGL 230 ☐
ENGL 235 ☐	ENGL 240 ☐	ENGL 245 ☐
ENGL 250 ☐	ENGL 255 ☐	ENGL 260 ☐
ENGL 265 ☐		

Specialized Perspectives:
Five of the following, including at least one pre-19th century course **15 Hours**

ENGL 320 ☐	ENGL 322 ☐	ENGL 323 ☐
ENGL 324 ☐	ENGL 336 ☐	ENGL 337 ☐
ENGL 342 ☐	ENGL 343 ☐	ENGL 350 ☐
ENGL 356 ☐	ENGL 357 ☐	ENGL 360 ☐
ENGL 362 ☐	ENGL 364 ☐	ENGL 372 ☐

Perspectives in Writing:
One of the following **3 Hours**

WRIT 290 ☐	WRIT 301 ☐	WRIT 302 ☐
WRIT 303 ☐	WRIT 305 ☐	WRIT 307 ☐
WRIT 308 ☐	WRIT 310 ☐	WRIT 312 ☐

Capstone: Senior Perspective: **3 Hours**
ENGL 410 ☐

Total **45 Hours**

Creative Writing Concentration: To earn a Creative Writing Concentration, students must complete the requirements for the English major plus nine hours of writing courses (in addition to the Perspectives in Writing course required for the English major), including WRIT 290 and any two from among WRIT 301, 302, and 303.

Requirements for a minor in English: Twenty-one (21) hours in English beyond WRIT 110 /HONR 111 including ENGL 161; 6 hours of Cultural or Conceptual Perspectives; 6 hours of Specialized Perspectives; and 6 hours of Perspectives in Writing.

WRIT 060 Basics of English Composition

A review of basic principles of grammar, usage, and mechanics; basic principles of exposition; preparation of paragraphs and essays. This course must be taken until completed with a grade of C- or better. Once a student is enrolled in WRIT 060, s/he may not withdraw from the course.

Credit: 3 Hours

WRIT 110 College Composition

The study and writing of expository essays with attention to the development of research and analytical skills. Required of all first-time students without advanced placement standing in composition This course must be taken until completed with a grade of C- or better.

Once a student is enrolled in WRIT 110, s/he may not withdraw from the course. See "Special Rules for First-Year Courses" in the Graduation Requirements section.

Prerequisite: SAT Verbal > 449 or ACT English > 18 or completion of WRIT 060 with a C- or better. Students who are required to take ESL 201 or 202 must earn a grade of "C-" of higher before enrolling in this course.

Credit: 3 Hours

ENGL 121 Responding to Writing

The course will serve as a practicum to prepare students for employment in the Campus Writing Center. It will also be beneficial to students preparing for careers as educators. The course will introduce students to the theory, research, and practice that inform pedagogically-sound writing tutorials.

Prerequisite: Permission of instructor

Credit: 1 Hour

ENGL 151 Introduction to Literature **L**

An introduction for first-year students to the study of fiction, poetry, and drama. Emphasizes close reading and analysis of texts representing these genres.

Credit: 3 hours

ENGL 161 Methods of Literary Study

This is the foundational course for English majors and minors. It includes an intense study of literary genres, techniques, terms, and themes, and emphasizes literary analysis, close reading, and research skills. It is a prerequisite for ENGL 410, the Senior Capstone.

Credit: 3 Hours

Cultural Perspectives

These courses emphasize the study of a broad range of literature within historical and cultural contexts. They are designed to give students a foundation for the more advanced courses that focus on particular periods and authors.

ENGL 201 The Literary Culture of Great Britain I L

A survey of English literature from the Middle Ages to the late eighteenth century.

Credit: 3 Hours

ENGL 202 The Literary Culture of Great Britain II L

A survey of the English literature of the 19th and 20th centuries.

Credit: 3 Hours

ENGL 203 The Literary Culture of the United States I L

A survey of United States literature from the colonial period to the Civil War.

Credit: 3 Hours

ENGL 204 The Literary Culture of the United States II L, W

A survey of the United States literature of the late-19th and 20th centuries. This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

Conceptual Perspectives

These courses offer a conceptual approach to literature, introducing students to some of the religious, social, scientific, and philosophical ideas that inform authors and enrich their work.

ENGL 205 Concepts of Postcolonialism L, W, M

A study of cultural notions of power and identity as they inform literature produced by specific cultures emerging from colonialism in the twentieth century.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 210 The Bible as Literature L

A study of the themes and forms of biblical texts, including Genesis, Judges, Ruth, and the Gospels.

Credit: 3 Hours

ENGL 215 Myth and Folklore L

A study of world folklore and ancient and classical myths, both Eastern and Western, including works of Homer, Virgil, and Ovid as well as Gilgamesh and The Ramayana.

Credit: 3 Hours

ENGL 220 Concepts of Diversity L, X

A study of concepts of diversity and "otherness" as reflected in poetry, prose, and film. Topics may include race, ethnicity, socioeconomic background, sexuality, and religion.

Credit: 3 hours

ENGL 225 Film as Literature L,W

A comparative study of concepts of narration as they are reflected in literature and film.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 230 Literature into Film L,W

A comparative study of short stories, novels, and plays and their film adaptations.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 235 Concepts of Gender L,W

A study of cultural notions of gender and sexuality as they are reflected in and constructed by literary texts ranging from the classics to contemporary science fiction.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 240 Concepts of Progress L

A historical study of attitudes toward progress as they are reflected in literary and critical texts ranging from Greek myths to contemporary novels.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 245 Concepts of Tragedy

A historical study of the concept of tragedy in Western culture as it is reflected in readings ranging from the Bible to modern novels.

Credit: 3 Hours

ENGL 250 Concepts of Comedy L,W

A historical study of the concept of comedy as it is reflected in readings of poetry, drama, fiction, and criticism ranging from Plato to the present.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 hours.

ENGL 255 Concepts of Nature L,W

A historical study of concepts of nature as they are reflected in readings ranging from the Bible to contemporary poetry, drama, and fiction.

The course has been identified as a writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 260 Concepts of Place L, W

A study of cultural notions of place as they inform literature, this course will study a wide range of literary texts representing a particular region.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 265 Literature of the Apocalypse L, W

A study of the prophetic genre of "end times" as it is represented in literary texts ranging from the Bible to modern novels and films.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

Specialized Perspectives

These courses enable a more narrowly focused study of authors, genres, and critical theory.

ENGL 320 Introduction to Linguistics Q

The bases of the scientific study of language: the sounds that make up human languages (phonetics), the combining of sounds (phonology), the structuring of words (morphology), the structuring of sentences (syntax), and the derivation of meaning from words, sentences, and texts (semantics). (Also listed as Linguistics 320.)

Credit: 3 Hours

ENGL 322 Representative American Writers I

An examination of one American author or a combination of American authors who wrote during the 17th, 18th, or 19th centuries.

Credit: 3 Hours

ENGL 323 Representative American Writers II

An examination of one American author or a combination of American authors who wrote during the 20th century.

Credit: 3 Hours

ENGL 324 African-American Literature W,X

The class will study literature produced by African-American authors and theoretical texts dealing with African-American literature with a view toward developing a more complete understanding of American culture and literary movements, developing skills in analysis and interpretation, and enhancing writing skills.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 336 Studies in the Early American Novel

An examination of selected American novels, by authors ranging from Brown to James, that represent the evolving tradition of novel writing in the United States from the late 18th century to 1900.

Credit: 3 Hours

ENGL 337 Studies in the Later American Novel

An examination of selected American novels, by authors ranging from Faulkner to Morrison, that illustrate modernist and post-modernist techniques.

Credit: 3 Hours

ENGL 342 Representative British Writers I L,W

An examination of one British author or a combination of British authors who wrote from the medieval period through the 18th century.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 343 Representative British Writers II

An examination of one British author or a combination of British authors who wrote during the 19th and 20th centuries.

Credit: 3 Hours

ENGL 350 Shakespeare L,W

An examination, in the context of the entire canon, of plays representative of the main periods of Shakespeare's development.

The course has been identified as a writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 356 Studies in the Early British Novel L,W

An examination of selected British novels by authors such as Fielding, Austen, and Hardy who shaped the development of the English-language novel through the late 19th century.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

ENGL 357 Studies in the Later British Novel

An examination of selected British novels, by authors ranging from Lawrence to Byatt, that illustrate modernist and post-modernist techniques.

Credit: 3 Hours

ENGL 360 Studies in British and American Poetry

An examination of significant poets and poetic traditions in British and American poetry.

Credit: 3 Hours

ENGL 362 Topical Perspectives in Literature

An examination of the fiction, poetry, drama, and/or film that represent a literary movement or critical approach to the study of literature. Topics, which will vary with each course offering, include the Harlem Renaissance, the pre-Raphaelites, and historical images of women in literature.

Credit: 3 Hours

ENGL 364 Topical Perspectives in Film Study

An examination of a special topic related to film or the relationship of film and literature. Topics, which will vary with each course offering, include the leader on film and men and masculinity in film.

Credit: 3 Hours

ENGL 372 Literary Theory

An examination of the foundations of literary criticism: its history, methods, and practical applications.

Credit: 3 Hours

Perspectives in Writing

These advanced writing courses represent a variety of types, strategies and styles.

WRIT 290 Introduction to Creative Writing W

The study and practice of three genres of creative writing--poetry, fiction, and creative non-fiction--as well as the skill of evaluating work in these genres.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 hours

WRIT 301 Short Fiction Workshop

This course will introduce students to the art of writing short stories. Students will read contemporary short stories from around the globe, write short exercises to jump-start the writing process, and write, workshop, and revise several short stories for their portfolios.

Prerequisite: WRIT 290, Introduction to Creative Writing

Credit: 3 hours

WRIT 302 Creative Nonfiction **W**

The study and writing of expository essays with emphasis on the development of purposeful stylistic and organizational strategies. Recommended for students seeking certification in English.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Prerequisite: WRIT 290, Introduction to Creative Writing

Credit: 3 Hours

WRIT 303 Poetry Workshop

Students will work as poets or "makers," gaining exercise in crafting images, making music, evoking sensations. As apprentice poets, students will read extensively in the field. The selection of poems and poetics assigned for the course is intended to illuminate students' artistic preferences and to generate new directions for writing.

Prerequisite: WRIT 290, Introduction to Creative Writing

Credit: 3 hours

WRIT 305 Business Writing **W**

Business Writing is designed for sophomore and junior-level Business & Economics majors. Business writing will emphasize problem and audience analysis, formatting and documentation, and the inclusion of visual elements. Students will learn basic formats of various reports, memos, and correspondence. Special attention will be paid to proposals, grants, resumes / cover letters, cross-cultural communication, and writing ethics.

Prerequisite: Sophomore standing

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

WRIT 307 Technical Writing **W**

Technical Writing is designed for junior-level petroleum engineering and geology majors. Technical writing will emphasize problem and audience analysis, formatting and documentation, and the inclusion of visual elements. Students will learn basic formats of technical reports, feasibility studies, instructions, manuals, and resumes / cover letters.

Prerequisite: Junior standing

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

WRIT 308 Persuasive Writing **W**

The application of rhetorical principles in writing credible and persuasive arguments. A unit on grant writing is included.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

WRIT 310 Self-Expression

The study and practice of modes of life history writing—journal, memoir, autobiography and/or biography.

Credit: 3 Hours

WRIT 312 Topical Perspectives in Writing

A concentration on specific themes and/or methods of writing such as nature writing or film scripts. Topics will vary with each offering.

Credit: 3 Hours

Senior Perspective

The final course for the major requires that students put into practice what they have learned about literary criticism, research, and writing.

ENGL 410 Senior Seminar

A seminar for senior English majors that focuses on the literature and literary background of a specific century. The topic focus will change each year. Together, students will examine a critical/historical text that offers a perspective on their literary research. Then each student will conduct research on one author or theme relevant to the century. This research should result in a significant paper, which will be presented in a public forum.

Prerequisite: ENGL 161, Methods of Literary Study

Credit: 3 Hours

English Education

ENGL 380 Applications of English for Teaching

Aspects of English of particular interest to prospective teachers. English linguistics, traditional and structural grammar, and history of language are presented with special application to writing skills of teachers.

Credit: 3 Hours

English as a Second Language

(See Modern Languages for ESL courses and TEFL certificate)

Entrepreneurship

Marcus and Mindel Vershok Brachman Department of Business & Economics.
Website http://www.marietta.edu/departments/Business_and_Economics/
Chair: Jacqueline Khorassani (khorassj@marietta.edu)
Administrative Coordinator: Christina Hendershot

Marietta College offers a minor in entrepreneurship, administered by the Department of Business & Economics. The minor is designed to expose students to the mindset and behavior of successful entrepreneurs. It further enables students to search for and identify various opportunities within their fields of interest and provides students with basic tools that allow them to turn their ideas into actions.

The Entrepreneurship minor helps students develop innovative and transformative skills necessary to start and/or grow an organization. Students will learn to:
(1) Recognize and evaluate opportunity.
(2) Turn ideas into valuable goods and services.
(3) Engage and persuade stakeholders (investors, employees, customers, suppliers, community members)

Requirements for Entrepreneurship Minor: ENTR 101, ACCT 201, MNGT 381, COMM 314, ENTR 301. Additionally, depending on their majors and their future interest, students will take will take two of the following courses as approved by the academic advisor: COMM 209; COMM 211 or LEAD 103; LEAD 307; GRPH 220, 250; ECON 211; MIS 220; MNGT 301, 386.

Entrepreneurship Courses

ENTR 101 Entrepreneurial Mindset

This course introduces students to the skills necessary to think like an entrepreneur. An entrepreneur is a person who recognizes problems that others may miss and transforms those problems into opportunities, utilizing creative problem-solving skills. Regardless of major, students will have opportunities to develop new ideas and to put them into action, through experiential exercises. The course will also help students learn to tolerate ambiguity and to regard mistakes and failures as learning opportunities.

Credit: 3 Hours

ENTR 301: Creativity in Entrepreneurship

This course inspires entrepreneurial creativity. Students will enhance skills in creativity, innovation, and transformation critical to the development and growth of a start-up business enterprise. Students will prepare a formal Business Plan for the start-up business the student wishes to pursue using the Business Plan Template from the U. S. SBA. Students will critique each other's business plans.

Prerequisites: ENTR 101, ACCT 201, MNGT 381; Prior completion of or concurrent enrollment in COMM 314

Credit: 3 Hours

Environmental Science

Department of Biology and Environmental Science
Website: http://www.marietta.edu/~envr/
Program Director: Eric J. Fitch (Eric.Fitch@marietta.edu)

The Environmental Science Program offers degrees which help prepare students to work in a wide range of careers from the traditional areas of Natural Resources Conservation and Preservation to the emerging arenas of Environmental Sustainability. The Environmental Science Program at Marietta College enables students to study the scientific foundations of environmental problems and their solutions as well as the roles that people and institutions play in creating and solving those problems. The program includes majors in Environmental Science (Bachelor of Science) and Environmental Studies (Bachelor of Arts) and minors in Environmental Science and Environmental Studies.

Environmental Science

Environmental Science is an applied interdisciplinary field that draws heavily upon the Natural Science disciplines with input from the Social Sciences and the Humanities to address problems that arise in the interaction between Human activity and the Environment.

Requirements for a major in Environmental Science: Biology 102, 105, 245 or 340, 318, 378; Chemistry 131, 132, 133, 134, 260 or 303/305; Computer Science 210; Environmental Science 210, 330, 391, 491, 492; Environmental Studies 310, 315; Geology 111, 304, 335; Mathematics 223. One course from Environmental Studies electives: Economics 350; Environmental Studies 233, 311, 320, 350; Leadership 308, 333; Philosophy 321; Writing 305, 307. One course (3-4 hrs.) from Environmental Science electives: Biology 202, 230, 311, 312, 450; Chemistry 304/306, 420/422; Geology 201, 313; Mathematics 125, 224; Physics 211, 212.

Math & Computing Science			**6 Hours**
MATH 223 ☐	CSCI 210 ☐		
Introductory Environmental Science			**19 Hours**
GEOL 111 ☐	BIOL 102 ☐	BIOL 105 ☐	
ENVR 210 ☐	CHEM 131 ☐	CHEM 132 ☐	
CHEM 133 ☐	CHEM 134 ☐		
Intermediate Environmental Science			**20/21 Hours**
BIOL 318 ☐	BIOL 245 OR 340 ☐	BIOL 378 ☐	
CHEM 260 OR 303/305 ☐			
ENVR 330 ☐	GEOL 304 ☐	GEOL 335 ☐	
Environmental Studies			**6 Hours**
ENVS 310 ☐	ENVS 315 ☐		
Environmental Studies Elective			**3 Hours**
One of the following			
ECON 350 ☐	ENVS 233 ☐	ENVS 311 ☐	
ENVS 320 ☐	ENVS 350 ☐	LEAD 308 ☐	
LEAD 333 ☐	PHIL 321 ☐	WRIT 305 ☐	
WRIT 307 ☐			
Environmental Science Elective			**3-4 Hours**
Choose one of the following:			
BIOL 202 ☐	BIOL 230 ☐	BIOL 311 ☐	
BIOL 312 ☐	BIOL 450 ☐		
CHEM 304/306 ☐	CHEM 420/422 ☐		
GEOL 210 ☐	GEOL 313 ☐		
MATH 125 ☐	MATH 224 ☐		
PHYS 211 ☐	PHYS 212 ☐		
Environmental Professional Practice and Experiential Learning			**4 Hours**
Experiential Learning			**1 Hour**
ENVR 391 ☐			
Senior Capstone			**3 Hours**
ENVR 491 ☐	ENVR 492 ☐		
Total			**60 Hours**

Requirements for a minor in Environmental Science: Biology 102, 105; Chemistry 101; Environmental Science 210; Environmental Studies 310; Geology 111; plus one of the following: Biology 318, Environmental Science 330, Environmental Studies 315 or 350, or Geology 304.

Environmental Studies

Environmental Studies is an applied interdisciplinary field which draws heavily upon the Social Science disciplines with inputs from the Natural Sciences and Humanities to address problems that arise in the interaction of Social, Political and Cultural systems and the Environment.

Requirements for a major in Environmental Studies: Biology 102, 105, Chemistry 101, Computer Science 210, Economics 211, 350, Writing 305 or 307, Environmental Science 210, 491, 492, Environmental Studies 310, 315, 391, Geology 111, 304, Mathematics 223 , Philosophy

321, and one course from Environmental Studies 233, 311, 320, 350, and Leadership 308, 333.

Foundations in Environmental Science		**15 Hours**
GEOL 111 ☐	BIOL 102 ☐	BIOL 105 ☐
CHEM 101 ☐	ENVR 210 ☐	
Statistics		**3 Hours**
MATH 223 ☐		
Computational Skills		**6 Hours**
CSCI 210 ☐	GEOL 304 ☐	
Environmental Studies		**18 Hours**
ECON 211	ECON 350 ☐	ENVS 310 ☐
ENVS 315 ☐	PHIL 321 ☐	
Electives: Two of the following		**6 Hours**
ENVS 233 ☐	ENVS 311 ☐	ENVS 320 ☐
ENVS 350 ☐	LEAD 308 ☐	LEAD 333 ☐
Environmental Professional Practice and Experiential Learning		**4 Hours**
WRIT 305 OR 307 ☐	ENVS 391 ☐	
Senior Capstone		**3 Hours**
ENVR 491 ☐	ENVR 492 ☐	
Total		**49-50 Hours**

Requirements for a minor in Environmental Studies: Economics 211, 350; Environmental Science 210; Environmental Studies 310, 315; Philosophy 321; and one elective chosen from the following: Environmental Studies 233, 311, 320, 350; Geology 304; Leadership 308, 333.

Environmental Science Courses

ENVR 210 Introduction to Environmental Science C

As a gateway to the Environmental Science and Environmental Studies degree programs, this course is intended for students who have two semesters of introductory level Biology, Geology or Chemistry. The course covers sustainable development, demography and the impact of population on the environment, nonrenewable and renewable energy, toxicology, and risk analysis from social, economic, public policy and scientific perspectives.

Credit: 3 Hours

ENVR 330 Environmental Sustainability: Pollution Control, and Technologies & Techniques for Creating Sustainable Societies

Examines sources and sinks of environmental pollution. Reviews technologies and techniques for pollution control, waste management, and the 3Rs: Reduce, Reuse, Recycle. Exploration of Life Cycle Analysis of technology, techniques and social pathways to enable a transition to Sustainability: Local to Global.

Credit: 3 Hours

ENVR 391 Experiential Learning

P-I-R option [Practicum, Internship or Research] credit assessed under this course. Each student's proposed field experience/research is to be approved by the program director and the student's advisor. Field supervision is to be performed by the program director, faculty advisor or another faculty member in conjunction with the host firm, agency or department. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Environmental Science majors.

Credit: 1 Hour

ENVR 491 Environmental Problem-Solving I

Students (normally working in teams) pursue "original" hands-on research related to a local environmental problem. Students apply interdisciplinary knowledge to research the problem and recommend possible solutions. This portion of the course is largely devoted to investigating the problem both in the field and in the literature. Culmination of this experience is in Environmental Science 492. This course is required of all Senior Environmental Science and Environmental Studies.

Prerequisites: Environmental Science or Environmental Studies majors and senior status.

Credit: 1 Hour

ENVR 492 Environmental Problem-Solving II

Research performed in Environmental Science 491 is completed and presented in a formal seminar and in a written report. This course is required of all Senior Environmental Science and Environmental Studies majors. (Continuation of Environmental Science 491)

Prerequisite: ENVR 491.

Credit: 2 Hours

Environmental Studies Courses

ENVS 233 Religion and Nature X

Religion and Nature is a survey course dealing with the diversity of religious worldviews on the natural environment. The course will begin with a broad overview of the historical and current interactions of faith and the natural world. The course then reviews worldviews of indigenous religions, south Asian religions, Buddhism, Chinese Traditions, Japanese Traditions, Judaism, Christianity, Islam, and Emerging Religions. The third component course area will deal with recent and emerging trends including but not limited to: ecocentrism and radical environmentalism, ecofeminism, sustainability, liberation theology, earthkeeping, new cosmologies/Gaia, globalization, community and ecojustice. (Also listed as Religion 233).

Credit: 3 Hours

ENVS 310 Environmental Policy and Law Y

Policies and politics of environmental protection and natural resource use are explored in this course. Origin and development of environmental law are examined with special emphasis on the role of the Public Trust Doctrine, Police Power, and traditions of Preservation and Conservation under law. The development and implementation of the National Environmental Policy Act and other key federal statutes are addressed. Principles governing regulatory compliance and execution of key natural resource and environmental management tasks at the federal and state levels are considered.

Credit: 3 Hours

ENVS 311 Politics of Global Ecology M

Explores the range of conventions, treaties and other arrangements in international law and politics for the management and protection of global environmental resources. Particular attention is paid to the international laws regarding Antarctica, the Open Seas, the Atmosphere, Biodiversity, Transboundry Resources (including the Great Lakes, boundary river systems, and pelagic and diadromous species), and Outer Space.

Credit: 3 hours

ENVS 315 Environmental Impact and Resource Assessment Y

History, philosophy and legal authority for the environmental impact assessment process are reviewed in this course. Environmental site assessment and auditing are examined. Linkages between federal and state regulatory matrices and impact assessment are addressed. Methods and techniques for conducting analyses are discussed. Risk analysis, social and economic impact assessment, technology assessment, and other assessment techniques are explored. Project management and data use are considered.

Credit: 3 Hours

ENVS 320 Science, Technology and Society K,Y

This course examines the meaning and impact of scientific discovery and technological innovation upon society. Economic and sociological issues and impacts will be examined as well, with special emphasis on the theory of scientific revolution and diffusion of innovation. Political, managerial/economic and social leadership regarding science and technology will be examined.

Credit: 3 Hours

ENVS 350 Land-Use Planning Y

This course is designed to provide students with a survey of issues in planning theory, practice and application. Programmatic and regulatory factors surrounding land-use are described and related to preservation, conservation and management of land resources. Design and implementation of the built human environment and infrastructure, and its relationship to land will be explored. Students will be shown how governments deal with environmental quality, economic development, growth management, coastal zone management and related issues in the context of land resources. Students will be exposed to principles governing regulatory compliance and execution of key land-use management tasks at the local, regional, state and national levels. To effectively accomplish this, class periods will be split between lecture and discussion. Offered alternate years.

Credit: 3 Hours

ENVS 391 Experiential Learning

P-I-R option [Practicum, Internship or Research] credit assessed under this course. Each student's proposed field experience/research is to be approved by the program director and the student's advisor. Field supervision is to be performed by the program director, faculty advisor or another faculty member in conjunction with the host firm, agency or department. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Environmental Studies Majors

Credit: 1 Hour

Additional Courses Used in the Environmental Science Program

- Biology 102 Environmental Biology
- Biology 105 Introductory Biology Laboratory
- Biology 230 Zoology
- Biology 245 Environmental Toxicology
- Biology 311 Flowering Plants
- Biology 312 Lower Plants
- Biology 318 Ecology
- Biology 340 Toxicology
- Biology 378 Field Biology Techniques
- Biology 450 Aquatic Biology
- Chemistry 101 Modern Chemistry
- Chemistry 131 General Chemistry I
- Chemistry 132 General Chemistry II
- Chemistry 133 General Chemistry I Lab
- Chemistry 134 General Chemistry II Lab
- Chemistry 260 Organic and Biological Chemistry
- Chemistry 303 Organic Chemistry I
- Chemistry 304 Organic Chemistry II
- Chemistry 305 Organic Chemistry Laboratory I
- Chemistry 306 Organic Chemistry Laboratory II
- Chemistry 420 Biochemistry
- Chemistry 422 Biochemistry Laboratory
- Computer Science 210 Scientific Computing and Problem Solving
- Economics 350 Environmental Economics
- Geology 111 Physical Geology
- Geology 202 Mineralogy and Petrology
- Geology 304 GIS/GPS Mapping and Analysis
- Geology 313 Sedimentation and Stratigraphy
- Geology 335 Environmental Hydrogeology
- Leadership 308 Science and Public Policy
- Leadership 333 Leaders in Environmental Activism
- Mathematics 125 Calculus I
- Mathematics 223 Statistics for Natural and Social Sciences
- Mathematics 224 Calculus II
- Philosophy 321 Environmental Ethics
- Physics 211 College Physics I
- Physics 212 College Physics II
- Writing 305 Business Writing
- Writing 307 Technical Writing

Finance

(See Business & Economics for major and minor)

First Year Courses

Associate Provost for the Undergraduate Curriculum: Dr. Suzanne H. Walker (Suzanne.Walker@marietta.edu)

Except as noted below, the following courses are required of all students as part of the College's General Education requirements. Once a student is enrolled in FYS 199 (FYS Dedicated sections of EDUC 110 or PETR 101), FYE 102, FYE 112, COMM 101, WRIT 110, or WRIT 060, s/he may not withdraw from the course. See Special Rules for First-Year Courses the Graduation Requirements section. Additionally, students can choose to enroll in one of several First Year Learning Communities offered each year.

FYS First Year Seminar Course

The First Year Seminar course is a topics course or a specially designated 100 level course designed to engage students in college level learning, which often means learning on one's own to a degree greater than was true in high school. Taken during the first semester, the course focuses on integrative learning, introducing first year students to the liberal arts and the important skills of critical thinking in the context of a class small enough to encourage discussion and interac-

tion. Some FYS courses are part of learning communities, helping students to form and deepen friendships by sharing more than one class together. Academic advising is organized through FYS and through other required freshmen courses. The course is graded with a letter grade, A-F. (Students transferring from other colleges with 25 or more credits are exempt from this requirement. This exemption does not apply to students who took college level courses while enrolled in high school.)

Credit: 3 hours

FYE 102 College Life and Leadership Lab

The College Life and Leadership Lab helps students to develop the skills and habits of a citizen leader, to value accountability to the community, personal ownership, and self-governance.

As part of the First Year Program, the course is designed to help students meet their responsibilities and make a successful transition to the world of higher education. The course is graded Pass or letter grade F, P/F, and may not be repeated. The course is optional.

Credit: 1 hour

FYE 105 College Success

This course assists students in developing strategies to overcome nonproductive study habits and in implementing positive study behaviors. It seeks to provide an intervention in your current academic standing to provide you with the resources necessary to be successful in the classroom. Through a variety of methods, the class will review various strategies for implementing change in order to improve individual performance.

*Note 1: The 2 credit version of the course is required for all first semester freshmen who have returned to the college on appeal. It is strongly encouraged for all freshmen on probation. It is open to all students.

*Note 2: Students designated by Admissions and the Director of the Academic Resource Center as "At-Risk" are required to take the course.

*Note 3: Students who take the 1 credit version of the course may retake the 2 credit version, but the grade will replace the grade earned in the 1 credit course.

Credit: 1-2 hours

FYE 112 Cultural Transitions

The Cultural Transitions course helps international students develop practical study skills appropriate for the expectations of the U.S. collegiate system and get acquainted/familiar with the Marietta College campus, courses and policies. Finally, the course assists students with broader cultural transitions issues faced by international students in areas such as communication, relationships, and customs.

As part of the First Year Program, the course is designed to help students meet their responsibilities and make a successful transition to the world of higher education in the U.S.. The course is graded Pass or letter grade F, P/F, and may not be repeated. The course is required for all International students.

Sections are offered in both Fall and Spring Semesters and must be taken the first semester a student is enrolled.

Credit: 1 hour

COMM 101 Fundamentals of Communication

This is an application-oriented course in which students learn foundational concepts necessary to develop effective communication skills in a variety of settings with an emphasis on public speaking. Analysis of verbal and nonverbal communication techniques across interpersonal, group, workplace, and public contexts develops skill in selecting and using appropriate communication strategies based on situational contexts and goals. Required of all students; course must be taken until completed with a grade of C- or better. (Students in the College Honors Program enroll in Honors 112.) Once a student is enrolled in COMM 101, s/he may not withdraw from the course. See Special Rules for First-Year Courses in the GRADUATION REQUIREMENT Section. Communication 101 is a prerequisite for all other Communication courses, excluding Communication 110, 201, and 217.

Prerequisite: Students who are required to take ESL 201 must earn a grade of "C-" of higher before enrolling in this course.

Credit: 3 hours

WRIT 110 College Composition

The study and writing of expository essays with attention to the development of research and analytical skills. Required of all first-time students without advanced placement standing in composition This course must be taken until completed with a grade of C- or better. Once a student is enrolled in WRIT 110, s/he may not withdraw from the course. See "Special Rules for First-Year Courses" in the Graduation Requirements section.

Prerequisite: SAT Verbal > 449 or ACT English > 18 or completion of WRIT 060 with a C- or better. Students who are required to take ESL 202 must earn a grade of "C-" of higher before enrolling in this course.

Credit: 3 hours

HONR 199, HONR 111, HONR 112

These courses are open only to first year students in the College Honors Program and satisfy requirements for FYE, WRIT 110, and COMM 101, respectively.

Learning Communities

Each year a variety of learning communities is offered for first year students. Learning communities provide students an opportunity to find greater coherence in what they are learning and greater interaction with faculty and peers through the linking of two or three typical first year courses. For example, a student might take a learning community with other students who are enrolled in the same sections of First Year Experience designated courses and COMM 101 or WRIT 110.

Themed Living and Learning communities are also available where multiple sections of FYS are housed together around a common theme. Faculty, Residence Life Staff, Peer Mentors and students work together to provide social, cultural, and educational opportunities and activities related to the theme. Students will live together in addition to being enrolled in related learning community courses.

Gender Studies

Director of program: Mary Barnas (mary.barnas@marietta.edu)

The Gender Studies program provides opportunities for the student to investigate and analyze the ways gender and biological sex have influenced individuals, societies, cultures, and human thought in the past and to seek to understand these same dimensions in the present. In particular, opportunities will be given to

- learn how concepts of gender influence social and interpersonal behavior
- recognize how sexuality can influence social and personal decisions
- grasp how social constructs (legal, political, religious systems) attempt to regulate human sexuality
- become familiar with various men's and women's groups and gain an understanding of what men and women seek from membership in these groups
- gain an understanding of how and why tensions arise between these groups
- explore one's own gender role and identity
- acquire empathy toward the various and often differing individual definitions of 'womanhood' and 'manhood'
- examine the impact of gender identity on human relations historically and cross culturally

Requirements for a minor in Gender Studies: Gender Studies 150, Psychology 150, plus four courses from the following areas (but not more than two from each area):

A: Economics 325, Gender Studies 350, Psychology 225;
B: Chinese 370, English 235, Gender Studies 325, 380, History 329, Linguistics 232, Philosophy 241;
C: Art History 373, Communication 319, 380 (when topic is Gender and Communication), Theatre 350 (when topic is Gay Drama)

Courses which have been approved as Gender Studies courses are identified with a "Z" in the course listings distributed each semester by the Records Office.

Gender Studies Courses

GEND 150 The Naked Person! X, W

The Naked Person focuses on both sociocultural and biological constructions of the gender roles of women and men by stripping away preconceived stereotypes. This course covers fundamental terms, theories, and concepts pertaining to gender studies. Feminist theory is used to examine such issues as: feminism, gender socialization, sexual orientation, education, mass media, economic and political systems, marriage and family, violence, health care, and religion. This course primarily focuses on American gender construction, but also addresses gender construction globally.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

GEND 325 American Leaders in Gender Issues K, X, W

This course examines the writings and lives of American gender leaders from the Seneca Falls Convention through the present. Particular attention will be paid to the work done by Elizabeth Cady Stanton and Susan B. Anthony, Charlotte Perkins Gilman, Ann Douglas Wood, Betty Friedan, Gloria Steinem, Camille Paglia, Naomi Wolf, and Susan Faludi. Major leaders in the American Gay Rights Movement will also be studied. Opposing perspectives will be examined and students will be challenged to think about their viewpoints, and how they can become leaders in the struggle to ensure equality for everyone's rights.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

Courses used in the Gender Studies Minor

Art History 373 Women in the Visual Arts

Asian Studies 370 East Asian Cultures through Film M, P, W

Communication 380 Topics in Communication (when topic is "Gender and Communication")

Economics 325 The Economics of Gender X

English 235 Concepts of Gender L, W

History 329 European Feminism and European Tradition

Linguistics 232 Language, Gender and Culture M, X

Philosophy 241 Philosophy of Sex and Love X

Psychology 150 Human Sexuality

Psychology 225 Psychology of Gender X

Theatre 350 Topics in Dramatic Literature (when topic is "Gay Drama") L,R

Geology

Department of Petroleum Engineering and Geology
Website: http://www.marietta.edu/~geol/
Chair: Dave Freeman (freemand@marietta.edu)
Administrative Assistant: Sue Hiser

Requirements for major in Geology: Thirty-four hours of Geology and geology related petroleum engineering courses, including 22 hours of required courses (Geology 111, 112, 201, 202, 411, 412, Petroleum 216) and 12 hours of elective courses chosen from Geology 104, 302, 304, 313, 322, 326, 335, 336; and Petroleum 343. Required supporting sciences: Chemistry 8 hours (131, 132, 133, 134), either 8 hours of Biology (101, 102, 105, 106) or 8 hours of Physics (221, 222), 4 hours of Mathematics (125), and 3 hours of Computer Science (210). Required writing course: 3 hours (Writing 307). Recommended but not required: an approved summer Geology field course, additional upper-level courses in Biology, Chemistry, Computer Science, Mathematics, and/or Physics.

Required Courses 18 Hours

GEOL 111 ☐	GEOL 112 ☐	GEOL 201 ☐
GEOL 202 ☐	PETR 216 ☐	

Chemistry 8 Hours

CHEM 131,133 ☐	CHEM 132,134 ☐

English 3 Hours

WRIT 307 ☐

Mathematics - Computer Science: 7 Hours

MATH 125 ☐	CSCI 210 ☐

Geology Electives:
Twelve hours from the following 12 Hours

GEOL 104 ☐	GEOL 302 ☐	GEOL 304 ☐
GEOL 313 ☐	GEOL 322 ☐	GEOL 326 ☐
GEOL 335 ☐	GEOL 336 ☐	PETRO 343 ☐

Biology - Physics Elective: either **8 Hours**
BIOL 101 AND 105 ☐ BIOL 102 AND 106 ☐
OR
PHYS 221 AND 222 ☐

Senior Capstone **4 Hours**
GEOL 411 ☐ GEOL 412 ☐

Total **60 Hours**

Freshman Year: Fall		**Spring**	
Geology 111	4 hrs	Geology 112	4 hrs
Chemistry 131, 133	4 hrs	Chemistry 132, 134	4 hrs
First Year Seminar	3 hrs	Writing 110 or Communication 101	3 hrs
Writing 110 or Communication 101	3 hrs	Petroleum 216	3 hrs
Mathematics 125 or 121	4 hrs	Mathematics 125 or 224*	4 hrs
	18 hrs		18 hrs
Sophomore Year: Fall		**Spring**	
Computer Science 210	3 hrs	Biology 102/106 or Physics 222	4 hrs
Biology 101/105 or Physics 221	4 hrs	Geology 202	4 hrs
Geology 201	3 hrs	Geology 306	1 hrs
General Education	3 hrs	General Education	3 hrs
	13/14 hrs	General Education	6 hrs
			15 hrs
Junior Year: Fall		**Spring**	
Geology elective	3 hrs	Geology elective	3 hrs
Geology elective	3 or 4 hrs	Writing 307	3 hrs
Geology elective	3 hrs	Geology elective	3 hrs
General Education	6 hrs	General Education	6 hrs
	15/16 hrs		15 hrs
Senior Year: Fall		**Spring**	
Geology elective	3 hrs	Geology elective	3 hrs
Geology 411 Capstone	2 hrs	Geology elective	3 hrs
General Education	9 hrs	Geology 412 Capstone	2 hrs
	14 hrs	General Education	6 hrs
			14 hrs

* Required for those that choose Physics 234

Notes:
1. Students are cautioned to work closely with advisors in the department when choosing major electives and choosing support sciences.
2. Students interested in pursuing graduate study are expected to take additional courses in Chemistry, Math, Physics or Biology and an approved Summer Field Course.

Requirements for a minor in Geology: Geology 111, 112, 201; 1 hour chosen from 306, 395, or 396; and six additional hours of geology electives.

Geology Courses

GEOL 103 Physical Geography

Topics covered include spatial science and the geographer's mapping tools, the Earth's global energy balance, the oceans and atmosphere and their role in the Earth's climate and its weather systems, global climate change and its impact on society, earth materials emphasizing soils, and landforms made by volcanic, tectonic, weathering, mass wasting, running water, waves, wind, and glacial processes.

Credit: 4 Hours.

GEOL 104 Dinosaurs **C**

An introduction to the fascinating world of dinosaurs through fossils, models, books and film. Travel back in time and meet the 19th century scientists who made these fossils come to life. Understand the changing concepts of dinosaurs and the important scientific discoveries supporting these changes. Learn how paleontologists interpret where, when and how dinosaurs lived. Recognize the main groups of dinosaurs and their unique evolutionary characteristics. Learn the anatomy and classification of 35+ common dinosaurs.

Satisfies "Scientific Inquiry - with Lab," "B," when combined with Geology 105.

Credit: 3 Hours

GEOL 105 Dinosaur Lab **B**

This laboratory experience is presented as an apprenticeship in the field of vertebrate paleontology. Jurassic dinosaur and other vertebrate faunal material collected in Utah will be prepared and studied. Lab exercises include instruction for the proper use of tools, technique application and procedures to prepare fossil dinosaur material for archival storage and/or study. Application of the scientific method using vertebrate data and geologic principles will also be a part of the laboratory experience. A comprehensive scientific report is required. Additional fees apply.

Prerequisite: Geology 104 or concurrent enrollment in Geology 104.

Satisfies "Scientific Inquiry - with Lab," "B," when combined with Geology 104.

Credit: 1 Hour.

GEOL 111 Physical Geology **B**

Minerals and rocks; natural processes operative in forming surface of earth and structural features of earth's crust. Laboratory work consists of study of common minerals and rocks and use of topographic maps and aerial photos in interpretation of surface features. Additional fees apply.

Credit: 4 Hours.

GEOL 112 Historical Geology **B**

History of Earth traced from beginning to present, emphasizing geology of North America with a focus on tectonic, paleogeographic and paleoclimatic changes through time. There is a focus on understanding environments where sediments are deposited. Evolution of major groups of animals and plants is stressed. Laboratory work consists of building skills necessary to make observations and interpretations about the history of the Earth. Additional fees apply.

Prerequisite: Geology 111.

Credit: 4 Hours.

GEOL 201 Earth Resources

A comprehensive study of earth resources including fossil fuels, alternative fuels, metals, and industrial rocks and mineral resources and the environmental impact of resource exploitation and use. Offered alternate fall semesters.

Prerequisite: Geology 111.

Credit: 3 Hours

GEOL 202 Mineralogy and Petrology

A comprehensive study of the most important rocks and rock-forming minerals: Includes the description, classification, genesis, and geologic significance of igneous, sedimentary, and metamorphic rocks. Laboratory work consists of basic optical mineralogy as well as megascopic and microscopic and petrography. Offered spring semesters.

Prerequisites: Geology 111 and 112, Chemistry 131 or concurrent enrollment.

Credit: 4 Hours.

GEOL 302 Structural Geology

The description, classification and mechanics of fractures, faults, folds and related structures of the earth's crust; the concepts of stress, strain and tectonics; the determination of structure from geologic maps, and the techniques of structural analysis. Offered alternate spring semesters. Field trip required as part of this course.

Prerequisites: Geology 112 and a working knowledge of trigonometry and geometry.

Credit: 3 Hours

GEOL 304 Introduction to GIS Mapping and Analysis

An introduction to Geographic Information Systems with emphasis on practical applications to earth and environmental science. A "hands on" course in which participants use GIS software to complete a series of projects. Offered fall semesters.

Prerequisites: Geology 111 and Computer Science 210

Credit: 3 Hours

GEOL 306 Demonstration Field Trip

One-to-two-week field trip taken in May to various localities in United States or Canada. Written reports required. Additional fees apply.

Prerequisite: Two courses in Geology and written permission of instructor.

Credit: 1 or 2 Hours.

GEOL 313 Sedimentation and Stratigraphy

Fundamental principles of sedimentation and stratigraphy. Sedimentary processes, products, and structure to interpret depositional conditions and history necessary for environmental interpretation and resource exploration. Offered alternate fall semesters.

Field trip required as part of this course.

Prerequisite: Geology 112.

Credit: 3 Hours

GEOL 322 Invertebrate Paleontology

Systematic classification of invertebrate fossils, their geologic range, distribution, and habitat, and use of guide fossils in age determination of geologic formations. Offered alternate fall semesters. Field trip required as part of this course.

Prerequisite: Geology 112. Recommended prerequisite: Biology 102.

Credit: 3 Hours

GEOL 326 Petroleum Geology

The geological aspects of the petroleum system that are important to exploration and development used in evaluation of petroleum reservoirs. Includes techniques of subsurface mapping; theories of origin, evolution, migration, and trapping of hydrocarbons; introduction to reflection seismology. Emphasis on geographic and geologic localities of current industrial interest. Practical problems and mapping exercises included. Offered spring semester. Additional fees apply.

Prerequisites: Geology 111 and 112

Credit: 3 Hours.

GEOL 335 Environmental Hydrogeology

Principles and practices in applied hydrogeology. This course covers fundamental concepts about groundwater occurrence, movement through porous media, aquifer properties, contamination, and management issues. Offered alternate spring semesters.

Prerequisites: SAT-M of 400+ or ACT-M of 19+ or completion of Mathematics 080 with a grade "C" or better and Geology 111 or 101

Credit: 3 Hours.

GEOL 336 Environmental Engineering Geology

An Introduction to engineering properties of soils and rocks, their classification, and geological site investigations. This course also covers other topics such as landslide and slope stability analysis and practices applied in environmental and engineering projects. Laboratory exercises will introduce with hands-on examples and activities. Offered alternate spring semesters.

Prerequisites: SAT-M of 400+ or ACT-M of 19+ or completion of Mathematics 080 with a grade "C" or better and Geology 111 or 101

Credit: 3 Hours.

GEOL 411 Geology Capstone: Directed Research

A directed field or laboratory based research project on some aspect or problem in geology. Students must present an oral summary of their project results. All projects must be initiated with a proposal and approved by the instructor. Students should begin planning for this course by consulting with a faculty member early in the semester prior to their senior year. Open to seniors who have completed most of the requirements for a major in geology. Offered fall semesters.

Prerequisites: Permission of instructor

Credit: 2 Hours

GEOL 412 Geology Capstone: Directed Report Writing

A continuation of GEOL 411 in which students revise, amend, or append to, their capstone research project and prepare a formal written report. Offered spring semesters.

Prerequisites: GEOL 411

Credit: 2 Hours

Graphic Design

(See Art for major and minor)

Health Science

(See Biology for major)

History

Department of History, Philosophy, and Religion
Website: http://www.marietta.edu/~hist/
Chair: Kathryn N. McDaniel (mcdaniek@marietta.edu)
Administrative Coordinator: Christina Hendershot

The mission of the Department of History is to provide coursework in history for both majors and non-majors which will give students access to the virtually limitless realm of human experience. Students' personal perspectives thus will be broadened and they will be set on the path toward responsible citizenship in a democratic society. The history program will also help students become more effective communicators and will increase their ability to acquire, interpret and derive meaning from a variety of historical texts. Finally, students will become discerning connoisseurs of different ideas and sources of information. Those who graduate with a major in history will have moved beyond information and knowledge to an understanding of how historians do their work and what it means to be a historian. In short, they will be prepared to teach the discipline, succeed in graduate programs or work in other capacities as professional historians.

In addition to offering a major and a minor in History, the department participates in the interdisciplinary majors and minor in Asian Studies as well as a minor in Latin American Studies. These minors are described under "Area Studies" elsewhere in this section of the Catalog.

Requirements for a major in History: thirty-nine (39) hours in history, including History 101 or 102; 3 hours from History 119, 120, or 121; 3 additional hours in American history; 3 hours in European history; 3 hours in Asian history; plus History 202, 402 and 18 additional hours of history electives, including a minimum of 9 hours at the 300-400 level.

Required Courses **9 Hours**

HIST 101 OR 102 ☐ HIST 119, 120 OR 121 ☐
HIST 202 ☐

American History (not used above) **3 Hours**

HIST 101 ☐	HIST 102 ☐	HIST 240 ☐
HIST 301 ☐	HIST 307 ☐	HIST 310 ☐
HIST 311 ☐	HIST 312 ☐	HIST 316 ☐
HIST 317 ☐	HIST 319 ☐	HIST 322 ☐

*THESE COURSES CAN SERVE EITHER THE AMERICAN HISTORY OR THE EUROPEAN/NON-WESTERN REQUIREMENT, BUT NOT BOTH.

European and Non-Western History (not used above) **3 Hours**

HIST 111 ☐	HIST 119 ☐	HIST 120 ☐
HIST 121 ☐	HIST 230 ☐	HIST 252 ☐
HIST 253 ☐	HIST 329 ☐	HIST 339 ☐
HIST 340 ☐	HIST 349 ☐	HIST 352 ☐
HIST 354 ☐		

Asian History **3 Hours**

HIST 260 ☐ HIST 270 ☐ HIST 359 ☐

History Electives (minimum of 9 hours at 300-400 level) **18 Hours**

Senior Capstone **3 Hours**

HIST 402 ☐

Total **39 Hours**

Recommended for prospective graduate school students: Two foreign languages.

Recommended for prospective law school students: Accounting 201 and 202.

Requirements for a minor in History: HIST 202; 3 hours in American history; and 3 hours in European or Asian and/or non-Western history; 9 additional hours of history electives.

History Courses

HIST 101 U.S. History, The First Century **P**

Emphasizes social, economic, and political developments in the U.S. from 1775 to 1890, plus the emergence of the U.S. into the world of nations, appreciation of America's heritage, and an introduction to the questions of historiography. Intended for students with freshman or sophomore standing. Others with instructor permission.

Credit: 3 Hours

HIST 102 U.S. History, The Second Century **P**

Emphasizes social, economic, and political developments in the U.S. from 1890 to the present, understanding the maturation of the U.S. as a world power and our American heritage, plus an introduction to historiography. Intended for students with freshman or sophomore standing. Others with instructor permission.

Credit: 3 Hours

HIST 111 Christianity: a Global History **M,P**

This course will be a general survey of the history of Christianity, from its origins to the present day. It will focus especially on Christianity as global, culturally diverse religion. In addition, this course will also serve as an essential introduction to Christian scripture and theology. (Also listed as Religion 111)

Credit: 3 Hours

HIST 119 World History, From Antiquity to 1100 **M, P**

This is an introductory level course to world civilizations that follows the story of the human race from its murky origins through to the 12th century. The focus of this course will be on the development of civilizations, belief systems (philosophies and religions), and empires in a gradual movement which comes to effect greater awareness and interaction among various peoples and states. The range of topics and themes in the course though will extend from political and intellectual history through social, literary, economic and even ecological history. (Also listed as Religion 119)

Credit: 3 hours

HIST 120 History of World Civilizations: 1100-1815 M,P

A survey of the important events, people, and ideas in world history from the twelfth century to the end of the Napoleonic Wars. Emphasizes the creation of global networks and the eventual dominance of European powers.

Credit: 3 Hours

HIST 121 History of World Civilizations: 1815 to Present M,P

A survey of the important events, people, and ideas in world history in the modern era. Emphasizes the formation and destruction of European empires, technological and social developments throughout the world, and current world problems related to historical issues.

Credit: 3 Hours

HIST 202 Professional Historian P,W

This course serves as an introduction to the historical discipline. Assignments develop research and writing skills, and culminate in a major research project. In addition, students will be exposed to different perspectives on and uses of history in a wide variety of professions, including education, public history, museum studies, law and government. This course is a requirement for the major, and is a prerequisite for the capstone. Optimally, this course should be taken in the sophomore year.

Credit: 3 Hours

HIST 220 Introduction to Human Geography M,P

Introduction to the discipline of human geography, the study of where and why human activities are located where they are. The course is designed around important issues within the field of human geography, including globalization, population, religion, language, resource issues, and development.

Credit: 3 Hours

HIST 230 World War II M,P

This course will provide a general overview of the socio-political and military history of the Second World War (1937-1945), including the causes, primary leaders, and enduring consequences of the conflict.

Credit: 3 Hours

HIST 240 History of American Medicine and Public Health P

Offers an introduction to the history of medicine and public health in the United States from the Colonial period to the present. The course focuses on differing conceptions of disease, health, and healing throughout American history, the changing role of medicine and medical professionals in American life, and the development of health care policies on local and federal levels.

Credit: 3 Hours

HIST 252 History of Britain to 1714 P,W

Political and cultural study of Britain in the pre-modern era. Emphasizes the effects of invasions, the consolidation of power, religious and cultural battles, and literary and intellectual developments. Includes interpretation of such major events as the Viking Invasions, Norman Conquest, Hundred Years' War, Renaissance and Reformation, English Civil War, and Glorious Revolution.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

HIST 253 History of Britain, 1714-the Present P,W

A study of Britain in the modern era, focusing on political and cultural developments. Emphasizes such themes as the growth of political stability, the age of revolutions and reform, Victorians and imperial conquests, the British experience of the world wars, and the social and cultural conflicts of contemporary Britain.

This course is not open to students who have already completed History 251, except where the student wishes to repeat the course and replace the earlier grade under the College policy.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

HIST 260 Chinese Civilization M,P

This course is an introductory chronological survey to Chinese civilization from the Neolithic to the present day. It will present an overview of major themes and introduce important people and events in Chinese history.

Credit: 3 hours

HIST 270 History of Chinese Buddhism M,P

This is an introduction to the history of Buddhism in Asia. It covers its origins in India, the development in South Asia and Central Asia and its expansion into East Asia. It will delve into various aspects of Buddhism, such as the textual, monastic, political, and economic among others. (Cross-listed as RELI 270)

Credit: 3 hours

HIST 301 Founding a New Nation

Beginnings and development of British colonies, course of American Revolution, and adoption of Constitution in 1789.

Credit: 3 Hours

HIST 307 Civil War and Reconstruction P

Examines the nation's crisis from secession of South Carolina through years of war and period of Reconstruction.

Credit: 3 Hours

HIST 310 History of Religion in the United States P

This course will study major and minor religious traditions in the United States: Native American religions, Protestant and Catholic Christianity, Judaism, Islam, and others. We will explore the history of these communities and their interactions with each other and with American culture. (Also listed as Religion 310.)

Credit: 3 Hours

HIST 311 History of African-American Religion P,X

This course explores the history of African-American religion, including African traditional religions in America, African-American Christianity, Islam, and new religious movements. Our study will range from the time of slavery, through the periods of emancipation, reconstruction, the Great Migration, the Civil Rights era, to the present day. (Also listed as Religion 311.)

Credit: 3 Hours

HIST 312 Recent American History

Domestic, political, economic, and social developments since 1919.

Credit: 3 Hours

HIST 316 The West in American Life P

Processes of settlement, Indian relations, fur trade, mining, ranching, religion.

Credit: 3 Hours

HIST 317 Native American History

America's first inhabitants from 1200 to present. Emphasizes native peoples and their cultures in North America.

Prerequisite: Junior standing or written permission of instructor.

Credit: 3 Hours

HIST 319 Notable American Women K,P

Using a biographical approach, this course will study the communication skills and leadership qualities of outstanding American women from the nation's founding to the present. (Also listed as Communication 319.)

Prerequisite: Junior or senior standing.

Credit: 3 Hours

HIST 322 American Foreign Relations

Significant factors that have shaped and are shaping American relations with outside world. Emphasizes period since 1898. Primary theme is clash between realistic and idealistic goals.

Credit: 3 Hours

HIST 327 Survey of Latin American History

Spanish colonization and wars of independence provide background for understanding modern development and turmoil in countries of Central and South America.

Credit: 3 Hours

HIST 329 European Feminism and the European Tradition M,P

A history of women and the feminist movement in Europe from the 17th century to the present. Topics include changes in concepts of gender and sex, feminism and antifeminism, women's experiences of modern war, the influences of liberalism, socialism, and fascism on women's lives, and feminist leadership on such issues as suffrage, access to education and work, economic equality, sexual liberation, and world-wide emancipation for women.

Credit: 3 Hours

HIST 339 Middle Ages P

Europe from the fall of the Roman Empire to the Renaissance in the 14th century. Emphasizes the major institutions, culture, and intellectual history of Middle Ages. (Also listed as Religion 339.)

Credit: 3 Hours

HIST 340 Renaissance and Reformation P

Emergence of the "new" Western man and woman as seen through study of institutions, literature, and art of 14th through 16th centuries. (Also listed as Religion 340.)

Credit: 3 Hours

HIST 349 Twentieth-Century Europe K,P

Study of European tragedies and triumphs from the Great War to the European Union over the course of history's most brutal century. Emphasizes the experience and consequences of World War I, the conflict between ideological systems (liberalism, communism, fascism), development of the totalitarian state, collapse of empires, fall of communism, and European unification.

Credit: 3 Hours

HIST 352 Scientific Revolution and Enlightenment P

A study of the "Age of Reason," in which Europeans came to revere science as the central source of truth about the natural world and humanity. Includes examination of the origins of the scientific method, natural magic, emerging ideas about the universe, the scientific shaping of ideas about sex and race, shifting notions of nature and religion, and emerging concepts of political, economic, and sexual liberty.

Credit: 3 Hours

HIST 354 Age of Nationalism W

Examines the history of European nation-states and nationalism from the French Revolution to the first world war. Focuses on major political and ideological developments including the expansion of liberalism, the Industrial Revolution, origins of socialism and communism, gender and class consciousness, unification of Italy and Germany, expansion of empires, and European power-politics.

Credit: 3 Hours

HIST 359 East Asian History to 1850 P

Introduction to East Asian social, cultural, and political developments from prehistory to the middle of the nineteenth century. The course focuses predominantly on China as the hearth of East Asian civilization.

Credit: 3 Hours

HIST 360 East Asian History from 1800 M,P

Social, cultural, and political developments in East Asia from the nineteenth century to the present. The course explores East Asian societies' varied responses to the challenges presented by contact with the West, as well as different courses taken with regard to the process of modernization.

Credit: 3 Hours

HIST 376 Hebrew Bible/Old Testament

This course will be an introduction to and exploration of the Jewish *Tanak*, or Hebrew Bible, which Christians call their Old Testament. We will read substantial portions of the three major sections of the Hebrew Bible (law, prophets, and writings) in English translation with the help of a number of scholarly secondary sources. We will seek to understand how the Bible functions as a historical primary source, as a cultural influence, as literature, as a starting point for religious and philosophical discussion, and as a scripture for both the Jewish and the Christian tradition. (Also listed as Religion 376.)

Credit: 3 Hours

HIST 377 New Testament P

This course will be an introduction to and exploration of the writings that make up the Christian New Testament. Reading the New Testament with the help of scholarly resources, students will explore how this text functions as a historical primary source, as literature, as a starting point for discussion of contemporary issues and experience, and as sacred text for the Christian tradition. (Also listed as RELI 377.)

Credit: 3 Hours

HIST 402 Senior Capstone Course

Examination of the methods and philosophies of historical research, and completion of a research project using some of them.

Credit: 3 Hours

Internship in History

Provides student with experience in archival, special collections, historical preservation, and/or museum work. Student works under supervision of archivist, librarian, or museum curator in conjunction with advisor in History Department.

Prerequisite: Junior or senior standing and approval of department chair.

Credit: 1 to 3 Hours.

Honors

(See Curricular Options and Enhancements for admission and program requirements)
Director: Alicia Doerfliinger, Associate Professor of Psychology (ad001@marietta.edu)

HONR 111 Honors Literature **L**

Honors Literature helps students develop skills in reading and analyzing texts, writing expository essays, and exercising critical thinking and research skills they will need on their life journeys. This course fulfills the WRIT 110 College Composition component of the general education curriculum for students accepted into the Curriculum Honors program.

Credit: 3 Hours

HONR 112 Honors Communication

Students will gain communication skills through the study of theory and practical experience in a variety of speeches. Principles of informing and persuading the listener through logical organization, use of evidence and motive appeals, effective verbal and nonverbal communication across contexts. Open to honors students. Assignments in the course are challenging with expectations of higher performance levels. This course fulfills the COMM 101 Fundamentals of Communication component of the general education curriculum for students accepted into the Curriculum Honors program.

Credit: 3 Hours

HONR 295 Honors Fellowship

Students in the Curriculum Honors Program may apply for an Honors Fellowship to the Honors and Investigative Studies Committee. If awarded an Honors Fellowship, the student works on a research or creative project directed by an instructor. The topic of the project is determined based on consultation between the instructor and student.

Credit: 1-3 Hours

Information Systems

(See Mathematics, Computing and Information Systems for major and minor)

International Business

(See Business & Economics for major)

Journalism

(See Communication for major and minor)

Land & Energy Management

(See Business & Economics for major)

Latin American Studies

(See Modern Languages for minor)

Leadership

The McDonough Center for Leadership and Business
Website: http://mcdonough.marietta.edu
Dean of the McDonough Center: Gama Perruci (gama.perruci@marietta.edu)
EIR/LIR: Pat Willis (2016-2017 Fitzgerald Executive-in-Residence); Donna Collins (2015-2016 Schwartz Leader-in-Residence)
Director of Civic Engagement: Maribeth Saleem-Tanner; Nonprofit Capacity Building Program Manager: Heather Eichner, AmeriCorps VISTA: Ricci Davis.
Administrative Coordinator: Christy Hockenberry (hockenba@marietta.edu)
COMCorps: Laurel Johnson; Program Director for Nonprofit LEAD: Amy Elliott

The McDonough Center for Leadership and Business, endowed by a gift in memory of Bernard P. McDonough, a local industrialist, has been designed to allow students to study leadership through a multidisciplinary liberal arts perspective. The underlying theme that guides the Center's mission is its commitment to civic engagement and the development of citizen-leaders. A student's participation in the Leadership Program can take several forms:

- Major in International Leadership Studies (ILS)
- Minor in Leadership Studies (MLS)
- Certificate in Leadership Studies (CLS)
- Engineering Leadership Certificate (ELC)
- Teacher Leadership Certificate (TLC)
- Enrolling in a Leadership-designated course

Students pursuing the International Leadership Studies major, the minor/certificate in Leadership Studies, as well as the Engineering or Teacher Leadership Certificates, are named McDonough Scholars. Admission to the McDonough Scholars Program (ILS, MLS, CLS, ELC, and TLC) is competitive. Criteria for admission into the McDonough Scholars Program: (1) strong record of academic achievement; (2) evident record of leadership in high school and/or in the community; and (3) thoughtful and complete answers to the questions in the McDonough application form.

Requirements for major in International Leadership Studies (ILS): Leadership 101 or 111, 103, 140, 201, 203 or 112, 240; one of Communication 385, Leadership 225, 350; History 121 and Political Science 130; one of Political Science 120, 207, 340; one of Art History

261, English 205, Music 331; three courses from one of the following area study components Asia: Chinese 130, 370, History 359, 360; Europe: French 130, 131, 310, 330, 331, 360, History 329, 349, 354, Political Science 203, 327, 328; Spanish 330, 350, 360; Latin America: History 327, Leadership 260, Spanish 232, 331, 332, 351; plus, for track 1, Chinese, French or Spanish 101, 102, 201, 202, 301, or for track 2, Communication 420, Writing 305. In addition all students must complete one of the following international experiences: study abroad (semester or year-long experience approved by the College's Office of Study Abroad), summer internship abroad, or extensive-service trip abroad (three or more weeks) ; and a total of 125 hours of approved community service. Capstone: Leadership 403.

Track 1 is designed for students for whom English is their first language. Placement in language courses generally follows the rule that a student with one or two years of a particular language in high school can appropriately enroll in the 101, 102 courses. Students with three to four years should enroll in 201, 202 courses. Further placement techniques will be used to determine the best level of study. Depending on the student's level of proficiency, the Department of Modern Languages may waive one or more courses in Chinese, French, or Spanish.

Track 2 is available to students for whom English is not their native tongue. Students wishing to follow Track 2 must obtain written permission of both the Chair of the Department of Modern Languages and the Dean of the McDonough Center.

Leadership **17 hours**

LEAD 101 OR 111 ☐	LEAD 103 ☐	LEAD 140 ☐
LEAD 201 ☐	LEAD 203 OR 112 ☐	LEAD 240 ☐

One of the following

COMM 301 ☐	COMM 385 ☐	LEAD 225 ☐
LEAD 350 ☐		

Liberal Arts Component **12 Hours**

HIST 121 ☐	POLS 130 ☐

One of the following

POLS 120 ☐	POLS 207 ☐	POLS 340 ☐

One of the following

ARTH 261 ☐	ENGL 205 ☐	MUSC 331 ☐

Area Study Component **9 Hours**

Any three courses from one of the following areas:

Asia:

ASN 361 ☐	ASN 362 ☐	ASN 370 ☐
CHIN 130 ☐	HIST 359 ☐	HIST 360 ☐

Europe:

FREN 130 ☐	FREN 131 ☐	FREN 310 ☐
FREN 330 ☐	FREN 331 ☐	FREN 360 ☐
HIST 253 ☐	HIST 329 ☐	HIST 349 ☐
HIST 354 ☐	POLS 327 ☐	POLS 328 ☐
SPAN 330 ☐	SPAN 350 ☐	SPAN 360 ☐

Latin America:

HIST 327 ☐	LEAD 260 ☐	SPAN 232 ☐
SPAN 331 ☐	SPAN 332 ☐	SPAN 351 ☐

Approved Community Service Hours for ILS majors: **125 Hours**

International Experience Component

Completion of one of the following international experiences: study abroad (semester or year-long experience approved by the College's Office of Study Abroad), summer internship abroad, or extensive service trip abroad.

Capstone **3 Hours**
LEAD 403 ☐

Plus for track 1:

Language (select one language) **15 Hours**

LANG 101 ☐	LANG 102 ☐	LANG 201 ☐
LANG 202 ☐	LANG 301 ☐	

Depending on the student's level of proficiency, the Department of Modern Languages may waive one or more courses in the chose language.

Total for track 1 **56 Hours**

Plus for track 2:
one of the following **3 Hours**
COMM 420 ☐ WRIT 305 ☐

Total for track 2 **44 Hours**

Requirements for the minor in Leadership Studies (MLS): Leadership 101, 103, 140, 201, 203, and 240; six additional credits from one content area (as outlined at the end of this section); completion of a summer internship, extensive service project (three or more weeks), or study abroad experience approved by the Dean of the McDonough Center; and a total of 100 hours of approved community service. Study abroad for the MLS is defined as an extensive summer, semester or year-long experience approved by the College's Office of Study Abroad. The MLS requires 20 credit hours.

Requirements for the Certificate in Leadership Studies (CLS): Leadership 101, 103, 140, 201, 203, and 240; three additional credits from one content area (as outlined at the end of this section); and a total of 50 hours of approved community service.

Requirements for the Engineering Leadership Certificate (ELC): Leadership 103, 203, and 240; Petroleum Engineering 101 and 325; three additional credit hours from the Engineering Leadership Electives content area (as outlined at the end of this section); and a total of 50 hours of approved community service.

Requirements for the Teacher Leadership Certificate (TLC): Leadership 101, 103, 140, 210; Education 110, 253; and a total of 25 hours of approved community service to be completed through Leadership 101 and 103.

Students in the McDonough Scholars Program described above (ILS, MLS, CLS, ELC, TLC) complete a one-week EXCEL (Experience Civic Engagement and Leadership) Workshop before taking the first course in the program.

Leadership Courses

LEAD 101 Foundations of Leadership **K**

Foundations course in leadership studies. This course introduces students to the academic study of leadership, leadership thought in Western Civilization, the leadership tradition in the United States, and competing perspectives of leadership between individualism and communitarianism. Students consider and assess their existing

concepts of leadership by exploring the tradition of commentary about the subject. Students are encouraged to improve upon their thinking about the ways leadership manifests itself in contemporary United States society. Strong emphasis is placed on students learning how to apply critical thinking and reasoning in studying leadership. Additional fees apply.

Prerequisite: McDonough Scholar status

Credit: 3 Hours

LEAD 103 Organizational Leadership Y

(Continuation of Leadership 101 for ILS/MLS/CLS/TLC students.) This course examines leadership in organizations from various standpoints including: leaders, followers, common goals, the immediate operating environment, and the cultural values and norms that affect the leadership process. Students participate in service learning to help them apply their knowledge to the leadership process they see operating at their service site, and to thoughtfully observe and reflect upon their experience with leaders in specific organizational contexts. Additional fees apply.

Prerequisite: Leadership 101, Education 110, or Engineering 101.

Credit: 3 Hours

LEAD 111 Foundations of American Leadership K

Fundamentals of American Leadership looks at leadership from an American perspective: it examines some of the key contemporary theories of leadership, explores the use of power in leadership situations and relationships, and considers the ethics of leadership. The course also attempts the challenging but increasingly important task of building effective teams to accomplish group purpose.

Credit: 3 Hours

LEAD 112 Leadership in Global Contexts M

Leadership in Global Contexts compares leadership across cultures and countries, explores the relationship between culture and leadership styles, ideas of cultural diversity and globalization, and a variety of considerations with implications for leading within and across national borders and global regions. The course also explores the challenging but increasingly important task of working across cultures in teams composed of persons from different cultures, ethnicities, racial identifications, and religious and social backgrounds.

Credit: 3 Hours

LEAD 121 Leadership Training for Resident Assistants

Discussion and practice of specific leadership skills necessary for the resident assistant position: communication, assertiveness, conflict management, problem solving, and coalition building. Offered during the second half of the fall semester.

Prerequisite: Successful completion of the resident assistant selection process.

Credit: 1 Hour

LEAD 140 Leadership Practicum I

Students focus on creating and pursuing initiatives within organizations through facilitation and deliberation by examining the basic structures of group facilitation, how to promote controversial yet civil dialogue, frameworks for building organizational consensus, and ways to lead discussion through formalized interactions. While practicing the substantive and procedural skills of organizational life, students explore the skill sets related to facilitation and deliberation.

Credit: 1 Hour

LEAD 201 Theories and Models of Leadership

Major theories and concepts of leadership are addressed in the context of contemporary leadership literature and synthesis of a personal leadership model. The course seeks to: introduce students to several major theories and models of leadership; give students a broad cognitive map of the current state of theories and models of leadership; develop students' understanding and appreciation for the practical use of theories and models of leadership; encourage students to develop their own evolving approach to leadership, and; assist students in connecting contemporary and historical approaches to leadership to historical and cultural contexts. Additional fees apply.

Prerequisite: Leadership 103.

Credit: 3 Hours

LEAD 203 Global Leadership M

This course examines some of the key contemporary issues related to global leadership. Special attention is given to understanding some of the main challenges facing global leaders in the 21st century. The course provides a framework for better understanding of cross-cultural communication specifically as it relates to leadership. The course also introduces students to major world cultures and the way culture affects one's understanding of leadership. Additional fees apply.

Prerequisite: Leadership 201 or Engineering 101 and Leadership 103.

Credit: 3 Hours

LEAD 210 From Teacher to Leader K

This course is designed to explore the phenomena of teacher leadership. It examines how teachers act in leadership roles in several key areas, including (but not limited to) curriculum development, policy, mentoring, and professional development.

Credit 3 Hours.

LEAD 220 Principles of Organizational Social Responsibility

This course focuses on examining how organizational decision making and activities impact society, the environment, and the organizations' own prosperity. Organizations are increasingly called to develop responsible, sustainable, and transparent approaches to accomplishing organizational goals. Globalization and heightened stakeholder expectations create a need to balance the accomplishment of organizational goals with an ethical commitment to and knowledge of the communities impacted. Students will be introduced to the environmental, ethical, legal, and cultural factors that contribute to sustainable economic and social development. The evolution of social responsibility movements, as well as current theories, models, and metrics used to assess the quality of social responsibility initiatives will be explored.

Credit: 3 Hours

LEAD 225 Business in Global Contexts M

A survey of the major issues a business encounters in operating across borders, and the impact of these issues on such business functions as accounting, finance, manufacturing and materials management, marketing, and human resource management. Topics include the impact of globalization on producer and consumer markets, national differences in political economy and culture, foreign direct investment, and strategic and structural implications of operating the business internationally. (Also listed as Management 225.)

Credit: 3 Hours

LEAD 230 Leadership Through Film K,L

Examples of leadership abound in all genres of literature. This course utilizes the tools of rhetorical criticism to analyze examples of leadership theories and models found in film. Students analyze the leadership process through discussion and analytical papers. The course focuses on students developing the ability to intellectually study film as "readable" text.

Credit: 3 hours

LEAD 240 Leadership Practicum II

This course offers students taking Leadership 201 an opportunity to apply the theoretical structures examined in the classroom to the creation of practical change in their community. Students will build skills associated with Leadership theory specifically focused on the inquiry of how their leadership can impact their environment to promote positive social change. Students explore their passions for community and organizational change and participate in designing field projects that create new organizations "from scratch" and set those new organizations into motion on campus or in the local community.

Credit: 1 Hour

LEAD 260 Great Leaders in Latin American Politics

Since its independence from Spain and Portugal in the early 1800s, Latin America has witnessed the rise and fall of many political leaders who have made a permanent imprint on the history and life of the region. This course introduces students to a sample of these "great leaders" in Latin American politics: S'mon Bol'var (Venezuela, Colombia), Eva Perón (Argentina), Getúlio Vargas (Brazil), and Che Guevara (Cuba). While these specific countries are closely linked to their leadership, their legacy extends beyond borders. Bol'var's wars of liberation, for instance, continue to inspire Latin American political leaders today. These four political leaders are used to study current political leadership in Latin America. Offered in Fall in odd-numbered years.

Credit: 3 Hours

LEAD 270 Leadership Pedagogy

Leadership Pedagogy is designed to prepare students who have been selected as teaching assistants for Leadership 140, the one-hour leadership practicum course offered each spring semester as part of the required curriculum of the Leadership Program. Students taking Leadership Pedagogy explore specific issues and techniques related to teaching Leadership 140, including curriculum design and delivery.

Prerequisite: Instructor permission is required.

Credit: 1 Hour

LEAD 271 Leadership Training for Peer Mentors

The course provides the theoretical base and hands-on training for potential Marietta College Mentors. The foundation of the course examines leadership and mentoring techniques. The experiential component consists of the application and practice of mentoring skills. Specifically, the course focuses on the discussion and practice of specific leadership skills necessary for peer mentoring: communication, transition management, facilitation of learning, relationship development, problem solving, and appropriate referrals. In addition, the course assists students in developing their own advanced learning system and explores methods for mentoring these skills. Offered during the second half of the spring semester.

Prerequisite: Instructor Permission.

Credit hours: 1

LEAD 272 Peer Mentor Practicum

The course continues the theoretical base and hands-on training for current Marietta College Peer Mentors. Specific mentoring practices will be discussed. The experiential component consists of the application and practice of mentoring skills while working as a peer mentor in the First Year Experience Program. Specifically, the course focuses on the reflection and practice of specific leadership skills used during peer mentoring: communication, transition management, facilitation of learning, relationship development, problem solving, and appropriate referrals. Students will be trained to assist in advising, specifically development of two and four year plans, privacy issues, and mentoring undecided students. In addition, the course assists students in developing their own advanced learning system and explores methods for mentoring these skills. This course fulfills the "K" Leadership & Ethics general education requirement when combined with credit for LEAD 271. Offered during the Fall semester.

Prerequisite: LEAD 271; minimum grade of B or permission of instructor.

Credit hours: 2

LEAD 305 Business Ethics K

An examination of the moral aspects of management and leadership. Using literature as well as traditional materials from business ethics, students will investigate how managers and leaders in business settings deal with concrete moral issues, such as affirmative action programs, intellectual property rights, and pollution cover-ups.

Prerequisite: Junior or senior standing.

Credit: 3 Hours

LEAD 307 Leadership Dialogues

Introduction of variety of leadership styles. Through readings as well as through weekly presentations by acknowledged, experienced leaders from business and industry, science and technology, or arts, students are offered both theoretical and firsthand knowledge of leadership in "real world" settings.

Credit: 3 Hours

LEAD 308 Science and Public Policy K

Issues involved in situations where scientific discoveries require public policy formulations. Leadership required to keep public policy abreast of scientific advances. Lectures, discussions, audiovisual aids, reading, and case studies help students examine some key science and public policy "conflicts," past, present, and future. Offered alternate years.

Recommended prerequisite: Political Science 206.

Credit: 3 Hours

LEAD 325 Leadership in the Emerging Nation K,M

Employs fiction and film as case studies to explore leadership issues in what have been traditionally referred to as "Third World countries," or in emerging/surviving ethnic groups. Run like a seminar, the class asks students to research and prepare background presentations focusing on the culture, social structure, political structure, and general history of each country. Using definitions, theories, and models of leadership, organization structure and problem solving based on multiple perspectives, the course will examine such issues as uses and abuses of power, community versus individual, and racial/ethnic hatred.

Credit: 3 Hours

LEAD 333 Leaders in Environmental Activism

Survey of leaders, particularly grassroots leaders, in worldwide environmental movements. Using textual and video sources, class examines case studies where individual leaders have made positive impact on environment. Offered fall semester, alternate years.

Credit: 3 Hours

LEAD 340 Leadership Practicum III

Guided and experiential projects taken in conjunction with various hands-on programs hosted by the McDonough Center. Up to six credit hours may be applied towards the requirements for the student's certificate or minor in Leadership Studies.

Credit: 1 Hour

LEAD 350 Leadership Study Abroad M

Supervised travel to study leadership in foreign countries that are experiencing significant change. With the approval of the appropriate department, students majoring in History, International Business Management, Modern Languages, and Political Science may elect to take the course for 3 credit hours in their major department. The course may then be modified to include discipline-specific work. Course may be repeated a maximum of two times for different countries.

Credit: 3 Hours

LEAD 371 Advanced Peer Mentor Practicum

This course is for returning peer mentors. It builds on the foundations laid in LEAD 271 and LEAD 272 while emphasizing professionalization, focusing on professional written, spoken and electronic communication; time management; and prioritizing.

Prerequisites: LEAD 271 and LEAD 272

Credit: 1 Hour

LEAD 398 Tutorship

Students serve as Teaching Assistants in LEAD 140 Practicum 1 to assist LEAD 140 students in developing their facilitation and deliberation skills. Students meet one-on-one with students in the course, organize the technical aspects of the course, and meet with the instructor to develop their own group leadership skills.

Prerequisite: Leadership 270

Credit: 1 Hour

LEAD 403 Capstone in Leadership Studies

Capstone course for students in the ILS (International Leadership Studies) major. Integrated, analytical study of leadership issues that arise when groups with shared goals seek to cross borders between cultures, countries, and world regions, and when project teams are composed of numbers from diverse cultural backgrounds. Intensive case study and hermeneutic methods are used, in conjunction with analysis of contemporary transnational organizational practices. Additional fees apply.

Prerequisite: McDonough Scholar status, senior standing or written permission of instructor.

Credit: 3 Hours

Leadership minor and certificate electives

Content Area: Business

ECON 414 International Economics
LEAD 305 Business Ethics
LEAD/MNGT 225 Business in Global Contexts
MNGT 301 Managing Organizations
MNGT 345 Human Resource Management
MNGT 451 Business Consulting
MNGT 453 Business Policies and Practices
PSYC 277 Industrial-Organizational Psychology

Content Area: Communication

COMM 220 Communication Ethics
COMM 230 Human Communication Theory
COMM 301 Group Discussion and Leadership
COMM 311 Organizational Development
COMM 330 Crisis Communication
COMM 385 Intercultural Communication
COMM 420 Business Communication Seminar

Content Area: History

HIST 220 Introduction to Human Geography
HIST 260 Chinese Civilization
HIST 301 Founding a New Nation
HIST 307 Civil War and Reconstruction
HIST 317 Native American History
HIST 319 Notable American Women
HIST 327 Survey of Latin American History
HIST 329 European Feminism and European Tradition
HIST 349 Twentieth Century Europe
HIST 352 Scientific Revolution and Enlightenment

Content Area: Political Science

ENVS 311 Politics of Global Ecology
POLS 201 State and Local Politics
POLS 205 Political Behavior in United States
POLS 210 Presidency and Executive Leadership
POLS 301 Classical Political Thought
POLS 302 Modern Political Thoughts
POLS 312 Political Systems of Developing Nations
POLS 313 American Constitution
POLS 314 Civil Liberties
POLS 325 Middle East Politics
POLS 327 Governments of Russia and Eastern Europe
POLS 328 Governments of Western Europe
POLS 340 International Political Economy

Content Area: Policy

ENVS 310 Environmental Policy and Law
ENVS 311 Politics of Global Ecology
ENVS 320 Science, Technology, and Society
HIST 322 American Foreign Relations
LEAD 308 Science and Public Policy
LEAD 333 Leaders in Environmental Activism
PHIL 321 Environmental Ethics
POLS 206 United States Public Policy
POLS 207 American Foreign Policy
POLS 212 Legislative Process
POLS 218 Latin American Politics
POLS 305 Public Administration

Content Area: Philosophy, Religion, Sociology, and Psychology

GEND 325 American Leaders in Gender Issues
PHIL 201 Logic
PHIL 341 Philosophy in Ancient Greece and Rome
PHIL 344 Late Modern Philosophy

PSYC 212 Social Psychology
PSYC 280 Psychology of Good and Evil
RELI 310 History of Religion in the Unites States
SOCI 202 History of Injustice in the US

Content Area: Leadership Studies

LEAD 121 Leadership Training for Resident Assistants (1)
LEAD 210 From Teacher to Leader
LEAD 230 Leadership Through Film
LEAD 260 Great Leaders in Latin American Politics
LEAD 270 Leadership Pedagogy (1)
LEAD 271 Leadership Training for Peer Mentors (1)
LEAD 272 Peer Mentor Practicum (2)
LEAD 307 Leadership Dialogues
LEAD 340 Practicum III (1)
LEAD 350 Leadership Study Abroad
LEAD 398 Tutorship (1)
LEAD 398 Tutorship (1)

Content Area: Engineering Leadership Electives

POLS 207 American Foreign Policy
POLS 325 Middle East Politics
PHIL 321 Environmental Ethics
COMM 220 Communication Ethics
COMM 330 Crisis Communication
COMM 385 Intercultural Communication
ENVS 311 Politics of Global Ecology
LEAD 271 Lead Training for Peer Mentors (1)
LEAD 272 Peer Mentor Practicum (2)
LEAD 305 Business Ethics
LEAD 308 Science and Public Policy

Linguistics

(See Modern Languages)

Literature

(See English)

Management

(See Business & Economics, for major and minor)

Marketing

(See Business & Economics for major and minor)

Mass Media

(See Communication)

Mathematics, Computing and Information Systems

Department of Mathematics, Computing, and Information Systems
Website: http://www.marietta.edu/~ mcsi/math/
Chair: John Tynan (john.tynan@marietta.edu)
Administrative Assistant: Andrea Richardson

The primary mission of the department is to help students excel in the areas of mathematical reasoning, computational thinking, and information management; a key component of this is the development of critical thinking and problem solving skills. We work with a wide cross-section of students with varied interests. We serve a large portion of the student body through our Quantitative Reasoning courses as part of the college's General Education curriculum. We also provide numerous service courses to departments throughout the campus including the natural sciences, the social sciences, and the pre-professional disciplines.

At the core of our mission are the major and minor programs offered in our department. The mission for the major programs with respect to mathematics and information systems is to provide the special mathematical, computational, and information management skills needed by students who major or minor in the department for careers that use mathematics, computer science, and information management for graduate work in mathematics, computer science and related fields, and for teaching at the secondary and college levels.

The department recommends a concentration of 15 hours of related courses in some field other than mathematics.

Placement

Students with low ACT or SAT mathematics scores may be required to pass one or more skill-building courses, MATH 070, 080, in order to be admitted to mathematics courses number 100 and above. Students who are required to enroll in MATH 070 and/or 080 are required to complete the courses during their first year at the College. Students who wish to take MATH 121 (Precalculus) or MATH 125 (Calculus I) must achieve set levels of competency on a readiness test administered by the department.

Requirements for a major in Information Systems: Accounting 201, Economics 211, Management 301; Communication 420 or Writing 305; Computer Science 115, 116, 230, 305, and 365; Management Information Systems 220, 330, 340, and 410; Mathematics 123 or 125 or 223 and Mathematics 120 or 301. Twelve additional hours from: One of (Management 225, 345, 360, or 381, or Finance 301), Computer Science 350, 371, or 385, Management Information Systems 280, 310, or 420.

Economics, Management and Accounting		**9 Hours**
ACCT 201 ☐	ECON 211 ☐	MNGT 301 ☐
One of the following		**3 Hours**
COMM 420 ☐	WRIT 305 ☐	
Computer Science		**15 Hours**
CSCI 115 ☐	CSCI 116 ☐	CSCI 230 ☐
CSCI 305 ☐	CSCI 365 ☐	

Management Information Systems **12 Hours**
MIS 220 ☐ MIS 330 ☐ MIS 340 ☐
MIS 410 ☐

Mathematics **6 Hours**
MATH 123 OR 125 OR 223 ☐
MATH 120 OR 301 ☐

Electives **12 Hours**

Four of the following:
CSCI 350 ☐ CSCI 371 ☐ CSCI 385 ☐
MIS 280 ☐ MIS 310 ☐ MIS 420 ☐
ONE OF MNGT 225, 345, 360, 381 OR FIN 301 ☐

Capstone **3 Hours**
CSCI 420 OR MIS 490 ☐

Total **60 Hours**

Suggested Program of Study for the Information Systems Major

Freshman Year: Fall	**Spring**
CSCI 115	CSCI 116
MATH 123 (or MATH 125)	MIS 220
WRIT 110 (or COMM 101)	MATH 120 (or MATH 301)
	COMM 101 (or WRIT 110)
Sophomore Year: Fall	**Spring**
CSCI 230	MIS 330
MIS 340	ACCT 201
IS Elective	IS Elective
Junior Year: Fall	**Spring**
CSCI 305	CSCI 365
MIS 410	MNGT 301
ECON 211	IS Elective
Senior Year: Fall	**Spring**
IS Elective	CSCI 420/MIS 490 Capstone
COMM 420 or WRIT 305	

Requirements for a major in Mathematics: Mathematics 125, 224, 225, 223 or 257, 301, 302, 304, 451, 453 and 9 additional credits in Mathematics numbered 300 or above; and Computer Science 115. Capstone requirement: Mathematics 401 and 402.

Computer Science **3 Hours**
CSCI 115 ☐

Mathematics Requirements **30 Hours**
MATH 125 ☐ MATH 224 ☐ MATH 225 ☐
MATH 301 ☐ MATH 302 ☐ MATH 304 ☐
MATH 223 OR 257 ☐ MATH 451 ☐ MATH 453 ☐

Mathematics Electives: Any 3 courses numbered 300 or higher **9 Hours**
MATH ___ ☐ MATH ___ ☐ MATH ___ ☐

Senior Capstone **2 Hours**
MATH 401 ☐ MATH 402 ☐

Total **44 Hours**

Requirements for a minor in Mathematics: Mathematics 125, 224, 301, and any combination of Mathematics courses numbered 200 or higher, leading to a total of 18 hours or more, including at least one three-credit course not required for the student's major. (Note: Students may not count both Mathematics 223 and Mathematics 257.) This minor is exempt from the 12-hour rule for minors.

Requirements for a minor in Information Systems: Computer Science 115, 230; Management Information Systems 220 and 330 or 340; three courses from Computer Science 116, 305, 350, 365, 371, 385; Management Information Systems 280, 310, 330, 340, 410, 420. A minimum of six hours of electives from300-400 level courses.

Computer Science Courses

CSCI 110 Computing in Business

Use of computer software tools to aid in business analysis will be investigated. Problems will be drawn from the areas of accounting, finance, management, and economics. The course begins with an overview of spreadsheet applications and continues with on overview of macros, programming languages, and various modeling tools. Offered every semester.

Credit: 3 Hours

CSCI 115 Computer Programming I

Introductory analysis, design, implementation, and debugging of well-structured computer programs. Style and documentation emphasized. Primitive commands, basic data types, control structures, scope, functions, parameters, arrays, records and classes. Offered every fall semester.

Credit: 3 Hours

CSCI 116 Computer Programming II

Emphasizes top-down design, modularity, recursion, dynamic variables, and data structures such as trees, stacks, and queues. Offered every spring semester.

Prerequisite: Computer Science 115.

Credit: 3 Hours

CSCI 210 Scientific Computing and Problem Solving

Use of computer software tools to assist in conducting scientific research. Problem and context identification; mathematical modeling of relationships and/or conjectures; selection of software tools, development, implementation and testing of designs. Computing tools include spreadsheets, simulation software, and programming languages. Projects reflect the type of research conducted in courses designed for science and engineering majors. Focus will be on problems whose solutions require mathematics, statistics, computer science, and basic understanding of one or more science areas. Offered every semester.

Prerequisites: Mathematics 121, 123, or 223 (or satisfactory score on the calculus readiness section of the math placement test) and completion of at least one course in a laboratory science sequence.

Credit: 3 Hours

CSCI 215 Computer Architecture and Programming

Computer architecture and machine language; internal data representation; symbolic coding and assembly systems; macro facilities; program segmentation and linkage; construction of elementary assemblers; overview of operating systems. Offered fall semester of even-numbered years.

Prerequisite: Computer Science 116.

Credit: 3 Hours

CSCI 216 Computer Organization

Logic design, information transfer, and control within computer. Boolean functions, combinational and sequential logic elements, number representations and arithmetic, microprogrammed vs. hardwired control, input/output, and interrupts. Offered spring semester of odd-numbered years.

Prerequisite: Computer Science 215.

Credit: 3 Hours

CSCI 230 Principles of Database Management

Students will learn to use a relational DBMS to develop a user-friendly system which allows users to manipulate data and generate reports to support decisions in a typical business application environment. Topics include data structure definitions; data manipulation operations; query, report, forms and menu generation; SQL commands; and use of a programming language to customize database operations. Offered every fall semester.

Prerequisite: Computer Science 115.

Credit: 3 Hours

CSCI 305 Systems Analysis and Design

Software engineering approach to system life cycle of computer-based information systems. Modern structured techniques, employing data-flow diagrams, data dictionaries, data structure diagrams, structured English minispecs, and structure charts, used in case studies and class projects. Offered fall semester of odd-numbered years.

Prerequisites: Computer Science 116 and completion of at least one 200-level computer science course.

Credit: 3 Hours

CSCI 310 Data Structures and Algorithm Analysis

Analysis of algorithms that represent and transform information structures such as strings, lists, stacks, queues, and multilinked structures; techniques for finding paths and spanning trees in graphs; methods of dynamic storage allocation and recovery; abstract data types.

Prerequisites: Computer Science 215 and 230 or written permission of instructor.

Credit: 3 Hours

CSCI 320 Computer Graphics

Interactive graphics displays. Line-drawing algorithms, circle generation, transformations, clipping and windowing, segmented display files, picture structure, graphical input techniques, raster graphics, scan conversion algorithms, three-dimensional transformations and perspective, and hidden surfaces. Includes writing of graphics packages using microcomputers and graphics terminals and plotters. Offered when feasible.

Prerequisites: Computer Science 310 and Mathematics 224.

Credit: 3 Hours

CSCI 340 Numerical Analysis

Introductory numerical techniques emphasizing algorithms suitable for use with computer. Error analysis and critical comparison of alternative algorithms emphasized. Series approximations to functions, roots of equations, linear systems of equations, integration, and ordinary differential equations. Offered when feasible. (Also listed as Mathematics 340.)

Prerequisites: Mathematics 224 and Computer Science 115.

Credit: 3 Hours

CSCI 342 Principles of Programming Languages

Introductory programming language design and analysis. Formal syntax, data types, storage models, control structures, binding occurrences, procedural abstraction, definition structures, concurrent processes, and formal semantics. Examples include Ada, Pascal, LISP, Prolog, and C++.

Prerequisite: Computer Science 310.

Credit: 3 Hours

CSCI 350 Mobile Application Development

The emergence of a new generation of highly-capable mobile devices and platforms such as the Apple iPhone and Google Android has opened up new opportunities for IS professionals. This course is an overview of how to develop interactive applications for a variety of mobile devices using popular mobile application development platforms such as the iPhone and Android SDKs. The specific requirements for mobile systems will be examined. Also, the course will emphasize how the requirements in mobile application development link to other core areas in computing.

Prerequisite: Computer Science 115.

Credit: 3 Hours

CSCI 365 Network Infrastructure and Architecture

This course will use the 7 Layer Model of networking as its foundation. Topics include the client/server model, cloud computing, distributed computing, networking hardware, and algorithms used in networking. Internet programming and other network-related programming will also be introduced. Offered Spring in even-numbered years.

Prerequisite: Computer Science 116.

Credit: 3 Hours

CSCI 371 Database Management Systems Design

Design techniques and secondary storage structures used in computer-based data models. Attributes and functional dependencies; data normalization; network, relational, and hierarchical models; schema and query languages; integrity and security issues.

Prerequisite: Computer Science 230 or 240.

Credit: 3 Hours

CSCI 380 Operating Systems and Computer Architecture

Relationship between advanced computer architecture and implementation of modern operating systems. Processor modes and context switching, memory management, input/output, exception handling, process scheduling, paging, and swapping. Modern operating system, such as UNIX and/or VAX/VMS, used to provide examples of these ideas.

Prerequisite: Computer Science 215.

Credit: 3 Hours

CSCI 385 Artificial Intelligence

Data structures and algorithms required to simulate human intelligence with computers. Knowledge representation, search algorithms, games, predicate calculus and resolution, unification, rule-based systems, learning and brief introduction to neural networks. LISP-like language used for projects. Offered when feasible.

Prerequisite: Computer Science 215.

Credit: 3 Hours

CSCI 410 Compiler Design

Design and implementation of language translators. Lexical analysis and regular expressions; context-free grammars and parsing algorithms; syntax-driven translation; intermediate code representations; code generation; and optimization techniques. Offered when feasible.

Prerequisite: Computer Science 310.

Credit: 3 Hours

CSCI 420 Systems Development Project

Senior-level departmental capstone course. Teams of students construct a complete operational system. Course project responds to actual needs of manufacturing, retail, or service organization.

Prerequisites: Senior standing and written permission of instructor.

Credit: 3 Hours

CSCI 422 Theoretical Foundations of Computing

Various mathematical models for computation. Nature of computation, finite automata and grammars, solvable and unsolvable problems, formal semantics, proving program correctness, and nondeterminism. Offered when feasible.

Prerequisite: Computer Science 310.

Credit: 3 Hours

Management Information Systems Courses

MIS 220 Introduction to Management Systems

Management Information Systems is the study of how organizations use computerized information systems. It introduces the student to the people, technology, procedures, and controls that together: maintain essential channels of communication; process and control routine business activities; alert management and others to significant internal and external business events; and assist in strategic business decision-making. Offered every semester.

Prerequisite: Sophomore standing or higher; or Freshmen Information Systems majors/minors with instructor permission.

Credit: 3 Hours

MIS 280 Commercial Website Development and Management

This "hands-on" course provides students with the skills required to design and build commercial internet websites. Students will learn how to develop quality sites by using ASP.NET, VB.NET, and JavaScript as well as interfacing to relational databases. Students will also learn how to plan and manage a commercial website.

Prerequisite: Management Information Systems 220

Credit: 3 Hours

MIS 310 Enterprise Information Systems and ERP

This course addresses the increasingly important role played by enterprise information systems (EISs) and enterprise resource planning (ERP). It examines how EIS applications – provided by software companies such as SAP, Oracle, PeopleSoft, i2, Baan, and Siebel – unite an organization's supply chain, customer relationship, product lifecycle, human resource, and accounting and finance business processes. The impact of current issues and new technologies on business processes is emphasized through discussion and application.

Prerequisite: Management Information Systems 220.

Credit: 3 Hours.

MIS 330 Introduction to E-Business and E-Commerce

The goal of this course is to introduce basic concepts of e-business and e-commerce from both managerial and technical perspectives. Through this course, students will gain an understanding and insight on how new technology and media forms have created unprecedented challenges and opportunities for business. Through individual and team projects using computer-based tools, students will acquire and enhance problem identification/definition, solution development, as well as communication and collaboration skills. Offered every spring semester.

Prerequisite: Management Information Systems 220

Credit: 3 Hours

MIS 340 Information Systems Security

This course introduces students to aspects of establishing and maintaining a practical information-security program. The security aspects and implications of enterprise information systems, data warehouses, telecommunication systems, and software are examined. Techniques used to assess risks and discover abuses of systems are also reviewed. Offered every fall semester.

Prerequisite: Management Information Systems 220.

Credit: 3 Hours.

MIS 410 E-Business System Development

Electronic business (e-business) involves the computerization of value chains and business processes. The course introduces key e-business-enabling information technologies, such as Web-based application development, Extensible Markup Language (XML), data warehouses, and wireless technologies. The course focuses on advanced database topics, including Web-based application development. The class also explores new technologies gaining wide attention in the industry, such as XML and wireless technologies. Various client and server side issues (optimizing communication needs, data validation, pitfalls, security, etc.) in building Web-based solutions will be covered. Offered in the fall of even-numbered years.

Prerequisite: Management Information Systems 220 and Computer Science 230

Credit: 3 Hours.

MIS 420 Data Warehousing and Data Mining

Data Warehousing and Data Mining is a course introducing popular data mining methods for extracting intelligence from business data. The course introduces the data mining process and primary data mining techniques used to extract intelligence from data. Students will evaluate the strengths and weaknesses of data mining techniques applied to challenges in various business domains.

Prerequisite: Management Information Systems 220 and Computer Science 230

Credit: 3 Hours

MIS 430 Telecommunications and Convergence

This course builds on work done in Computer Science 365. It provides an in-depth study of telecommunications and makes students aware of not only the ongoing process of convergence of telecommunication and information technologies, but of implications for

future services as well as societal changes. You will explore telecom applications in a number of areas to gain a greater understanding of how telecommunications and information technology are shaping business decisions today. Use of the Internet, TCP/IP networks, WANs, wireless networks, satellites and other technologies will also be explored. It is expected that students will gain an understanding of technology, products, services, and systems and be able to determine the applicability of these technologies to business and industry.

Prerequisites: Management Information Systems 220 and Computer Science 365

Credit: 3 Hours

MIS 490 MIS Consulting Capstone

The course covers concepts and techniques for the full development process from planning, through preliminary investigation and analysis, design, and implementation. The course begins with high level concerns about organization issues, system development goals, and team management. Students gain an understanding of the complexity of systems development environments and learn when to apply specific management and development techniques. A system development project for a local organization is the focus of the semester.

Prerequisites: Management Information Systems 220; Communication 420 or Writing 305; and senior standing or permission of instructor.

Credit: 3 Hours

Mathematics Courses

MATH 070 Essential Mathematics

Develops basic quantitative skills. Concentrates on problem solving (through applied word problems involving proportionality and percentages), solving and graphing simple equations, presenting and understanding numerical data, and estimation of size. Intended to prepare students for Mathematics 113, 118, or 123. Mathematics 070 does not count towards graduation.

Credit: 3 Hours

MATH 080 Intermediate Algebra

For students with a weak mathematics background. Exponents, graphs, linear and quadratic equations, and simplifying mathematical expressions. Intended to prepare students for Mathematics 121 or 223. Mathematics 080 does not count towards graduation.

Credit: 3 Hours

MATH 113 Math for Elementary Teachers Q

For students in elementary education program. Real number system and its subsystems, other numeration systems, elementary number theory and informal geometry.

Credit: 3 Hours

MATH 114 Geometry for Education Majors Q

This course is designed for students majoring in Early Childhood Education or Middle Childhood Education. Topics will include geometric figures, measurement, transformations, symmetries, tilings, congruence, constructions, and similarity.

Credit: 3 Hours

MATH 118 Excursions in Mathematics Q

For students with little formal training in mathematics and no intention of going on in mathematics. Interesting and easily accessible concepts presented in order to give students an appreciation of beauty, breadth, and vitality of mathematics. Topics chosen from modern mathematics (such as topology, abstract algebra, number theory) and they vary from semester to semester.

Credit: 3 Hours

MATH 120 Discrete Mathematics Q

This course is designed to introduce student to discrete structures and processes. Topics covered include truth tables, sets, relations, induction, recursion, algorithms, and graphs. Some basic counting principles and ideas such as inclusion-exclusion, pigeonhole principle, and the binomial theorem will also be discussed.

Prerequisite: Mathematics 080 or Appropriate Math Placement Test Score

Credit: 3 Hours

MATH 121 Precalculus

For students who need to improve mathematical skills before attempting calculus. Topics will include properties of exponents, systems of linear equations, functions, graphing, inequalities, binomial theorem, exponential functions, logarithms, and trigonometric functions and identities.

Prerequisite: Mathematics 080 or Appropriate Math Placement Test Score

Credit: 4 Hours

MATH 123 Practical Statistics Q

Students will become more knowledgeable consumers of statistical analysis. The course gives intuitive rather than rigorous discussion of statistical techniques and reasoning. Descriptive statistics, confidence intervals, hypothesis testing, and the normal distribution will be covered. Students cannot receive credit for both Mathematics 123 and Mathematics 223 nor for Mathematics 123 and Mathematics 257 without permission of the department.

Credit: 3 Hours

MATH 125 Calculus I Q

First of three-semester series of courses covering differential and integral calculus, vectors and vector calculus, some analytical geometry, and calculus of several variables. Includes use of computer as teaching and computational aid.

Prerequisite: Mathematics 121 or passing calculus readiness placement test.

Credit: 4 Hours.

MATH 223 Statistics for Natural and Social Sciences Q

This course is designed for students who will encounter statistics in their fields, particularly for those majoring in biology, environmental science, or athletic training. The course will contain both intuitive and rigorous discussions of statistical techniques and reasoning. The topics will include hypothesis testing; the normal, Student's t, and Chi-Square distributions; probability; ANOVA; and parametric and non-parametric statistics. Students cannot receive credit for both Mathematics 223 and Mathematics 257 nor for Mathematics 223 and Mathematics 123 without permission of the department.

Prerequisite: Mathematics 080 or Appropriate Math Placement Test Score

Credit: 3 Hours

MATH 224 Calculus II **Q**

(Continuation of Mathematics 125). Second course in three-semester series. Continues discussion of differential and integral calculus, vectors and vector calculus, some analytical geometry, and calculus of several variables. Includes use of computer as teaching and computational aid.

Prerequisite: Mathematics 125

Credit: 4 Hours.

MATH 225 Calculus III

(Continuation of Mathematics 224). Final course in three-semester series of courses covering differential and integral calculus, vectors and vector calculus, some analytical geometry, and calculus of several variables. Includes use of computer as teaching and computational aid. Students cannot receive credit for both Mathematics 225 and 235. Offered every Fall semester.

Prerequisite: Mathematics 224

Credit: 4 Hours.

MATH 235 Advanced Engineering Mathematics

This course is designed as a computational introduction to the following concepts: Partial Differentiation, Multiple Integrals, Vectors, and Matrices. The course is primarily designed for Petroleum Engineering Majors. Students cannot receive credit for both Mathematics 225 and Mathematics 235. Offered every semester.

Prerequisite: Mathematics 224

Credit: 3 Hours

MATH 257 Engineering Statistics **Q**

Topics include basic concepts of probability and their applications to statistics covering sampling theory, estimation, hypothesis testing, and regression and correlation. The course is primarily designed for Petroleum Engineering Majors.

Students cannot receive credit for both Mathematics 223 and Mathematics 257 nor for Mathematics 123 and Mathematics 257, without permission of the department. Offered every Fall semester.

Prerequisite: Mathematics 224

Credit: 3 Hours

MATH 301 Foundations of Mathematics

Designed to introduce the art of the mathematical proof. Gives an overview of basic ideas and techniques from abstract mathematics, and prepares the student who will take upper-level abstract mathematics courses: Concepts of Geometry (MATH 346), Advanced Calculus (MATH 451), and Abstract Algebra (MATH 453). Topics covered may include logic, set theory, mathematical induction, relations and orders, functions, equivalence relations, and cardinality. Offered every Spring semester.

Prerequisite: Mathematics 224.

A student who passes both Mathematics 301 and Mathematics 402 will receive 3 hours of Writing Proficiency General Education credit.

Credit: 3 Hours

MATH 302 Differential Equations with Numerical Methods

Introduction to differential equations. First order differential equations, linear differential equations, and numerical methods such as Runge-Kutta methods.

Prerequisite: Mathematics 224.

Credit: 3 Hours

MATH 304 Linear Algebra

Systematic study of finite dimensional vector spaces and linear transformations. Dependence, dimension, determinants, eigenvalues and eigenvectors, and canonical forms.

Prerequisite: Mathematics 224.

Credit: 3 Hours

MATH 325 Mathematical Methods for Physics

An introduction to the mathematical models needed for advanced study in Physics. Topics include: vector and tensor analysis, ordinary and partial differential equations, calculus of variations, and integral transforms. Applications may be drawn from Thermodynamics, Classical Mechanics, E&M, and Quantum Mechanics. Three hours of lecture/discussion per week. (Also listed as Physics 325.)

Prerequisites: Physics 222.

Credit: 3 Hours

MATH 332 Knot Theory

Introduction to the mathematical theory of knots. The course will demonstrate the different techniques available for distinguishing knots. Knot tabulation, Knot invariants, Knot Polynomials, and applications to Physics, Biology, and Chemistry will also be discussed.

Prerequisite: Mathematics 224 or permission of instructor.

Credit: 3 Hours

MATH 334 Probability

Topics include: an introduction to general probability laws and theory. Univariate and multivariate discrete and continuous probability distributions and their properties and applications will also be addressed.

Prerequisite: Mathematics 224.

Credit: 3 Hours

MATH 340 Numerical Analysis

Introduction to numerical techniques, emphasizing algorithms suitable for use with computer. Error analysis and critical comparison of alternative algorithms emphasized. Series approximations to functions, roots of equations, linear systems of equations, integration, and curve fitting.

Prerequisites: Computer Science 115 and Mathematics 224, or permission of instructor.

Credit: 3 Hours

MATH 346 Concepts of Geometry

Survey of various geometries with careful development of one particular geometry. May include Euclidean, non-Euclidean, affine, projective, and finite geometries. Offered Fall of odd-numbered years.

Prerequisite: Mathematics 301 or permission of instructor.

Credit: 3 Hours

MATH 349 Linear Programming and Game Theory

Mathematical methods for application in management science. Setting up optimization problems for management applications, techniques of linear programming including simplex method, sensitivity analysis, and introduction to game theory. Prerequisite: Mathematics 224.

Credit: 3 Hours

MATH 350 Selected Topics in Mathematics

An in-depth examination of an area of Mathematics not otherwise covered in the curriculum. Topics will vary from semester to semester. May be taken multiple times for credit with consent of advisor. Potential topics include Combinatorics, Graph Theory, Number Theory, Partial Differential Equations, and Topology.

Prerequisite: Mathematics 301 or permission of instructor.

Credit: 3 Hours

MATH 401 Mathematics Seminar

Seminar program emphasizing research techniques, formal presentations, and close readings of mathematical literature as well as preparation for mathematical careers. Offered every Spring.

Prerequisite: Mathematics 301 and Junior standing or permission of instructor.

Credit: 1 Hour

MATH 402 Senior Project W

Continuation of the topics presented in Mathematics 401. Students will demonstrate their ability to communicate mathematics effectively by writing their senior capstone project and presenting the material to the Mathematics and Computer Science faculty and students. A student who passes both Mathematics 301 and Mathematics 402 will receive 3 hours of Writing Proficiency General Education Credit.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Prerequisite: Mathematics 401

Credit: 1 Hour

MATH 451 Introduction to Analysis

Rigorous study of limits, derivative, integral and sequences and series. Develops theoretical foundations of material studied in Calculus I-III series. Offered Fall of even-numbered years.

Prerequisite: Mathematics 301 or permission of instructor.

Credit: 3 Hours

MATH 453 Abstract Algebra

Algebraic systems such as groups, rings and fields and their application to problems in mathematics and other fields. Offered Fall of odd-numbered years.

Prerequisite: Mathematics 301 or permission of instructor.

Credit: 3 Hours

Modern Languages

Chair: Tim Catalano (tim.catalano@marietta.edu)
Administrative Assistant: Ashley Chambers

The department's mission is to prepare graduates who are linguistically proficient and cultural literate by offering high quality programming leading to majors in Asian Studies and Spanish; and minors in Spanish, Asian Studies, and Latin American Studies. The department also offers instruction in Chinese, French, and (Brazilian) Portuguese. Additionally, the department is responsible for courses in English as a Second Language and in Linguistics.

The department also participates significantly in the International Business major and the International Leadership Studies major offered by the Department of Business & Economics and the McDonough Center, respectively.

Placement in language courses generally follows the rule that a student with one to two years of a particular language in high school can appropriately enroll in the 101, 102 courses. Students with three to four years should enroll in the 201, 202 courses. Further placement techniques may be used to determine the best level of study.

Requirements for a major in Asian Studies: See Asian Studies.

Requirements for a major in Spanish: Thirty-one to thirty-three (31-33) hours including: Twenty-five to twenty-seven (25-27) hours in Spanish courses numbered 300 or above, including Spanish 301, 331, 351, and SPAN 480 or 490; and six (6) additional hours of related work, chosen by the student with the approval of the Modern Languages Department from the following areas: courses in other departments dealing with the regions where Spanish is spoken or with the culture or literature of Spanish-speaking countries; relevant courses in Linguistics; courses in Spanish numbered 200 and above; or courses in a second foreign language. Of the total 33 credit hours for the major, a maximum of 6 hours taken in English may be counted to satisfy major requirements. In addition, majors are required to spend at least one semester in an approved study abroad program in a country where Spanish is spoken as the dominant language and students undertake coursework that further develops their Spanish language skills. As part of the study abroad experience, students must complete a set of structured assignments given to them by the Spanish program during their semester or year away related to their experiences. Note: Spanish 301 has as a prerequisite Spanish 202. Students with the requisite experience may be placed directly into Spanish 301 by the Spanish program.

Required Spanish Courses **9 Hours**
SPAN 301 ☐ SPAN 331 ☐ SPAN 351 ☐

Spanish electives (300-400 level) **15 Hours**

Approved electives **6 Hours**
AN ADDITIONAL 6 HOURS APPROVED BY THE MODERN LANGUAGES DEPARTMENT ☐

Approved Study Abroad: **1-3 Hours**
SPAN 480 OR 490 ☐

Total **33 Hours**

Requirements for a minor in Asian Studies: Eighteen to twenty hours including HIST 359 or 360; ASN 361 or 362; ARTH 251 or 252; 6 to 8 hours in Chinese language courses (Chinese 130 included), and at least 3 additional hours in approved Asian Studies electives not counted elsewhere in the minor.

Requirements for a minor in Latin American Studies: Eighteen to twenty-three hours including 8 hours in Portuguese or Spanish; History 327 and Leadership 260; either Economics 372 or Political Science 120; one approved Latin American experiential course (can be for zero credit); an elective 3 or 4-hour course selected from the courses listed in the Latin American Studies program section of this catalog, or as approved by the director. Students with a language competence in either Portuguese or Spanish equivalent to the 102 level or above are waived out of the 8-hour language requirement but must complete an upper level language course as the elective course.

Requirements for a minor in Spanish: Twenty one (21) hours including: Spanish 201, 202, 301, 331, and 351; one elective (3 hours) in Spanish numbered 300 or above; and three (3) credit hours of electives as approved by the Modern Languages Department. Students placed into Spanish 301 must complete six hours above Spanish 301 in order to satisfy the twenty-one hour requirement for the minor (Note: Spanish 101 and 102 may not be used as part of these electives). Study Abroad is recommended but not required for the Spanish minor.

Certificate in Teaching English as a Foreign Language (TEFL): Eighteen hours, including: one course in language analysis (either English 380 or Linguistics 320); one course in language teaching pedagogy (Linguistics 321); one course in language in the social context (either Linguistics 231 or Linguistics 232); one course in second language acquisition (Linguistics 341); 6 hours in one foreign language.

Chinese Courses

CHIN 101 Elementary Conversational Chinese I M

Pronunciation, practice in character recognition, speaking, sentence structure.

Credit: 4 Hours.

CHIN 102 Elementary Conversational Chinese II M

Emphasizes pronunciation, writing, speaking, and reading.

Prerequisite: Chinese 101 or written permission of instructor.

Credit: 4 Hours.

CHIN 130 Perspectives on Chinese Culture P,M

An interdisciplinary study of Chinese culture, including history, politics, literature, and the arts, as well as Chinese customs.

Credit: 3 Hours

CHIN 201 Intermediate Chinese I M

Pronunciation, further practice in character recognition, speaking, sentence structure, approached through readings based on the culture of China.

Prerequisite: Chinese 102 or written permission of instructor.

Credit: 3 Hours

CHIN 202 Intermediate Chinese II M

Continued practice in pronunciation, character recognition, speaking, approached through more advanced readings based on the culture of China.

Prerequisite: Chinese 201 or written permission of instructor.

Credit: 3 Hours

CHIN 301 Advanced Chinese I M

This course is a continuation of Chinese 202, with continued emphasis on vocabulary building and work on skills in listening comprehension, speaking, reading comprehension, and writing. Language will be introduced in relevant cultural contexts and through authentic materials.

Prerequisite: Chinese 202 or written permission of instructor.

Credit: 3 Hours

CHIN 302 Advanced Chinese II M

This course is a continuation of Chinese 301, with more emphasis on writing. Increased emphasis will be given to writing short essays in Chinese characters, writing for communication in real-life situations, and using available sources to discover useful cultural information.

Prerequisite: Chinese 301 or written permission of instructor.

Credit: 3 Hours

French Courses

FREN 101 French Level I M

Elementary pronunciation, vocabulary building, and language structure. Listening comprehension, reading, writing, and speaking. Language approached through readings and authentic materials from the culture and history of French-speaking countries. Intended for students with zero to two years of French in high school.

Credit: 4 Hours

FREN 102 French Level II M

Language skills augmented by conversation-based activities. Small group activities. Cultural component includes other French-speaking countries: Belgium, Luxembourg, Switzerland, Francophone Africa and the Caribbean, Vietnam, and French Canada.

Prerequisites: French 101 or written permission of instructor.

Credit: 3 Hours

FREN 130 French Culture and Civilization: Historical Perspective M

Through novels, essays, films, and documentaries, this course takes a look at French culture and civilization from the French Revolution to contemporary times, with stress on a variety of French achievements in the arts, sciences, and literature. Knowledge of French not required.

Credit: 3 Hours

FREN 131 French Culture and Civilization: Cross-cultural Perspective M

Offers an intercultural perspective on the French-speaking world: France, French Canada, Caribbean, and Africa. Class will explore the dynamics of French culture and influence on other Francophone cultures. Materials for the course (novels, essays, films/documentaries) will enable class discussion to examine contemporary issues pertinent to these cultural settings: democratization and leadership; urban and rural development; education and the creation of elite sub-cultures; cultural hybridity, and gender role distinction. Knowledge of French not required.

Credit: 3 Hours

FREN 201 Intermediate French I M

Integrated review and extension of French language, together with presentation of cultural issues and literary texts of the Francophone world. Emphasis on reading and writing. Culture texts include history, scientific achievements, art, architecture, and religion. Literary texts from prose narrative, poetry, essays, and theatre.

Prerequisite: French 102 or two years of high school French.

Credit: 3 Hours

FREN 202 Intermediate French II M

Integrated approach continues. Language component shifts to conversational skills and aural comprehension. Writing includes topics of general interest and problems relating to Francophone culture and civilization. Literature component includes fundamentals of interpretation.

Prerequisite: French 201.

Credit: 3 Hours

FREN 260 Francophone African and Caribbean Literature: An Introduction to Africa and the Caribbean (Taught In English) L, W

Francophone African and Caribbean Literature introduces students to a number of literary texts and films from across the spectrum of the

Francophone world -- West Africa, the Maghreb (North Africa), and the Caribbean. Through the works of novelists, poets, playwrights, and film makers within a growing corpus of canonical works, course will examine the different historical and cultural effects of colonialism and post colonialism, as well as the intrinsic artistic and literary qualities of non-western works of fiction.

Credit: 3 Hours

FREN 301 Conversation and Composition M

Conversational French and practice in writing topics of general interest and problems relating to French culture and civilization.

Prerequisite: French 202.

Credit: 3 Hours

FREN 310 Business French M

Advanced course offering acquisition of business vocabulary at higher level through variety of classroom activities such as translation exercises, improvement of French business writing skills, and additional reinforcement of grammatical concepts in the context of contemporary culture.

Prerequisite: French 202, or written permission of instructor.

Credit: 3 Hours

FREN 330 French Civilization I M

Highlights of France's cultural, scientific, and artistic contribution to world civilization prior to the French Revolution. Offered when warranted by academic requirements or student interest.

Prerequisite: French 301 or written permission of instructor.

Credit: 3 Hours.

FREN 331 French Civilization II M

French cultural contributions to the world from the French Revolution to present. Offered when warranted by academic requirements or student interest.

Prerequisite: French 301 or written permission of instructor.

Credit: 3 Hours.

FREN 360 Topics in French and Francophone Literature L,M

An examination of the literature in French representative of a particular genre, movement, author, or theme. Topics will vary with each course offering and include the French novel, the Romantic movement, and feminist Francophone literature. May be repeated for credit when topics differ.

Prerequisite: French 301 or permission of instructor.

Credit: 3 Hours.

FREN 401 Study Abroad

Students will complete a set of structured assignments either during or in the semester after their return from a Study Abroad program in a French-speaking country. These assignments are designed to enhance the experience abroad by asking students to reflect on their experience of language, literature, and culture. Assignments may include a language learning journal completed during the time abroad, a reflective paper on a piece of literature, and reflective papers on cultural experiences derived from the Study Abroad.

Credit: 3 Hours

Portuguese Courses

Port 101 Portuguese Level I M

Elementary pronunciation, vocabulary, and grammar of the Portuguese language as spoken in Brazil. Skills development focused on listening comprehension, reading, writing, and speaking. Language is approached through readings and authentic materials from the culture and history of Portugal and Brazil. Intended for students with zero to two years of Portuguese in high school.

Credit: 4 hours

Port 102 Portuguese Level II M

Language skills will be further developed in the classroom through conversation-based activities and work in small groups. Cultural components of the course are focused primarily on Lusophone Africa and Brazil.

Prerequisite: Portuguese 101

Credit: 4 hours

Spanish Courses

SPAN 101 Spanish Level I M

Elementary pronunciation, vocabulary building, and language structure of the Spanish language. Listening comprehension, reading, writing, and speaking. Language approached through readings and authentic materials from culture and history of Spanish speaking countries. Intended for students with zero to two years of Spanish in high school.

Credit: 4 Hours.

SPAN 102 Spanish Level II M

Language skill augmented by conversation-based activities. Small group activities. Cultural component includes other Spanish-speaking countries: Central and South America, Caribbean, Hispanic United States.

Prerequisite: Spanish 101.

Credit: 4 Hours

SPAN 201 Intermediate Spanish Level I M

Integrated review and extension of Spanish language, together with presentation of cultural issues and literary texts of the Hispanic World.

Prerequisite: Spanish 102 or two years of high school Spanish.

Credit: 3 Hours

SPAN 202 Intermediate Spanish Level II M

Integrated approach continues. Writing assignments include topics of general interest and issues of the contemporary Spanish-speaking world. Literature study includes fundamentals of interpretation, focusing primarily on contemporary Hispania.

Prerequisite: Spanish 201 or equivalent.

Credit: 3 Hours

SPAN 232 Latinos in the United States P,W,X

This course examines the group of individuals commonly identified as 'Hispanics' or 'Latinos/as.' Consideration will be given not only to the features these people share in common, but also to their diversity. An interdisciplinary approach examines the history, politics, religion, literature, art, music and popular traditions associated with the Latino population. The primary objective of this course is to examine who Latinos are, how they came to live in the United States, and what their

place is within US society. Of central importance to this examination will be an understanding of the concepts of race, ethnicity, identity, resistance, and assimilation. This course is taught in English, with no knowledge of Spanish required. It is not open to students who have already completed Spanish 332. Offered when warranted by student interest or academic requirements.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 hours

SPAN 301 Conversation and Composition M

Conversational Spanish and practice in writing on topics of general interest and problems relating to Spanish-speaking cultures and civilizations.

Prerequisite: Spanish 202.

Credit: 3 Hours

SPAN 310 Business Spanish M

Advanced course offering acquisition of business vocabulary at higher level through variety of classroom activities such as translation exercises, improvement of Spanish business writing skills, additional reinforcement of grammatical concepts, in the context of contemporary Spanish and Spanish American cultures.

Prerequisites: Spanish 202 or written permission of instructor.

Credit: 3 Hours

SPAN 321 Spanish Phonetics and Phonology

An examination of the sounds (consonants and vowels) of Spanish and how these vary systematically. Spanish dialects based on geography, age, gender, and economic status will also be analyzed. Nonnative speakers will focus on improving their pronunciation of Spanish.

Prerequisite: Spanish 202 or written permission of instructor.

Credit: 3 Hours

SPAN 330 Spanish Civilization M,P

Significant cultural materials in development of civilization in Spain and Hispanic world. Readings in Spanish emphasizing vocabulary acquisition and reading comprehension. Offered when warranted by academic requirements or student interest.

Prerequisite: Spanish 301 or written permission of instructor.

Credit: 3 Hours

SPAN 331 Spanish-American Civilization M,P

Spanish-American civilization. Offered when warranted by academic requirements or student interest.

Prerequisite: Spanish 301 or written permission of instructor.

Credit: 3 Hours

SPAN 332 Latinos en Estados Unidos P,W,X

This course examines the group of individuals commonly identified as 'Hispanics' or 'Latinos/as.' Consideration will be given not only to the features these people share in common, but also to their diversity. An interdisciplinary approach examines the history, politics, religion, literature, art, music and popular traditions associated with the Latino population. The primary objective of this course is to examine who Latinos are, how they came to live in the United States, and what their place is within US society. Of central importance to this examination will be an understanding of the concepts of race, ethnicity, identity, resistance, and assimilation. This course is taught in Spanish and is not open to students who have already completed Spanish 232. It is offered when warranted by student interest or academic requirements.

Prerequisites: Spanish 301.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 hours

SPAN 350 Highlights of Spanish Literature L,M

Great works from medieval to contemporary times. Offered when warranted by academic requirements or student interest.

Prerequisite: Spanish 301 or written permission of instructor.

Credit: 3 Hours

SPAN 351 Panorama of Latin American Literature L,M

Literature from Latin America from its earliest manifestations to the present. A variety of authors, genres, and themes will be analyzed in relation to the relevant historical context.

Prerequisite: Spanish 301 or written permission of instructor.

Credit: 3 Hours

SPAN 360 Topics in Spanish and Hispanic Literature L,M

An examination of the literature in Spanish representative of a particular genre, movement, author, or theme. Topics will vary with each course offering and include the Spanish novel, famous works of Spanish theater, and Hispanic women writers. May be repeated for credit when topics differ.

Prerequisite: Spanish 301 or written permission of instructor.

Credit: 3 Hours

SPAN 480 -- Spanish Capstone Project

Along with an appropriate Spanish course above 301, with the exception of Spanish 331 and 351, this course will be used to satisfy the Spanish capstone requirement. In addition to the coursework associated with the accompanying Spanish course, students will write a research paper exploring in depth an appropriate topic relevant to the accompanying course or the student's interests pertinent to Spanish or Latin American culture, language, or literature. As part of the capstone project, students will complete a cultural inventory. The items in the cultural inventory will be comprised of three parts: 1) a section on the history and cultures of Latin America drawn from material taught in Spanish 331; 2) a section on the literature, art, and/or film of Latin America, including items related to the literary and artistic history of Latin America, drawn from material taught in Spanish 351; and 3) a section determined by the student, in collaboration with the capstone course instructor, that is based on the student's interest and area of specialization.

Co-requisite: one upper division Spanish course, excluding 301, 331, and 351, and approval of the instructor.

Credits: 1 hour

SPAN 490 –Spanish Capstone Project

Under the supervision and with the collaboration of a faculty member of the Spanish program, Spanish majors engage in an independent research project that integrates their knowledge of Spanish language and culture and their own interests. This may include creating or developing a project based on their study abroad experience; students with a double major are encouraged to combine their knowledge and interests from their other major with those they have developed in their Spanish curriculum. The capstone course will culminate in a written research project as well as an oral presentation in Spanish. As part of the capstone project, students will complete a cultural inventory. The items in the cultural inventory will be comprised of three

parts: 1) a section on the history and cultures of Latin America drawn from material taught in Spanish 331; 2) a section on the literature, art, and/or film of Latin America, including items related to the literary and artistic history of Latin America, drawn from material taught in Spanish 351; and 3) a section determined by the student, in collaboration with the capstone course instructor, that is based on the student's interest and area of specialization.

Prerequisite: Approval of faculty supervising capstone project.

Credits: 3 Hours

English as Second Language (ESL) Courses

Students are required to take ESL courses at the Intensive and Bridge Levels (ESL 102, 201, 202) because their level of English language proficiency is insufficient for academic work. ESL courses at the Support Level (ESL 291, 292) may be taken as electives. A maximum of 12 ESL hours may count towards graduation.

ESL 102 Intensive English

Intensive ESL to prepare students for academic work in English and for interaction with Americans. Intermediate level reading, writing, speaking, listening, vocabulary, and grammar. NOTE: Students who are required to take this course must earn a grade of "C-" or higher before enrolling in ESL 201/202.

Prerequisite: Placement by ESL Director

Credit: 9 Hours

ESL 201 Speaking and Listening (Bridge Level)

Speaking and listening necessary for survival in the U.S. and for comprehension and oral participation in academic work. Pronunciation, fluency, note-taking skills, vocabulary, grammar, and cultural conventions of oral communication in an academic setting. NOTE: Students who are required to take this course must earn a grade of "C-" or higher before enrolling in Communication 101.

Prerequisite: Placement by ESL Director or grade of C- or higher in ESL 102.

Credit: 3 Hours

ESL 202 Reading and Writing (Bridge Level)

Academic reading and writing including note-taking and research skills, vocabulary building, grammatical accuracy, and organization and coherence of sentences, paragraphs, and essays. NOTE: Students who are required to take this course must earn a grade of "C-" or higher before enrolling in Writing 110.

Prerequisite: Placement by ESL Director or grade of C- or higher in ESL 102.

Credit: 3 Hours

ESL 211 Grammar and Vocabulary

Review of basic grammatical structures and commonly used academic vocabulary. Intended for students in need of stronger receptive and productive control of grammar and vocabulary in order to succeed in college courses. Typically taken concurrently with ESL 202.

Prerequisite: Placement by or by permission of ESL Director

Credit: 3 Hours

Language Courses

LANG 130 Introduction to American Culture M

This course provides an introduction to American culture for international students whose first language is not English. The course will focus on four main areas: an overview of contemporary American culture, transition into the United States collegiate system, fluent and appropriate language use, and pronunciation and speaking skills for the non-native speaker of English. (Enrollment limited to International students only)

Credit: 3 Hours

Linguistics Courses

LING 231 Language and Society M,X

Language variation according to region, socioeconomic class, age, and ethnicity. Standard and nonstandard dialects, register, and style shifting. Language contact, language policy and planning. Offered alternate years.

Credit: 3 Hours

LING 232 Language, Gender, and Culture M,X

Gender patterns in language use and how these reflect cultural presuppositions about men's and women's roles. Gender patterns in American English as well as in other languages and cultures will be examined. Offered alternate years.

Credit: 3 Hours

LING 320 Introduction to Linguistics Q

The bases of the scientific study of language: the sounds that make up human languages (phonetics), how sounds are combined (phonology), how words are structured (morphology), how sentences are structured (syntax), how we derive meaning from words, sentences, and texts (semantics). (Also listed as English 320.) Offered alternate years.

Credit: 3 Hours

LING 321 Methods of Foreign Language Teaching

Principles and techniques of teaching grammar, vocabulary, speaking, listening, reading, and writing in a foreign language. How to address problems particular to a foreign language teaching environment. Emphasis is placed on teaching English abroad. Offered alternate years.

Credit: 3 Hours

LING 341 Principles of Second Language Acquisition W

Factors affecting second language acquisition; theories of second language acquisition; acquisition of the sound system, grammar, vocabulary, and social uses of a second language. Offered alternate years.

Credit: 3 Hours

Music

Edward E. MacTaggart Department of Music
Websites: http://www.marietta.edu/~musc/; music.marietta.edu
Chair: Marshall Kimball (marshall.kimball@marietta.edu)
Administrative Assistant: Myra Reich

Courses in music provide opportunities for the study and performance of music for all students, regardless of their major or field of interest. The programs for the music major are designed to provide a thorough foundation in music within a liberal arts context. It may serve as a terminal degree in music for students desiring only the bachelor's degree, or it may serve as preparation for specialization in music at the graduate level.

Admission into the Music and Vocal Performance Programs: Students wishing to pursue one of these degrees must first audition for preliminary acceptance by the music faculty. Complete acceptance into either degree is contingent upon completion of the degree's piano requirements, acceptance into 300-level applied study, completion of four semesters of the recital attendance requirement, successful completion of the sophomore review (see below), and the completion of each of the following courses with a grade of C or better: Music 111, 112, 171, 172, , 211, 212, 271 and 272. For complete details of these requirements the students should refer to the Marietta College Music Handbook available on the department's website.

Admission into the Music Education Program: Students wishing to pursue a B.M. degree in music education must first audition and interview for preliminary acceptance by the music faculty. Complete acceptance into the major (required to enroll in all 300 & 400 level courses) is contingent upon completion of the following requirements:

- ACT composite of 23 with minimum scores of English-22, Reading-22, Mathematics-22 OR SAT composite of 1070 with minimum scores of Writing-430, Reading-450, Mathematics-520 OR submission of Praxis Core Academic Skills for Educators with minimum scores of Writing-162, Reading-156, Mathematics-150;
- A 2.75 cumulative grade point average while enrolled at Marietta College. If the student's grade point average falls below a 2.75, the student will be placed on program probation for one semester. If, at the end of the probationary semester, the student's grades are still below a 2.75, the student will no longer be permitted to enroll in 300/400-level Music Education and Education course
- Completion of WRIT 110 and COMM 101 with a grade of "C" or better.
- Completion of the piano proficiency (MUSC 141,142, 241, 242)
- Completion of the Aural Skills proficiency (MUSC 171, 172, 271 and 272)
- Acceptance into the 300-level of applied study
- Completion each of the following courses with a grade of C or better: MUSC 111, 112, 211, 212, 303, and MUED 110 and four credit hours of the ensemble requirement.
- Successful completion of four semesters of the recital requirement.
- Successful completion of the sophomore review. The sophomore review is an individual conference with the faculty of the department to review the progress of each student. Students will be required to present an electronic portfolio that is based on detailed instructions provided in the Music department handbook. It should contain, but is not limited to, the following items: transcript, piano proficiency results, repertoire list and jury evaluations, and a statement of goals. The review is designed not only to be an assessment of their progress to date, but an opportunity for the students and faculty to discuss weaknesses and strengths and set individualized goals for the rest of the student's time at Marietta College. The College's Department of Music, will either accept or reject the student's application into the Professional Music Education Licensure Program based on the student's qualifications and the department's vote of confidence in the student's ability to complete the Program. Students denied admission to the Professional Music Education Licensure Program may appeal this decision according to the criteria set forth in the *Marietta College Music Department Handbook*.

Prior to enrollment in MUED 490: In addition to requirements outlined by Marietta College's Department of Education, students must meet the following:

- Formal acceptance into the major
- Satisfactory evaluations in all field work.
- Completion of all prerequisite courses.
- Successful completion of seven semesters of the recital requirement.
- Minimum cumulative grade point average of 2.75.
- Successful completion of the following content courses with a grade of "C" or better: MUED 304, 305, 312, 330, 331, 401, 402, & 403
- A grade point of 3.00 or better in all required MUSC and EDUC courses, except MUED 457 and EDUC 452 which are offered concurrently with MUED 490.

Prior to graduation: In addition to those requirements outlined by Marietta College's Department of Education, students must meet the following:

- Completion of MUED 457, EDUC 452, and MUED 490 with a C or better in each course.
- Successful completion of the Ohio Assessment For Educators exam.

Requirements for a major in Music: 51 hours are required in music and the fine arts MUSC 111, 112, 141, 142, 171, 172,, 211, 212, 241, 242, 271, 272, 303, 330, 331; 3 hours of non-music fine arts (Art or Theatre); 8 hours of an approved ensemble; 6 hours of applied music, excluding preparatory study - Music 150; 3 hours of music electives (excluding Music 101, 110 and 150); and a senior capstone - Music 485. In addition to these course requirements students must successfully complete eight semesters of the recital attendance requirement and the Marietta College piano and aural skills proficiency examination. For complete details of these requirements the students should refer to the Marietta College Music Handbook available on the department's website.

Music required courses **28 hours**

MUSC 111 ☐	MUSC 112 ☐	MUSC 141 ☐
MUSC 142 ☐	MUSC 171 ☐	MUSC 172 ☐
MUSC 211 ☐	MUSC 212 ☐	MUSC 241 ☐
MUSC 242 ☐	MUSC 271 ☐	MUSC 272 ☐
MUSC 303 ☐	MUSC 330 ☐	MUSC 331 ☐

3 hours of non-music fine arts **3 hours**

Ensemble **8 hours**
8 HOURS OF APPROVED ENSEMBLE

Applied **6 hours**

MUSC 151 ☐	MUSC 151 ☐	MUSC 251 ☐
MUSC 251 ☐	MUSC 351 ☐	MUSC 351 ☐

Music electives **3 hours**
(EXCEPT MUSC 101, 110 & 150)

Senior capstone **3 hours**
MUSC 485 ☐

Total **51 hours**

Requirements for major in Vocal Performance: 81-83 hours are required in music. MUSC 111, 112, 121, 122, 141, 142, 171, 172, 211, 212, 241, 242, 271, 272, 303, 312, 330, 331, 332 (6 credits); MUED 110, 321, 325, & 425; THEA 106; 8 hours of an approved ensemble; 2 hours of MUSC 362; 12 hours of applied music, excluding preparatory study - Music 150; two semesters of the same foreign language selected from French or Spanish; and a senior capstone - Music 485. In addition to these course requirements students must successfully complete eight semesters of the recital attendance requirement and the Marietta College piano and aural skills proficiency examination. For complete details of these requirements the students should refer to the Marietta College Music Handbook available from the Music Office, Hermann Fine Arts Building.

Required courses **58 hours**

MUSC 111 ☐	MUSC 112 ☐	MUSC 121 ☐
MUSC 122 ☐	MUSC 141 ☐	MUSC 142 ☐
MUSC 171 ☐	MUSC 172 ☐	MUSC 211 ☐
MUSC 212 ☐	MUSC 241 ☐	MUSC 242 ☐
MUSC 271 ☐	MUSC 272 ☐	MUSC 303 ☐
MUSC 312 ☐	MUSC 330 ☐	MUSC 331 ☐
MUSC 332 ☐	MUED 110 ☐	MUED 321 ☐
MUED 325 ☐	MUED 425 ☐	
THEA 106 ☐		

Foreign Language **6-8 hours**
2 SEMESTERS OF THE SAME FOREIGN LANGUAGE (FREN OR SPAN)

Ensemble **10 hours**
8 HOURS OF ENSEMBLE (APPROVED BY DEPT. CHAIR)
2 HOURS OF MUSC 362 ☐

Applied **12 hours**

MUSC 151 ☐	MUSC 151 ☐	MUSC 251 ☐
MUSC 251 ☐	MUSC 351 (2 CREDITS) ☐	
MUSC 351 (2 CREDITS) ☐		
MUSC 451 (2 CREDITS) ☐		
MUSC 451 (2 CREDITS) ☐		

Senior capstone **3 hours**
MUSC 485 ☐

Total **81-83 hours**

Requirements for major in Music Education: 103 hours are required. MUSC 111, 112, 141, 142, 171, 172, 211, 212, 241, 242, 271, 272, 303, 304, 305, 312, 330, 331; MUED 110, 202, 206, 207, 208, 209, 321, 401, 402, 403, 457; EDUC 202, 253, 360, 452; PSYC 101; 7 hours of an approved ensemble; 1 hour of approved small ensemble; 7 hours of applied music, excluding preparatory study - Music 150; 4 hours of elective study based on specialty area; and a senior capstone - MUED 490. In addition to these course requirements students must successfully complete a recital requirement, the Marietta College piano and aural skills proficiency examination, 8 semesters of MUED 125, and a recital attendance requirement (MUSC 105). For complete details of these requirements the students should refer to the Marietta College Music Handbook available from the Music Office, Hermann Fine Arts Building.

Music required courses **34 hours**

MUSC 111 ☐	MUSC 112 ☐	MUSC 141 ☐
MUSC 142 ☐	MUSC 171 ☐	MUSC 172 ☐
MUSC 211 ☐	MUSC 212 ☐	MUSC 241 ☐
MUSC 242 ☐	MUSC 271 ☐	MUSC 272 ☐
MUSC 303 ☐	MUSC 304 ☐	MUSC 305 ☐
MUSC 312 ☐	MUSC 330 ☐	MUSC 331 ☐

Music Education required courses **21 hours**

MUED 110 ☐	MUED 202 ☐	MUED 206 ☐
MUED 207 ☐	MUED 208 ☐	MUED 209 ☐
MUED 321 ☐	MUED 401 ☐	MUED 402 ☐
MUED 403 ☐	MUED 457 ☐	

Education required courses **12 hours**

EDUC 202 ☐	EDUC 253 ☐	EDUC 360 ☐
EDUC 452 ☐		

Psychology required course **3 hours**
PSYC 101 ☐

Ensemble **8 hours**
7 HOURS OF APPROVED ENSEMBLE
1 HOUR OF APPROVED SMALL ENSEMBLE

Applied **7 hours**

MUSC 151 ☐	MUSC 151 ☐	MUSC 251 ☐
MUSC 251 ☐	MUSC 351 ☐	MUSC 351 ☐
MUSC 451 ☐		

Music electives (select one track) **4 hours**

Secondary Choral Track:

MUSC 121 ☐	MUSC 122 ☐	MUED 325 ☐

Secondary Instructor Track:

MUED 322 ☐	MUED 323 ☐

Elementary Track:

MUED 324 ☐	MUED 322 OR 325 ☐

Senior capstone **12 hours**
MUSC 490 ☐

Total **101 hours**

Requirements for a minor in Music: 24 hours required in music: Music 111, 112, 171, 172, 303, and either 330 or 331; 4 hours of an approved ensemble; 4 hours of applied music (excluding preparatory study - Music 150); 3 hours of elective study (excluding Music 101, 110, and 150). For complete details of these requirements the students should refer to the Marietta College Music Handbook available on the department's website.

Requirements for a certificate in Vocal pedagogy: 14 hours in music: MUSC 121, 122; MUED 321, 325, and 425; 6 hours of applied vocal study (excluding preparatory study - MUSC 150); and one semester of applied teaching through the music department. For complete details of these requirements the students should refer to the Marietta College Music Handbook available on the department's website.

Music Courses

MUED 110 Music and Society K

This course introduces the student to the historical, social and philosophical foundations of music including critical evaluation of contemporary trends leading to a clarification of an individual musician's philosophy of music and professional ethics. The course includes an introduction to basic law and arts policy in the US and the socio-cultural interplay of music, schools, and society. It will also explore the artistic pathways and qualities that aid in the pursuit of extraordinary musicianship. Offered every fall.

Credit: 3 hours

MUED 125 CMENC

Enrollment and membership in the Collegiate Music Educators National Conference (CMENC) is required of all music education majors. Regularly scheduled meetings will allow students to explore special topics in music education with leaders in the field. Offered every semester.

Credit: 0 hours

MUED 202 Teaching Music with Technology

This course is designed to introduce students to a large variety of software, hardware and MIDI applications available for use within the music classroom. It will also introduce the student to the grant writing process. The course will take place in both a classroom and laboratory setting. Offered spring in even-numbered years.

Credit: 3 hours

MUED 206 String Methods

Basic instruction in performance and teaching of orchestral string instruments as well as the study of instructional methods & materials appropriate for students at the beginning, intermediate, and advanced level of instruction. Emphasis is on the fundamentals of playing the instruments at the beginning level. Offered spring in even-numbered years.

Credit: 1 hour

MUED 207 Percussion Methods

Basic instruction in the performance and teaching of percussion instruments as well as the study of instructional methods & materials appropriate for students at the beginning, intermediate, and advanced level of instruction. Emphasis is on the fundamentals of playing the major percussion instruments at the beginning level. Offered fall in odd-numbered years.

Credit: 1 hour

MUED 208 Brass Methods

Basic instruction in the performance and teaching of brass instruments as well as the study of instructional methods & materials appropriate for students at the beginning, intermediate, and advanced level of instruction. Emphasis is on the fundamentals of playing the instruments at the beginning level. Offered spring in odd-numbered years.

Credit: 1 hour

MUED 209 Woodwind Methods

Basic instruction in the performance and teaching of woodwind instruments as well as the study of instructional methods & materials appropriate for students at the beginning, intermediate, and advanced level of instruction. Emphasis is on the fundamentals of playing the instruments at the beginning level. Offered fall in even-numbered years.

Credit: 1 hour

MUED 321 Introduction to Vocal Pedagogy

This course covers the foundation and process of singing as it pertains to prospective teachers of singing. Its topics include but are not limited to the following: the philosophy and psychology of singing; respiration, phonation, registration, resonation, articulation, the diagnosis and correction of faults related to these areas; and the use, pathology, and care of the singer's instrument. Offered fall of odd-numbered years.

Credit: 2 hours

MUED 322 Introduction to Instrumental Pedagogy

This course covers the foundation and process of applied instrumental instruction as it pertains to prospective instrumental teachers. Its topics include but are not limited to the following as they relate to standard wind and percussion instruments: respiration, articulation, registration, embouchure, posture, the diagnosis and correction of faults related to these areas; and the use and care of these instruments. Offered fall of odd-numbered years.

Prerequisites: MUED 208 & 209.

Credit: 2 hours

MUED 323 Marching Band Techniques

This course will introduce the student to history and evolution of contemporary marching bands, administrative and philosophical concepts involving marching band in an educational setting, and help to develop skills in show charting, design, and a variety of marching techniques. Offered fall of odd-numbered years.

Credit: 2 hours

MUED 324 Music in the Elementary School

This course focuses on knowledge and skills required of general music teachers working with the developing child including, but not limited to, knowledge of Kodaly and Orff methods, the study of music repertoire suitable to middle and upper elementary students, and the development of curricula and assessment techniques with regard to the National Standards for Arts Education. Offered fall of even-numbered years.

Prerequisite: MUED 110

Credit: 2 hours

MUED 325 Advanced Vocal Pedagogy

This course covers the foundation and process of singing as it pertains to prospective teachers of singing and continues with topics covered in MUED 321 with an emphasis on practical application. Additionally, its topics will include, but are not limited to, the following: the anatomy of the vocal mechanism, historical perspectives in vocal pedagogy, and appropriate literature selection. Offered spring of even-numbered years.

Prerequisites: MUED 321

Credit: 2 hours

MUED 401 Secondary Instrumental Methods

The course addresses the role of instrumental music instruction in public education, techniques of teaching instrumental music, and the study of music from various cultures appropriate to students in instrumental ensembles, and the administration and organization of instrumental ensembles. The course includes observations and instruction experiences in public school music classes, formulation of age-appropriate lesson plans, and peer teaching opportunities. Offered fall of even-numbered years beginning in 2010.

Prerequisites: MUSC 304 & MUED 110

Credit: 3 hours

MUED 402 Secondary Choral Methods

The course addresses the role of choral music instruction in public education, techniques of teaching choral music, and the study of music from various cultures appropriate to students in choral ensembles, and the administration and organization of choral ensembles. The course includes observations and instruction experiences in public school music classes, formulation of age-appropriate lesson plans, and peer teaching opportunities. Offered spring of even-numbered years.

Prerequisites: MUSC 305 and MUED 110

Credit: 3 hours

MUED 403 Music for Early & Middle Childhood Education

This course addresses the planning and implementation of musical experiences in the elementary grades including an introduction to Orff, Kodaly and music in special education, all considered in light of contemporary child development theory . The course includes observations and instruction experiences in public school music classes, formulation of age-appropriate lesson plans, and peer teaching opportunities. Offered fall of odd-numbered years.

Prerequisite: MUED 110

Credit: 3 hours

MUED 425 Pedagogy Practicum

A supervised teaching experience in which students will be required to evaluate, develop individualized lesson plans for, and teach private applied students throughout the semester. Offered fall of even-numbered years.

Prerequisite: MUED 325

Credit: 2 hours

MUED 457 Special Seminar in Music Education

This seminar is offered in conjunction with the student teaching semester and will address topics ranging from licensure examination preparation to resume preparation as well as provide an opportunity for students to exchange ideas and learn from their different teaching assignments.

Co-requisite: MUED 490

Credit: 1 hour

MUED 490 Student Teaching: Multi-Age Music

Fourteen week supervised professional teaching experience in the greater Washington County, Ohio area in a placement in either a secondary or elementary music classroom Supervision shall be done by a Marietta College faculty member and a selected cooperating teacher(s) who possesses appropriate credentials and experience in music. Students are required to follow school district calendar. Additional fees apply.

Prerequisite: Departmental Approval and completion of all 400-level music education coursework. Offered every spring.

Co-requisite: EDUC 452 and MUED 457

Credit: 12 hours

MUSC 101 Introduction to Western Music R

Introduction to music as an art form, emphasizing the development of perceptive listening techniques and critical judgment; representative compositions are not necessarily selected with regard to chronology. Offered every semester.

Credit: 3 Hours

MUSC 105 Recital Attendance

Required of all music, vocal performance and music education majors, this course monitors each student's exposure to a large and varied body of music through study and attendance at recitals, concerts, opera and musical theatre productions, and other performances. Offered every semester.

Credit: 0 hours

MUSC 110 Fundamentals of Music R

An introduction to the basic language and construction of music. This course introduces fundamental aspects of pitch, rhythm, meter, melody, harmony, timbre, texture, and form. An understanding of these concepts is developed through the reading of pitches and rhythms on a staff, the examination and construction of intervals, scales, and chords, and the composition of simple musical exercises. Students will have the opportunity to practice basic musical skills and to listen to, discuss, and write about music. Offered every semester.

Credit: 3 Hours

MUSC 111 Music Theory I R

An introduction to the basic principles of harmony in tonal music. This course begins with a brief review of pitch, rhythm, meter, scales, key signatures, intervals, and triads, and then continues with a thorough study of diatonic harmony through Roman numeral analysis and part-writing. Intended for students who already have a solid foundation in music fundamentals (as given in MUSC 110). Offered every Fall. Prerequisite: A grade of C or better in MUSC 110 or departmental permission.

Credit: 3 Hours

MUSC 112 Music Theory II R

A continuation of the concepts introduced in Music Theory I, with particular focus on chromatic harmony. This course covers phrase form, seventh chords, modulation, secondary functions and other chromatic chords. Offered every Spring. Prerequisite: MUSC 111.

Credit: 3 Hours

MUSC 121 English and Italian Diction

This course is designed to introduce the student to the International Phonetic Alphabet (IPA) and its application for the singer and choral conductor with particular regard to the English and Italian languages. While not intended as a substitute for proper study of a language, this course is designed to aid the student in producing clarity, accuracy, ease, and uniformity in the singing of these languages. Offered Fall in odd-numbered years.

Credit: 1 Hour

MUSC 122 French and German Diction

A continuation of Music 121, with particular regard to the German and French languages. Offered Spring in even-numbered years.

Prerequisite: Music 121.

Credit: 1 Hour

MUSC 141 Keyboard Skills I

Keyboard study in a laboratory setting. This course covers basic keyboard skills ideal for beginning piano students and those preparing for the piano proficiency examination. Offered every Fall.

Credit: 1 Hour

MUSC 142 Keyboard Skills II

Keyboard study in a laboratory setting. This course provides continued study of keyboard skills in preparation for the piano proficiency examination. Offered every Spring.

Prerequisite: Music 141 or departmental approval

Credit: 1 Hour

MUSC 145 Guitar Class

Instruction in guitar offered in a laboratory format. Designed for beginners only. Offered every semester. Additional fees apply.

Credit: 1 Hour

MUSC 146 Piano Class

Instruction in piano offered in a laboratory format. Designed for beginners only. Offered every semester.

Credit: 1 Hour

MUSC 171 Aural Skills I

This course offers basic training in the development of aural skills through sight-singing, rhythm reading, interval and chord recognition, error detection, and melodic, rhythmic, and harmonic dictation. Emphasis will be on diatonic, conjunct melodies, simple rhythms, and basic chord progressions. Offered every Fall.

Credit: 1 Hour

MUSC 172 Aural Skills II

This course offers continued training in the development of aural skills through sight-singing, rhythm reading, interval and chord recognition, error detection, and melodic, rhythmic, and harmonic dictation. Emphasis will be on diatonic melodies with larger leaps, moderately difficult rhythms, and longer chord progressions using all diatonic triads and inversions. Offered every Spring. Prerequisite: Music 171.

Credit: 1 Hour

MUSC 211 Music Theory III

An examination of the music from the late Renaissance to the Classical periods through the analysis of selected works from each period. This course introduces counterpoint and pursues further study of harmony and form, including binary and ternary forms, fugue, theme and variations, sonata form, and rondo form. Offered every Fall. Additional fees apply.

Prerequisite: Music 112.

Credit: 3 Hours

MUSC 212 Music Theory IV

An examination of the music from the Romantic period to the twentieth century through the analysis of selected works from each period. This course continues the study of form from Music Theory III and pursues an advanced study of chromatic harmony. Methods for the analysis of post-tonal music and other styles of twentieth-century music will be discussed and applied. Offered every Spring. Additional fees apply.

Prerequisite: Music 211.

Credit: 3 Hours

MUSC 231 History of Jazz R

This course provides an introduction to jazz and its history. This course will examine the origins of jazz, learn about different styles of jazz in various historical eras, and familiarize the student with the "jazz giants" - those players and singers who have made lasting contributions to this uniquely American art form. A primary focus in this class will be learning how to listen to, understand, and enjoy jazz. Offered every spring.

Credit: 3 Hours

MUSC 232 World Music R,M

This course provides an introduction to the musical traditions of a number of world cultures including the music of India, the Middle East, China, Japan, Indonesia, Africa, Europe, Latin America, the Caribbean, and North America (including Native American music). In each culture studied, students will learn not only to appreciate different styles of world music aesthetically as listeners, but to understand the role that such music plays in its own culture. Offered every fall.

Credit: 3 hours

MUSC 241 Keyboard Skills III

Keyboard study in a laboratory setting. This course provides continued study of keyboard skills in preparation for the piano proficiency examination. Offered every Fall.

Prerequisite: Music 142.

Credit: 1 Hour

MUSC 242 Keyboard Skills IV

Keyboard study in a laboratory setting. This course provides continued study of keyboard skills in preparation for the piano proficiency examination. Offered every Spring.

Prerequisite: Music 241.

Credit: 1 Hour

MUSC 271 Aural Skills III

This course offers continued training in the development of aural skills through sight-singing, rhythm reading, error detection, and melodic, rhythmic, and harmonic dictation. Emphasis will be on two- and three-part melodic dictation, more difficult rhythms, and chord progressions using all triads and sevenths with inversions. Offered every Fall.

Prerequisite: Music 172.

Credit: 1 hour

MUSC 272 Aural Skills IV

This course offers continued training in the development of aural skills through sight-singing, rhythm reading, error detection, and melodic, rhythmic, and harmonic dictation. Emphasis will be on chromatic, modal, and modulating melodies, challenging rhythms, and harmonic dictation of chord progressions that modulate or use chromatic chords. Offered every Spring. Prerequisite: Music 271.

Credit: 1 Hour

MUSC 303 Beginning Conducting

Introduction to the principles and techniques of choral and instrumental conducting. Offered Spring in even-numbered years.

Prerequisites: Music 111, 171 and departmental approval.

Credit: 2 Hours.

MUSC 304 Advanced Instrumental Conducting

Advanced conducting and rehearsal techniques applicable to instrumental ensemble literature and performance. Emphasis will also be placed on score reading and error detection skills. Offered spring of even-numbered years.

Prerequisites: Music 303.

Credit: 2 Hours

MUSC 305 Advanced Choral Conducting

Advanced conducting and rehearsal techniques applicable to choral ensemble literature and performance. Emphasis will also be placed on score reading and error detection skills. Offered Fall in odd-numbered years.

Prerequisites: Music 303.

Credit: 2 Hours

MUSC 312 Orchestration & Arranging

This course provides an introduction to techniques of scoring and arranging for a variety of ensembles, including full orchestra. Course activities will include scoring exercises for strings, woodwinds, brass, and percussion, piano reductions, piano transcriptions, and the creation of professional scores and parts. Additional attention will be given to arranging for choral ensembles. Students will be required to use music notation software. Offered spring of odd-numbered years.

Prerequisite: Music 212 or departmental permission.

Credit: 2 Hours

MUSC 321 Choral Literature

This course provides a survey of choral literature for all ability levels with particular emphasis on assessing the suitability of literature for various age groups and developing knowledge of appropriate performance practice for various style periods. Offered fall of even-numbered years.

Credit: 2 hours

MUSC 322 Band Literature

This course provides a survey of band literature for all ability levels with particular emphasis on assessing the suitability of literature for various age groups and developing knowledge of appropriate performance practice for various style periods. Offered fall of even-numbered years.

Credit: 2 hours

MUSC 330 Music History I **P,R,W**

This course addresses the development of Western Music from the early Greek period to the end of the Baroque and introduces major trends and developments in non-Western cultures including, but not limited to, Islamic, Indian, Asian, and African music. Emphasis is placed on musical styles, composers, and representative compositions of each period. This course has been identified as a Writing Proficiency course and so requires successful completions (C- or better) of WRIT 110.

Offered in Fall in even-numbered years.

Credit: 3 Hours

MUSC 331 Music History II **P,R,W**

This course addresses the development of Western Music from the Classic period to the present and introduces major trends and developments in non-Western cultures including, but not limited to, Islamic, Indian, Asian, and African music. Emphasis is placed on musical styles, composers, and representative compositions of each period. This course has been identified as a Writing Proficiency course and so requires successful completions (C- or better) of WRIT 110.

Offered in Spring in odd-numbered years.

Credit: 3 Hours

MUSC 332 Special Topics in Vocal Literature

An examination of selected genres of classical vocal literature ranging from opera to art song. Topics will vary with each course offering. May be repeated for credit.

Offered every Fall Semester.

Credit hours: 3

MUSC 485 Senior Capstone

Designed to be completed during a student's senior year of study. This course is offered as an independent project supported by several collective class sessions. Each student completes a special project in the area of the student's emphasis, which includes a supportive paper that journals the procedure of the special project and explains the relationship of all other aspects of their musical discipline to that project. Students in the BM in Vocal Performance program must complete Option A. Students in the BA in Music degree may choose from Options B through E:

A. Music Performance: Student will present a one- hour senior recital in their area of emphasis (instrumental, vocal, or conducting). Students choosing this option will give their recital in addition to the recital requirement, which should then be presented in their junior year. This option is available to students completing a BM in Vocal Performance only.
B. Music Theory/ Composition: Student will present a major paper of theoretical analysis and/or a portfolio of original composition(s) for performance
C. Music Scholarship: Students will present a research thesis on musicological or theoretical subjects in both written and lecture forms.

D. Applied Pedagogy: Student will present a lecture-recital to demonstrate pedagogical principles and results. Prerequisite: Special study in pedagogy
E. Internship: Departmental approved, supervised field experience in music or music-related activities.

Credit: 3 Hours

Applied Music Study

MUSC 150, 151, 251, 351, 451

Applied music study is available to all students of Marietta College ranging from beginners to those with previous experience. The department of music offers individualized instruction in piano, voice, guitar, and all major orchestral instruments, as well as composition and conducting. Beginning students should register for Preparatory Applied Study (Music 150). Credits in Preparatory Study may NOT be applied toward either a minor or major in music. Students who have taken lessons previously or those wishing to pursue a major or minor in music should contact the department of music prior to registration at higher levels of study. Offered every semester.

3 hours of applied lessons in the same instrument, numbered 151 or above may be applied toward the fine arts requirement in place of one 3-credit "R" designated course; 3 additional hours may replace the second 3-credit Fine Arts requirement.

Credit: 1 Hour each semester (for one half-hour of private instruction per week). With departmental permission, 2 hours of credit per semester may be elected (for two half-hours of private instruction per week).

Fee: See the Undergraduate Tuition, Fees, and Financial Aid section of this catalog.

Ensembles

Performing ensembles play an important role in life at Marietta College and are open to all interested students. All ensembles are offered every semester, except for MUSC 362 which is offered every Spring.

3 hours of MUSC 161, 162, 163, 165 and/or 361 may be applied toward the fine arts requirement in place of one 3-credit "R" designated course; 3 additional hours may replace the second 3-credit Fine Arts requirement.

Credit: 1 hour

MUSC 161 Men's Ensemble

The Men's ensemble performs a variety of musical styles suitable to male voices. No audition is required. Additional fees apply.

MUSC 162 Women's Choir

The Women's Choir performs a variety of musical styles suitable for female voices. No audition is required. Additional fees apply.

MUSC 163 Oratorio Chorus

The Oratorio Chorus performs major choral/orchestral works each semester and is open to both Marietta College students and members of the community. No audition is required.

MUSC 165 Symphonic Band

The Symphonic Wind Ensemble provides students with the opportunity to rehearse and perform high quality wind band literature with emphasis placed on both individual and group improvement. Both large and chamber ensemble music is programmed for each concert with the intent of providing members with a wide variety of performing experiences. Additional fees apply.

MUSC 166 Jazz Ensemble

This ensemble provides exposure to high quality jazz literature with emphasis placed on jazz styles and performance practices. Instructor permission is required to enroll.

MUSC 361 Concert Choir

The Concert Choir is a select mixed chorus requiring an informal audition. As the primary touring ensemble of Marietta College the choir has performed throughout the United States. Concert tours are scheduled annually during the week following graduation day in early May. Auditions may be scheduled during Freshman Orientation or during the first week of classes in the fall term. Additional fees apply.

MUSC 362 Opera Workshop

Opera Workshop provides students with the opportunity to study, develop, and improve their dramatic skills outside of their voice studios and gain valuable stage experience through performances of staged operatic scenes. As a result of their stage experience students will have a greater understanding of what it means to be a part of a complete operatic conception. This experience will help the students to better understand the development of performance practice as it relates to other historical, theoretical, and compositional music studies.

MUSC 364 Vocal Jazz Ensemble

The Chamber Singers are a select group of 6 to 12 singers that perform a wide variety of musical styles. These singers perform frequently within the Marietta community. Auditions are held the first week of fall term.

MUSC 365 Chamber Ensembles

A flexible ensemble(s) for smaller works for instruments of various types. Instructor permission is required to enroll.

MUSC 366 Wind Ensemble

The Wind Ensemble is a select ensemble requiring an audition. The ensemble provides the opportunity to rehearse and perform high quality wind band literature in an advanced environment. Members will also serve in positions of music leadership within the Symphonic Band (MUSC 165) for which concurrent registration is required.

Organizational Social Responsibility

The McDonough Center for Leadership and Business
Website: http://mcdonough.marietta.edu
Dean of the McDonough Center: Gama Perruci (gama.perruci@marietta.edu)
Administrative Coordinator: Christy Hockenberry (hockenba@marietta.edu)

Marietta College offers two programs in Organizational Social Responsibility (OSR) that are administered by the McDonough Center for Leadership and Business. Admission into the McDonough Scholars program is not required. The OSR Minor will supplement any Marietta College major and will prepare students for entry-level positions in public service, government organizations, and/or corporations for promoting and assessing social responsibility within those establishments.

The OSR certificate will provide students with an understanding of issues related to promoting and assessing social responsibility within various organizations.

Educational Objectives: To provide students with the basis to be able to understand:

1. Environmental, ethical, legal, educational, and/or cultural factors that contribute to sustainable economic and social development.
2. Issues of cultural sensitivity and general awareness of organizations' relations with local, regional, and global communities.
3. Techniques used to assess community needs and measure the impact of specific organizational social responsibility efforts to satisfy those needs.

Requirements for a minor in Organizational Social Responsibility: Nineteen credit hours including LEAD 220, 340, 403; one Environmental elective ourse chosen from BIOL 102, ENGY 101, ENVS 311, 315, LEAD 333; one Ethics/Legal elective course chosen from COMM 220, EDUC 110, LEAD 305, PETR 101, MASS 230, 420; one Social, Economic, and Cultural Development elective courses chosen from COMM 311, 385, ECON 350, ENGY 103, ENVR 330, ENVS 350, LEAD 103, 203, 350, PSYC 212, ENGY 401. At least two of the electives must be at the 200-level or higher.

Requirements for a certificate in Organizational Social Responsibility: Thirteen credit hours including LEAD 220, 340; one Environmental elective ourse chosen from BIOL 102, ENGY 101, ENVS 311, 315, LEAD 333; one Ethics/Legal elective course chosen from COMM 220, EDUC 110, LEAD 305, PETR 101, MASS 230, 420; two Social, Economic, and Cultural Development elective courses chosen from COMM 311, 385, ECON 350, ENGY 103, ENVR 330, ENVS 350, LEAD 103, 203, 350, PSYC 212, ENGY 401. At least two of the electives must be at the 200-level or higher.

Petroleum Engineering

Edwy R. Brown Department of Petroleum Engineering and Geology
Website: http://www.marietta.edu/~petr/
Chair: David C. Freeman (freemand@marietta.edu)
Administrative Coordinator: Sue Hiser

Petroleum engineering is a specialized discipline that prepares students primarily for careers in the exploration, production, processing and transportation of crude oil and natural gas. The petroleum engineer deals with a product that cannot be seen, held, examined or tested until it has been located in rock formations deep within the earth and brought to the surface. In light of this, petroleum engineers must be capable of designing, drilling, completing and analyzing subsurface well systems; characterizing and evaluating subsurface geological formations and their resources; designing and analyzing systems for producing, injecting, and handling fluids; applying reservoir and production engineering principles and practices to optimize resource development and management; and applying economics to these tasks under conditions of risk and uncertainty. The engineering science and technology involved in petroleum engineering also has direct application in the fields of environmental engineering and hydrology where subsurface well systems are used to access fluids in the earth.

The department's vision for the Petroleum Engineering program is to be recognized by the global petroleum industry and educational institutions as one of the premier petroleum engineering programs in the United States. The program's mission is to graduate well-rounded baccalaureate petroleum engineers who are prepared for entry-level positions in the petroleum industry or graduate school, and for life-long learning, professional development, and becoming professional engineers and leaders in the global petroleum industry. For more on the program and its objectives, goals, and learning outcomes please consult the website.

Admission Policy for Pre-Petroleum Engineering: The Pre-Petroleum Engineering Program can typically accommodate no more than 90 first-year students. Admission requirements to the Petroleum Engineering program are a minimum of a 3.20 high school grade point average (GPA) coupled with a 23 ACT in mathematics and a 22 ACT overall or a 540 SAT in mathematics and a 1020 SAT overall. Priority will be given to students with the highest academic promise and to those who declare an intention to major in this subject before April 1.

This field of study relies heavily on mathematical skills. Students accepted into the entering class must be ready for calculus in the first year. Despite meeting the entrance requirements above, a score on the Marietta College math placement test indicating a need for MATH 080 Intermediate Algebra predicts that a student is not ready to begin in Petroleum Engineering as a first-year student. Students needing MATH 080 will not be accepted into the Petroleum Engineering Program. However, the College reserves the right to accept these students as provisional students, as well as a few others, beyond the 90 formally admitted.

Petroleum and provisional students must have a GPA of 3.000 or higher in 32 hours of required courses (PETR 101; WRIT 110; COMM 101; MATH 125; CHEM 131,-134; GEOL 111, 112; PETR 216) at the end of the first year or at the time these courses are completed to continue in the program. Again, only 90 students will carry forward to the sophomore year and beyond.

Students seeking admission into the program as a transfer student from another institution must have a minimum grade point average of 3.000 and will be granted admittance only if space is available in the applicable class of 90 students.

Requirements for a major in Petroleum Engineering: (133 hours are required for the B.S.P.E. degree.) Petroleum Engineering 216, 302, 317, 318, 341, 342, 343, 405, 406, 421, 423, and 430; Engineering 101, 311, 312, 321, 325, 331, and 351; Mathematics 125, 224, 235, 257 and 302; Geology 111, 112, and 326; Physics 221 and 222; Chemistry 131-134; Computer Science 210; and Writing 307. Capstone: Petroleum Engineering 430.

All majors must fulfill all of the general college requirements.

Petroleum Engineering		**32 Hours**
PETR 216 ☐	PETR 302 ☐	PETR 317 ☐
PETR 318 ☐	PETR 341 ☐	PETR 342 ☐
PETR 343 ☐	PETR 405 ☐	PETR 406 ☐
PETR 421 ☐	PETR 423 ☐	

Engineering		**19 Hours**
EGRG 311 ☐	EGRG 312 ☐	EGRG 321 ☐
EGRG 325 ☐	ENGY 331 ☐	EGRG 351 ☐
Mathematics		**17 Hours**
MATH 125 ☐	MATH 224 ☐	MATH 235 ☐
MATH 257 ☐	MATH 302 ☐	
Geology		**11 Hours**
GEOL 111 ☐	GEOL 112 ☐	GEOL 326 ☐
Physics		**8 Hours**
PHYS 221 ☐	PHYS 222 ☐	
Chemistry		**8 Hours**
CHEM 131 ☐	CHEM 132 ☐	CHEM 133 ☐
CHEM 134 ☐		
Computer Science		**3 Hours**
CSCI 210 ☐		
English		**3 Hours**
WRIT 307 ☐		
Capstone		**3 Hours**
PETR 430 ☐		
Total		**104 Hours**

Suggested Program of Study

Candidates are cautioned to work closely with advisors in the Department of Petroleum Engineering and Geology.

The eight-semester course sequence recommended for petroleum engineering majors that follows is designed to provide students with a logical progression of courses beginning with fundamental courses in mathematics and general sciences. In turn, these courses provide a foundation for engineering science courses that give students the tools necessary for solving engineering design problems that are the real focus of the major in junior-and senior-level petroleum engineering courses. There is an inherent strong emphasis in the curriculum on the development of critical thinking and communication skills.

All majors seeking employment in the U.S. are encouraged to take the Fundamentals of Engineering (FE) Exam during their senior year. Passing the exam is not a requirement. The FE Exam represents the first formal step in the process of becoming a registered professional engineer. It is also recommended that all majors join the Society of Petroleum Engineers.

Freshman Year: Fall		**Spring**	
Chemistry 131, 133	4 hrs	Chemistry 132, 134	4 hrs
Writing 110	3 hrs	Communication 101	3 hrs
Petroleum 101 (FYS)	3 hrs	Geology 112	4 hrs
Geology 111	4 hrs	Mathematics 224	4 hrs
Mathematics 125	4 hrs	Petroleum 216	3 hrs
	18 hrs		18 hrs
Sophomore Year: Fall		**Spring**	
Computer Sc. 210	3 hrs	Engineering 312	3 hrs
Engineering 311	3 hrs	Engineering 321	3 hrs
Physics 221	4 hrs	Mathematics 302	3 hrs
Mathematics 235	3 hrs	Physics 222	4 hrs
General Education	3 hrs	General Education	3 hrs
	16 hrs		16 hrs
Junior Year: Fall		**Spring**	
Engineering 351	3 hrs	Writing 307	3 hrs
Petroleum 317	3 hrs	Geology 326	3 hrs
Petroleum 343	3 hrs	Petroleum 302	1 hr
Mathematics 257	3 hrs	Petroleum 318	3 hrs
General Education	6 hrs	Petroleum 341	3 hrs
	18 hrs	Petroleum 342	3 hrs
			16 hrs
Senior Year: Fall		**Spring**	
Engineering 325	3 hrs	ENGY 331	4 hrs
Petroleum 423	3 hrs	Petroleum 421	3 hrs
Petroleum 405	3 hrs	Petroleum 406	3 hrs
General Education	6 hrs	Petroleum 430	3 hrs
	15 hrs	General Education	3 hrs
			16 hrs

Requirements for a minor in Petroleum Engineering: Chemistry 131 and 133; Computer Science 210; and Petroleum 216, 302, 317, 341, 343, and one 3 credit elective.

Petroleum Engineering Courses

PETR 101 Engineering Reasoning **K**

Engineers are required to reason through complex engineering issues by application of critical thinking skills applied with the appropriate intellectual disposition. Specific student learning outcomes for this course include increased understanding and application of critical thinking skills and an increased awareness of the ethical implications often associated with decision making.

Credit: 3 Hours

PETR 216 Petrophysics

Properties of rocks and fluids that affect the distribution and movement of fluids such as oil, gas, water, or contaminants in porous media including porosity, permeability, capillary pressure, surface and interfacial tension, wettability, and viscosity; basic formation evaluation methods used to analyze oil and gas-bearing rock formations and ground-water systems; various forms of Darcy's Law; in-class laboratory experiments.

Prerequisite: Mathematics 121 or higher.

Credit: 3 Hours

PETR 302 Drilling and Completion Fluids, Well Control and Casing Design Laboratory

Investigation of filtration, chemical and rheological properties, including determination of barite sag index, well drilling fluids, and recommended procedures for design and control of desirable drilling fluid properties. Analysis of equivalent static density (ESD) profiles of synthetic-based mud (SBM) and mineral oil-based mud (MOBM) systems using PVT data with numerical integration. Detailed analysis of casing pressure profiles during well control operations for surface subsea and horizontal well control operations. Maximum load concept casing design. Three-hour laboratory.

Prerequisite: Concurrent enrollment in Petroleum 341.

Credit: 1 Hour

PETR 317 Hydrocarbon Phase Behavior

Qualitative and quantitative phase behavior of pure, binary, and multi-component systems; compressibility, viscosity, formation volume factors of gases and liquids; critical and pseudocritical constants; vapor pressure; dew point and bubble point; equilibrium constants; flash and differential vaporization, hydrate formation.

Prerequisites: Chemistry 131 and 133; and Computer Science 210.

Credit: 3 Hours

PETR 318 Reservoir Engineering

Reservoir types; calculation of hydrocarbons in place by volumetric method; generalized material balance equation; steady, pseudosteady, and unsteady state flow of reservoir fluids; water influx; reduced forms of material balance equation; performance prediction; decline curve analysis, and coalbed methane and shale reservoirs.

Prerequisites: Petroleum 216 and 317.

Credit: 3 Hours

PETR 341 Drilling Engineering

Engineering planning, design and optimization considerations involved in well drilling operations including logistics and rotary drilling equipment requirements; drilling cost analysis; review of recommended drilling fluids and cement programs including cement placement techniques; review of tri-cone and PDC bit programs; gas-cut mud calculations; hydrostatic pressure in gas and complex fluid columns; pore pressures and fracture gradients; drill collar design using force balance method; non-static well conditions including annular and pipe flow of Newtonian and non-Newtonian fluids; optimization of jet bit hydraulics; swab and surge pressures; innovative drilling practices.

Prerequisites: Petroleum 216 and concurrent enrollment in Petroleum 302.

Credit: 3 Hours

PETR 342 Production Systems Engineering I

Completion techniques; flowing well performance using Nodal analysis; design of gas lift, plunger lift, electric submersible pump, and sucker rod pumping production systems; preview of stimulation techniques; design considerations; and economics.

Prerequisite: Petroleum 216 and 317.

Credit: 3 Hours

PETR 343 Formation Evaluation

Techniques for subsurface evaluation of oil and gas reservoirs emphasizing: quantitative interpretation of electric, sonic, and nuclear logs by overlay, cross-plot, and digital evaluation methods; multiple tool logging programs that provide comprehensive description of reservoir content and productivity; complex mineralogies and unconventional reservoirs; and production logging.

Prerequisite: Petroleum 216.

Credit: 3 Hours

PETR 405 Enhanced Recovery W

Reservoir engineering aspects of water-flooding; survey of thermal, chemical, gas, and other enhanced oil recovery processes; design considerations; economics.

Prerequisites: Petroleum 318 and 342.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

PETR 406 Natural Gas Engineering

Flow of natural gas in pipelines; gas metering and regulation; compression of natural gas; dehydration, sweetening, and odorization of natural gas; gas well completion techniques; gas reservoir engineering; deliverability testing methods; production engineering methods using Nodal analysis; design considerations; economics; coalbed methane reservoirs; reservoir simulation. This course integrates lecture, laboratory and field experience.

Prerequisites: Petroleum 317 and 342.

Credit: 4 Hours.

PETR 421 Transient Pressure Analysis

Theory and application of well testing methods. Derivation and solution of the diffusivity equation for fluid flow in porous media for various boundary conditions. Pressure build-up, draw-down, injection, multi-rate and multi-well testing methods using analytical solutions and type curves applied for single and multi-phase flow. Well test design.

Prerequisites: Mathematics 302 and Petroleum 318.

Credit: 3 Hours

PETR 423 Production Systems Engineering II

Advanced production engineering topics including surface facilities design, corrosion in production operations, gravel pack design, production logging, skin effects, matrix acid treatment design, and hydraulic fracture treatment design. Production from unconventional reservoirs is addressed.

Prerequisite: Petroleum 342.

Credit: 3 Hours

PETR 430 Senior Capstone Design Seminar

Students are assigned a comprehensive engineering design project. Work is done in teams. Students present their results in the form of a written report and technical presentation using style adopted by Society of Petroleum Engineers.

Prerequisite: Senior standing.

Credit: 3 Hours

Philosophy

Department of History, Philosophy, and Religion
Website: http://www.marietta.edu/~provost/majors/philosophy.html
Chair: Kathryn McDaniel (mcdaniek@marietta.edu)
Administrative Coordinator: Christina Hendershot

Requirements for a minor in Philosophy: 18 hours in Philosophy, including at least 6 hours at the 300 level.

Philosophy Courses

PHIL 120 Moral Philosophy **K**

Lecture and discussion of important moral questions. Stresses both persistent questions of moral philosophy and their relevance to present-day moral problems, and considers contributions of various intellectual areas outside of philosophy.

Credit: 3 Hours

PHIL 201 Logic **Q**

Introduction to good reasoning. Nature and structure of good arguments, difference between deduction and induction, concepts of truth, relevance, validity, and soundness, different types of arguments, legitimate and illegitimate inferences, and fallacies.

Prerequisite: Communication 101

Credit: 3 Hours

PHIL 211 Philosophy in Science Fiction **L**

The genre of science fiction arose in the mid-20th century as thoughtful people questioned the meaning of science and technology, and the massive historical and cultural forces these had suddenly set in motion. This class will examine science fiction as a means to explore the unprecedented rise of science and technology that continues still today. We shall examine what science fiction was and what it has become, and how this reflects historical and cultural constants and changes. One thing that seems constant is the problem that the rise in science is not accompanied by similar improvements in human ethics and psychology and this continues to provide fodder for the genre even today.

Prerequisite: Writing 110 or one Philosophy course

Credit: 3 Hours

PHIL 241 Philosophy of Sex and Love **X**

Issues concerning nature, forms, and value of love, as well as its relation to such things as friendship, infatuation, sexual desire, marriage, and family. Selections from writings of prominent thinkers from Plato and Aristotle to Freud and Fromm form textual basis.

Credit: 3 Hours

PHIL 321 Environmental Ethics **K**

A philosophical examination of moral values, choices, and lifestyles, as these relate to human use of the natural environment. We will consider various concepts of nature and scenarios of possible human futures, in examining the moral issues of environmental preservation.

Prerequisite: One course from philosophy or environmental science/studies, or permission of instructor.

Credit: 3 Hours

PHIL 328 Philosophy of Art **R,W**

Art in most fundamental and general respects; nature of aesthetic experiences and nature and function of art criticism. Selected readings from works of prominent philosophers and art critics. Offered when warranted by academic requirements or student interest.

Prerequisite: Two courses any combination of philosophy and art or art history, or permission of instructor.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

PHIL 336 Existentialism **K,W**

Philosophical, literary, and psychological attempts to address plight of anonymous and alienated self in modern, technological world. Representative authors include Pascal, Kierkegaard, Dostoevsky, Nietzsche, Kafka, Heidegger, and others. Offered alternate years.

Prerequisite: One course in philosophy, or permission of instructor.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

PHIL 341 Philosophy in Ancient Greece and Rome **P,W**

Philosophies of Plato and Aristotle, and consideration of representatives of Epicureanism, Stoicism, Skepticism, and NeoPlatonism. Offered when warranted by academic requirements or student interest.

Prerequisite: One 200-level course in philosophy or higher, or permission of instructor.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

PHIL 344 Late Modern Philosophy **P,W**

Post-Kantian German Idealism, Positivism, and Marxism. Other 19th- century philosophy. Hegel, Schopenhauer, Comte, Mill, Marx, and Nietzsche. Offered when warranted by academic requirements or student interest.

Prerequisite: One 200-level course in philosophy or higher, or permission of instructor.

This course has been identified as a writing proficiency course and requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

Physical Education

Director of Athletics: Larry R. Hiser
Chair: Jeanne Arbuckle (Jeanne.Arbuckle@marietta.edu)
Administrative Assistant: Wendy J. Thieman

The department identifies its role as providing all students with the opportunity to pursue a wide range of elective courses in the area of lifetime sports and wellness.

Lifetime Activity Courses

Lifetime activity courses provide students with opportunities to learn basic rules, terminology, skills, strategies, and techniques in the chosen area of study. Most physical education activity classes meet during the first 10 weeks of the semester. The add-drop periods for such courses are prorated by the chair of the Department of Health and Physical Education.

Students may apply up to 4 hours of credit toward the minimum hours required for graduation in any combination of the following

courses: lifetime activities or varsity sports. (See rule governing varsity sports below.)

PHED 101 Aerobic Running

This class will introduce students to various methods of aerobic running as a means to overall fitness. Class topics will include how to develop training programs, injury prevention and treatment, and basic nutrition. Each class will include a short lecture followed by a period of activity. Active participation is required.

Credit: 1 hour

PHED 116 Golf

This course provides an opportunity to develop basic skills and knowledge in the game of golf. The fundamental skills, strategy, rules, and techniques will be covered. Active participation is required. Additional fees apply.

Credit: 1 hour

PHED 117 Tennis

This course provides an opportunity to develop basic skills and knowledge in the game of tennis. The fundamental skills, strategy, rules, and techniques will be covered. Active participation is required.

Credit: 1 hour

PHED 119 Bowling

This course provides an opportunity to develop basic skills and knowledge in the game of bowling. The fundamental skills, strategy, rules, and techniques will be covered. Active participation is required. Additional fees apply.

Credit: 1 hour

PHED 121 Racquetball

This course provides an opportunity to develop basic skills and knowledge in the game of racquetball. The fundamental skills, strategy, rules, and techniques will be covered. Active participation is required.

Credit: 1 hour

PHED 125 Personal Fitness

This course will cover key concepts of a complete personal fitness program in the areas of nutrition, aerobic conditioning, flexibility, and strength training. Each student will develop a personal fitness plan to be implemented during the semester.

Credit: 1 hour

PHED 127 Hatha Yoga

The course will give you a basic understanding of twelve basic yoga poses and will teach you how to relax your mind and body but still receive a balanced, healthful workout. Through participation in this class you will increase your strength, stamina, and flexibility. In addition you will learn stress reduction techniques using exercise and breath control.

Credit: 1 hour

PHED 128 Hatha Yoga II

This course will continue and build on the twelve poses mastered in Hatha Yoga I. HYII will expand the student's physical abilities, mental awareness, and understanding of hatha yoga as a form of exercise and a tool for relaxation and stress management. Props such as blankets, blocks, and straps may be used to remediate the poses initially, but HYII students are strongly encouraged to practice yoga poses frequently outside of class time to increase mastery. Students are also encouraged to engage in other structured fitness activities outside of class.

Prerequisite: Physical Education 127

Credit: 1 hour

PHED 129 Walking for Fitness

This course will introduce students to appropriate knowledge concerning walking as a fitness program. Emphasis will be placed on proper stretching, standard conditioning practices, proper clothing, fluid intake requirements, cardiovascular value, injury prevention, general safety guidelines, address basic nutrition needs, and fitness goal setting utilizing walking.

Credit: 1 hour

PHED 210 Rowing

This course will introduce students to the sport of rowing and will include instruction on proper use of the ergometer as a training tool. In addition students will learn basic rigging skills and basic stroke instruction on the water. Students will be required to pass a basic swimming safety test as a prerequisite to taking this class. Additional fees apply.

Credit: 1 hour

Varsity Sports

Students may apply up to 2 hours of credit toward the minimum hours required for graduation in any combination of varsity sports. Each course offers 1 hour of credit.

228, 268 Football (Men)
229, 269 Soccer (Men/Women)
230, 270 Cross Country (Men/Women)
232, 272 Basketball (Men/Women)
233, 273 Baseball (Men)
234, 274 Volleyball (Women)
235, 275 Track and Field (Men/Women)
237, 277 Tennis (Men/Women)
238, 278 Softball (Women)
239, 279 Crew (Men/Women)

Physical Education Theory Courses

PHED 133 Concepts of Wellness

The course provides an overview of wellness. Students will develop an understanding of wellness and how it is a continual balance of different dimensions of human needs. The students will have an opportunity to design individualized programs for themselves and others to reach the optimal level of wellness. Wellness is a process that is continually developed. The course links the development of the dimensions of wellness in regard to health, stress, nutrition, disease prevention and substance abuse.

Credit: 3 Hour.

PHED 220-226 Rules and Officiating of Team Sports

Offered when warranted by academic requirements or student interest.

Credit: 1 Hour each sport.

220 Football (Men)
221 Basketball (Men/Women)
222 Baseball (Men)
224 Soccer (Men/Women)
226 Volleyball (Women)

PHED 240-249 Philosophy and Methods of Coaching

Theory and methods of coaching, including technical, administrative, and organizational aspects of process. Emphasizes fundamentals, tactics, conditioning, conduct of practice sessions, match and tournament organization, and budget planning. Offered when warranted by academic requirements or student interest.

Credit: 1 Hour each sport.

240 Football (Men)
241 Basketball (Men/Women)
242 Soccer (Men/Women)
243 Crew (Men/Women)
244 Baseball (Men)
245 Volleyball (Women)
246 Softball (Women)
247 Cross Country
248 Track
249 Tennis (Men/Women)

PHED 319 Theory and Practice of Elementary School Activities

Values, objectives, methods, trends, and practice in teaching basic movement, mimetics, storytelling, social games, singing games, rhythms, and games of low organization. Includes one-hour weekly practicum in public or parochial schools. This course is a requirement for Early Childhood Education majors but can also be taken as an elective by non-majors. Typically offered spring semester.

Prerequisite: Sophomore standing or higher.

Credit: 3 Hours

PHED 325 Stress Management

Nature and physiology of stress. Role of stress as related to human functioning. Several widely used stress management techniques considered. Lecture/discussion with learning and practicing stress management techniques. This course includes a service-learning component.

Credit: 3 Hours

PHED 497 Internship in Physical Education

Designed to enrich educational experience of student by placing him or her in environment which provides professional and practical experience and opportunity to observe concepts and principles applied in actual setting during summer or academic year. Includes orientation and debriefing sessions, student reports, employer reports, and faculty evaluations. Graded on "satisfactory/ unsatisfactory" basis.

Prerequisite: Approval of department chair.

Credit: 1-3 Hours

Physics

Department of Physics
Website: http://www.marietta.edu/~phys/
Chair: Dennis E. Kuhl (dennis.kuhl@marietta.edu)
Administrative Assistant: Andrea Richardson

The aim of the Physics Program at Marietta College is to provide students with a rigorous and thorough background in theoretical, experimental, and computational physics.

The Physics Major is intended primarily to prepare graduates for entry into respected graduate or professional schools. Through classes, laboratories, directed research, and summer internships, graduates of the program will be well prepared for further study in areas such as physics, applied physics, astronomy, engineering or applied science, science education, medicine, law, or business - to mention a number of the most prominent possibilities.

The Applied Physics Major is intended to prepare students for participation in the engineering school phase of the 3-2 Engineering Dual-Degree Program or for entry-level employment in a variety of technical fields immediately following graduation. The final two years of the Applied Physics Major involve selected course work and research chosen from among a variety of applied topics in physics and cognate areas in the sciences, mathematics, computer science, and engineering.

The Physics Minor provides students with a foundation in the tools, techniques, and concepts of physics in order to enhance the study of other fields.

The Astronomy Minor, accessible to motivated students in all disciplines, introduces the manner in which the process and concepts of physical science can be used to address questions in astronomy. With a Physics Major and Astronomy Minor, students will be well prepared to continue their studies of astronomy in graduate school.

The department also has a mission toward non-majors: to introduce students to the basic concepts of physical science and their application in general as well as in their chosen field.

Requirements for a major in Physics: 60 credit hours including Chemistry 131, 133; Computer Science 115; Mathematics 125, 224, 225, and 302; Physics 221, 222, 321, 325, 331, 332, 342, 352, 362, 391, 491, and 492; six additional hours selected from Physics 322, 381, 442, 452, 462 (Physics 381 may be counted only once).

Physics Courses		**27 Hours**
PHYS 221 ☐	PHYS 222 ☐	PHYS 321 ☐
PHYS 325 ☐	PHYS 331 ☐	PHYS 332 ☐
PHYS 342 ☐	PHYS 352 ☐	PHYS 362 ☐
Chemistry Courses		**4 Hours**
CHEM 131 ☐	CHEM 133 ☐	
Computer Science Course		**3 Hours**
CSCI 115 ☐		
Mathematics Courses		**15 Hours**
MATH 125 ☐	MATH 224 ☐	MATH 225 ☐
MATH 302 ☐		
Physics Electives:		
Two of the following		**6 Hours**
PHYS 322 ☐	PHYS 381 ☐	PHYS 442 ☐
PHYS 452 ☐	PHYS 462 ☐	

Capstone **5 Hours**
PHYS 391 ☐ PHYS 491 ☐ PHYS 492 ☐

Total **60 Hours**

Students planning to attend graduate school should take as many as possible of the following: Mathematics 301, 304, 340 and 451; Physics 322, 381, 442, 452, 462, and one or two credits of 499.

Requirements for a major in Applied Physics: 60 credit hours including Chemistry 131, 133; Computer Science 115; Mathematics 125, 224, 225, and 302; Physics 221, 222, 321, 325, 331, 332, 391, 491, and 492; fifteen additional hours selected from Astronomy 105, 205, 305, 306, Biology 101, 102, 105, 131, 301, 318, Chemistry 132, 134, 331, 332, Computer Science 116, 215, 216, 305, 340, Engineering 311, 312, 321, Mathematics 223, 304, 334, 340, Physics 322, 342, 352, 362, 381.

Physics Courses **18 Hours**
PHYS 221 ☐ PHYS 222 ☐ PHYS 321 ☐
PHYS 325 ☐ PHYS 331 ☐ PHYS 332 ☐

Chemistry Courses **4 Hours**
CHEM 131 ☐ CHEM 133 ☐

Computer Science Course **3 Hours**
CSCI 115 ☐

Mathematics Courses **15 Hours**
MATH 125 ☐ MATH 224 ☐ MATH 225 ☐
MATH 302 ☐

Electives: Fifteen hours from the following **15 Hours**
ASTR 105 ☐ ASTR 205 ☐ ASTR 305 ☐
ASTR 306 ☐ BIOL 101 ☐ BIOL 102 ☐
BIOL 105 ☐ BIOL 131 ☐ BIOL 301 ☐
BIOL 318 ☐ CHEM 132, 134 ☐ CHEM 331 ☐
CHEM 332 ☐ CSCI 116 ☐ CSCI 215 ☐
CSCI 216 ☐ CSCI 305 ☐ CSCI 340 ☐
EGRG 311 ☐ EGRG 312 ☐ EGRG 321 ☐
MATH 223 ☐ MATH 304 ☐ MATH 334 ☐
MATH 340 ☐ PHYS 322 ☐ PHYS 342 ☐
PHYS 352 ☐ PHYS 362 ☐ PHYS 381 ☐

Capstone **5 Hours**
PHYS 391 ☐ PHYS 491 ☐ PHYS 492 ☐

Total **60 Hours**

Requirements for a minor in Physics: 24 credit hours including Physics 221, 222, 321, 331; Mathematics 125 and 224; and one additional 300-level Physics course numbered 300 or higher not required for the student's major. This minor is exempt from the 12-hour rule for minors.

Requirements for a minor in Astronomy: 18 total credit hours including Astronomy 105, 106, 205, 305, and 306; four hours selected from Physics 101, 211, and 221.

Astronomy Courses **14 Hours**
ASTR 105 ☐ ASTR 106 ☐ ASTR 205 ☐
ASTR 305 ☐ ASTR 306 ☐

Physics Courses **4 Hours**

One of the following
PHYS 101 ☐ PHYS 211 ☐ PHYS 221 ☐

Total **18 Hours**

Suggested Program of Study for the Physics Major

Freshman Year: Fall		**Spring**	
PHYS 221:	General Physics I	PHYS 222:	General Physics II
MATH 125:	Calculus I	MATH 224:	Calculus II
CSCI 115:	Computer Programming		
Sophomore Year: Fall		**Spring**	
PHYS 321:	Modern Physics	PHYS 325:	Mathematical Methods for Physics
PHYS 331:	Experimental Physics I	PHYS 332:	Experimental Physics II
MATH 225:	Calculus III	MATH 302:	Differential Equations with Numerical Methods
Junior Year: Fall		**Spring**	
PHYS 342:	Classical Mechanics I	PHYS 391:	Physics Research Seminar
PHYS 352:	Electricity and Magnetism I	*PHYS 322:*	*Thermodynamics and Statistical Mechanics*
CHEM 131:	General Chemistry I	*PHYS 381:*	*Special Topics*
CHEM 133:	General Chemistry Laboratory I	*PHYS 452:*	*Electricity and Magnetism II*
Senior Year: Fall		**Spring**	
PHYS 362:	Quantum Mechanics I	*PHYS 442:*	*Classical Mechanics II*
PHYS 491:	Physics Research I	*PHYS 462:*	*Quantum Mechanics II*
		PHYS 492:	Physics Research II

Notes:

1. Students must complete at least two of the five courses in italics to satisfy the Physics Major (Physics 381 can count only once in satisfying this requirement).
2. Because of the prerequisite structure for courses in the Physics Major and the schedule of availability for some of the upper-level courses, it is important for students pursuing the Physics Major to follow the recommended sequence for courses in the major as closely as possible.
3. The recommended sequence of courses for the first two years of the Applied Physics Major is the same as for the Physics Major. The sequence for the final two years is dependent on the interest of each individual student and the courses are chosen in consultation with the student's advisor.

Astronomy Courses

ASTR 105 Introduction to Astronomy **B**

An introductory course intended for non-science majors. Topics will include the historical process of arriving at our present understanding of the universe, the solar system, distant stars and galaxies, current theories of the origin and evolution of our universe, and the natural laws that govern it all. Three hours of lecture/discussion and two hours of laboratory per week. Additionally, there will be two or three individual observation assignments that you will do on you own time as well as two or three required evening telescopic viewing sessions on the day of your lab when the weather is clear.

Prerequisite: Mathematics 080 or equivalent

Credit: 4 Hours

ASTR 106 Planetarium Seminar

Learn to use the Anderson Hancock Planetarium! After several weeks of hands-on training in the planetarium, students will help give live public shows and develop new materials for future presentations. Course will meet for 2 hours per week for first five weeks of semester. Later in semester, students will participate in roughly 3 hours per week of shows, planetarium practice and show development. Public shows may occur during the day or in the evening. (Graded "satisfactory/unsatisfactory.")

Prerequisite: Astronomy 105 or permission of instructor.

Credit: 1 Hour

ASTR 205 Life in the Universe **C**

A continuation of Introduction to Astronomy with a particular emphasis on astronomical issues related to the possible existence of extraterrestrial life. Topics will include the solar system and its history, extra-solar planets, changing physical conditions within our Galaxy and the current search for evidence of the existence of life elsewhere. This course is appropriate for all students who are interested in these issues.

Prerequisite: Astronomy 105 or equivalent

Credit: 3 Hours

ASTR 305 Big Bang and Beyond

Still have questions about the Universe? In this course, we will consider some of the broadest scientific questions imaginable. Topics include the Big Bang, the Cosmic Microwave Background, the formation of structure within the Universe, dark matter, dark energy, and the future prospects for our Universe, trillions of years from now. This course is appropriate for all interested students.

Prerequisite: Astronomy 105 or equivalent.

Credit: 3 Hours

ASTR 306 Astrophysics

Delve deeper into stars and our own Milky Way! While earlier astronomy classes are primarily qualitative in nature, here we will take a quantitative approach to learn more about the inner workings of stars. Topics include energy generation in stars, stellar structures, stellar evolution, white dwarfs, neutron stars, the interstellar medium and determining the structure of our Galaxy from within.

Prerequisite: Physics 221, 211 or 101. Astronomy 105 and 205 or permission of instructor.

Credit: 3 Hours

Physics Courses

PHYS 101 Explorations in Physics **B**

Students will explore fundamental concepts and practice the scientific method in a workshop setting. The format is activity-based, supplemented with demonstrations and discussion. Students will design and conduct self-directed projects. Topics will include motion, forces, and scientific theories as well as selections from light, sight, rainbows, heat, temperature, cloud formation, buoyancy, pressure, and flight. This course is appropriate for non-science majors. Six hours of integrated lecture/discussion and laboratory per week.

Prerequisite: Mathematics 080 or equivalent.

Credit: 4 Hours.

PHYS 211 College Physics I **B**

Fundamental principles of mechanics. Main topics covered include motion in one and two dimensions, Newton's Laws, energy, momentum, rotational motion, and fluids. This course is appropriate for students in biology, health sciences, and computer sciences. Students majoring in engineering or physical sciences should take Physics 221. Six hours of lecture/discussion and laboratory per week.

Prerequisite: Mathematics 121 or passing score on Calculus Readiness Test

Credit: 4 Hours

PHYS 212 College Physics II **B**

A continuation of Physics 211. Main topics covered include thermodynamics, wave motion, electricity, and magnetism. Six hours of integrated lecture/discussion and laboratory per week.

Prerequisite: Physics 211

Credit: 4 Hours

PHYS 221 General Physics I **B**

Main topics covered include the principles of kinematics and dynamics for particles and rigid bodies; applications of Newton's laws of motion to linear, rotational, and oscillatory motion; conservation of energy, linear momentum, and angular momentum. This course is appropriate for students majoring in engineering or the physical sciences. Three hours of lecture/discussion and three hours of laboratory per week.

Prerequisite: Prior completion of, or concurrent registration in, Mathematics 125

Credit: 4 Hours

PHYS 222 General Physics II **B**

A continuation of Physics 221. Main topics covered include thermodynamics, wave motion, electricity, and magnetism. Three hours of lecture/discussion and three hours of laboratory per week.

Prerequisites: Physics 221 and prior completion of, or concurrent registration in, Mathematics 224

Credit: 4 Hours

PHYS 321 Modern Physics

Introduces the student to the key foundational developments of 20th Century physics. Topics will include special and general relativity and an introduction to quantum physics. Applications may be drawn from atomic physics, nuclear physics, particle physics, condensed matter physics, and cosmology. Three hours of lecture/discussion per week.

Prerequisite: Physics 222

Credit: 3 Hours

PHYS 322 Thermodynamics and Statistical Mechanics

An introduction to thermodynamics, the kinetic theory of gasses, and statistical mechanics. Three hours of lecture/discussion per week.

Prerequisite: Physics 222

Credit: 3 Hours

PHYS 325 Mathematical Methods for Physics

An introduction to the mathematical methods needed for advanced study in Physics. Topics include: vector and tensor analysis, ordinary and partial differential equations, calculus of variations, and integral transforms. Applications may be drawn from Thermodynamics, Classical Mechanics, E&M, and Quantum Mechanics. Three hours of lecture/discussion per week. (Also listed as Mathematics 325.)

Prerequisites: Physics 222

Credit: 3 Hours

PHYS 331 Experimental Physics I W

Experiments will be drawn from various areas of physics including modern and condensed matter physics, with emphasis on modern electronics and measurement techniques. Proper laboratory techniques, data recording, error analysis, and reporting of results and conclusions will be stressed. Two hours of laboratory twice per week.

Prerequisite: Physics 222

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110, when combined with PHYS 332.

Credit: 2 Hours

PHYS 332 Experimental Physics II W

A continuation of Physics 331. Emphasis will be on developing the student's ability to work independently with a minimum of structured guidance. Two hours of laboratory twice per week.

Prerequisite: Physics 331

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110, when combined with PHYS 331.

Credit: 2 Hours

PHYS 342 Classical Mechanics I

Analytical methods applied to kinematics and dynamics of particles and systems. Topics include motion of rigid bodies, oscillations, and central forces. Introduction to Lagrangian and Hamiltonian mechanics. Three hours of lecture/discussion per week.

Prerequisites: Physics 222 and Mathematics 302

Credit: 3 Hours

PHYS 352 Electricity and Magnetism I

A study of electrostatics, magnetostatics, electric and magnetic fields, and electrodynamics. Three hours of lecture/discussion per week.

Prerequisite: Physics 222 and Mathematics 302

Credit: 3 Hours

PHYS 362 Quantum Mechanics I

Non-relativistic quantum theory and its application to simple systems. Three hours of lecture/discussion per week.

Prerequisite: Physics 321 and Mathematics 302

Credit: 3 Hours

PHYS 381 Special Topics

Introduces the student to various contemporary areas of physics, typically covering topics of current research interest. Examples may include: elementary particle physics, optics, photonics and fiber optics, and condensed matter physics. Three hours of lecture and/or laboratory per week. May be repeated for credit.

Prerequisites: Physics 222 and written permission of instructor

Credit: 3 Hours

PHYS 391 Physics Research Seminar

Students learn research skills necessary for the capstone in physics, with an emphasis on literature searching, close reading of scientific publications and research design. By the end of the course, students submit a formal research proposal to be pursued as their capstone project.

Credit: 1 Hour

PHYS 442 Classical Mechanics II

A continuation of Physics 342. Advanced analytical techniques including Lagrangian and Hamiltonian mechanics. Three hours of lecture/discussion per week. Offered in the spring of odd calendar years.

Prerequisites: Physics 342

Credit: 3 Hours

PHYS 452 Electricity and Magnetism II

A continuation of Physics 352. Topics include electromagnetic waves, conservation laws, potentials, and radiation. Three hours of lecture/discussion per week.

Prerequisite: Physics 352

Credit: 3 Hours

PHYS 462 Quantum Mechanics II

A continuation of Physics 362. Perturbation theory and other approximation methods are applied to a variety of problems. Three hours of lecture/discussion per week.

Prerequisite: Physics 362

Credit: 3 Hours

PHYS 491 Physics Research I

Students conduct research on a project in physics. Experiments are tailored to the interests and abilities of students enrolled. Research includes laboratory work as well as a review of the current literature on the selected topic. Use of computer for data acquisition and analysis when appropriate. Three hours of laboratory/library research per week.

Prerequisite: Written permission of instructor

Credit: 2 Hour

PHYS 492 Physics Research II

Students finish the research project started in Physics 491. Both oral and written presentations of the results are required. Three hours of laboratory/library per week.

Prerequisite: Written permission of instructor

Credit: 2 Hours

PHYS 495 Directed Research

Experiments which introduce students to a variety of physical phenomena. The topic is selected by the student and the faculty research director, and the research is directed by the faculty member. Three to nine hours of lab per week.

Prerequisite: Written permission of instructor

Credit: 1-3 Hours

PHYS 496 Independent Study

In consultation with a faculty member, a student chooses and studies a topic of particular interest on an individual basis.

Prerequisite: Written permission of instructor

Credit: 1-3 Hours

PHYS 497 Internship

Students have the opportunity to obtain academic credit for work experience normally completed during the summer. Both oral and written presentations dealing with the experience are required.

Prerequisite: Written permission of instructor

Credit: 1-3 Hours

PHYS 499 Physics Teaching Assistant Preparation

Intended to prepare physics majors for graduate school teaching assistantships. Activities can involve assisting in the laboratory, conducting a weekly problem session, or grading homework or laboratory reports. Includes regular seminar meetings for discussing principles of good teaching as well as students' experiences. May be repeated once for credit.

Prerequisites: Written permission of instructor

Credit: 1 Hour

Political Science and Sociology

Department of Political Science
Chair: Mark Schaefer (Mark.Schaefer@marietta.edu)
Administrative Coordinator: Christina Hendershot

The Political Science program introduces students to political phenomena through courses in the major sub-fields of the discipline, experiential opportunities, and co-curricular activities. A major in Political Science prepares students to pursue careers in government, politics, or private employment related to public affairs, as well as to enter professional or graduate school. The program also seeks to prepare students for informed democratic citizenship.

Students interested in particular fields of study within Political Science should group their courses and activities appropriately in consultation with their faculty advisor. For example, those interested in international studies and careers in diplomacy should take more of their course electives in the international relations sub-field, plan to study abroad and/or attend American University's Washington Semester program in the diplomacy track, apply for internships with the State Department and similar organizations, utilize our exchange relationship with the University of International Relations of China and the Methodist University of Piracicaba in Brazil, participate in the Model United Nations club, etc. Pre-law students can also group their elective courses (like Philosophy 201 to prepare for the LSAT), take internships in legal settings, participate in Moot Court, consult with the Pre-Law advisor, Dr. Schaefer, etc. Students interested in pursuing careers in public policy should concentrate their electives in the policy sub-field, attend the Washington Semester program in policy studies, apply for internships at the Urban Institute or Heritage Foundation or similar organizations, etc.

Requirements for a major in Political Science: Thirty-nine to forty-two (39-42) hours in Political Science including 103, 320, and 420; one American politics course chosen from 201, 205, 206, 212, 215, 313, 314, or 315; ; one political theory course from 301, 302; one comparative course from 120, 218, 260, 312, 325, 327, or 328; one international course from 130, 230, or 340; study abroad or a political science internship for three credit hours or more; 15 hours of Political Science electives from courses not chosen to fill above requirements ; and Mathematics 123 or 223. No more than six hours of internship may count toward the political science course requirements.

Political Science Courses			**6 Hours**
POLS 103 ☐	POLS 320 ☐		
American Politics			
One of the following			**3 Hours**
POLS 201 ☐	POLS 205 ☐	POLS 206 ☐	
POLS 210 ☐	POLS 212 ☐	POLS 215 ☐	
POLS 313 ☐	POLS 314 ☐	POLS 315 ☐	
Political Theory			
One of the following			**3 Hours**
POLS 301 ☐	POLS 302 ☐		
Comparative Politics			
One of the following			**3 Hours**
POLS 120 ☐	POLS 218 ☐	POLS 260 ☐	
POLS 312 ☐	POLS 325 ☐	POLS 327 ☐	
POLS 328 ☐			
International Relations			
One of the following			**3 Hours**
POLS 130 ☐	POLS 207 ☐	POLS 230 ☐	
POLS 340 ☐			
Internship or Study Abroad			**3 Hours**
POLS X97 OR STUDY ABROAD ☐			
Political Science Electives:			
Any five courses not used above			**15 Hours**
POLS ___ ☐	POLS ___ ☐	POLS ___ ☐	
POLS ___ ☐			
Statistics—One of the following			**3 Hours**
MATH 123 ☐	MATH 223 ☐		
Senior Capstone			**3 Hours**
POLS 420 ☐			
Total			**39-42 Hours**

Requirements for a minor in Political Science: 18 hours in Political Science including Political Science 103; and a minimum of 6 hours at the 300-400 level.

Political Science Courses

POLS 103 American National Government K,Y

Constitutional background, principal structural features, citizen participation, political processes, and major institutions of American national government. Emphasizes critical analysis of current political and governmental events, and application of course concepts to these events.

Credit: 3 Hours

POLS 120 Introduction to Comparative Politics M,Y

An introduction to the broad issues of comparative politics through a general survey rather than the study of a particular country. The course examines principal concepts important to the understanding of comparative politics, then presents a series of country/issue studies as a base for comparison and discussion.

Credit: 3 Hours

POLS 130 Issues in International Politics M

Provides students with some basic material in understanding contemporary international politics. It is organized around several themes including the origins, development, and end of the post-Cold War era, the North-South conflict, the issues of economic interdependence, nationalism, human and state rights, nuclear proliferation, and regional integration.

Credit: 3 Hours

POLS 201 State and Local Politics

Historical development of local government in United States; decentralization and federalism; intergovernmental relations; state, urban, community, and neighborhood politics; politics of race and gender.

Credit: 3 Hours

POLS 205 Political Behavior in United States

Political behavior, motivations, and techniques of individuals and groups in United States; voter, public opinion, pressure groups, and political parties. Emphasizes current research and contemporary problems.

Credit: 3 Hours

POLS 206 United States Public Policy K,Y,W

Overview of public policy-making process. How issues arise, how they are placed upon the public agenda, and how they may be kept off that agenda. Formation, implementation, and evaluation of public policies.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

POLS 207 American Foreign Policy

Application of various policy process models to making of foreign policy. Examines several important foreign policy issues, such as relations with Russia and China, and international economic policy.

Credit: 3 Hours

POLS 210 Presidency and Executive Leadership K

Roles of president, governors, mayors, and other political executives in American political system, emphasizing possibilities and constraints for executive leadership.

Credit: 3 Hours

POLS 212 Legislative Process:
Role of Congress in federal policy-making

Constitutional powers of Congress; variety of influences on Congress and its organization for decision-making. Importance of constituents, executive branch, political parties, colleagues, congressional committees, and media.

Credit: 3 Hours

POLS 215 Moot Court I

In this course, students learn a variety of oral advocacy and research skills. Students will work with a hypothetical Supreme Court case provided by the American Collegiate Moot Court Association. We will focus on developing a familiarity with the legal issues presented in the hypothetical case. This prepares students for participation in a moot court competition, which is a simulation of arguments before the US Supreme Court. Moot court is an activity in which law students are typically required to participate so this course provides students a unique opportunity to familiarize themselves with the process as undergraduates. Even if students have no plans to pursue the law, Moot court can improve public speaking, research, and analytical reasoning skills. Students are encouraged, but not required, to participate in a regional competition.

Credit: 3 Hours

POLS 218 Latin American Politics M

Comparative study of governments and politics of selected countries in Latin America, including Mexico, Colombia, Brazil, and Argentina. Themes include the consolidation of democracy, populist versus neo-liberal approaches to economic development, and the role of race and class in politics.

Credit: 3 Hours

POLS 230 International Relations Y

The course focuses on theories and approaches in studying contemporary international politics. It is designed to help students become familiar with major, interdisciplinary theories of international relations, from classic realism to recent poststructuralism, thus to make some sense out of the apparent incoherence of the world scene.

Credit: 3 Hours

POLS 301 Classical Political Thought K

Inquiries of ancient philosophers into such questions as source of political obligation and the nature of best political order; as well as the encounter of revealed religion with political philosophy. Readings in Thucydides, Plato, Aristotle, Augustine, and others.

Credit: 3 Hours

POLS 302 Modern Political Thought

Inquiries of modern philosophers into such questions as the use and abuse of power, the causes of alienation, and the relationship between theory and practice. Readings in Machiavelli, Hobbes, Locke, Rousseau, Marx, Nietzsche, and others.

Credit: 3 Hours

POLS 312 Political Systems of Developing Nations W

Selected nations in Africa, Asia, and Latin America compared and contrasted with respect to their traditional political systems, growth of nationalism, evolution of leadership and factions, contemporary socioeconomic framework of constitutional development, and their governmental problems and prospects.

Prerequisite: Political Science 130 or 230

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

POLS 313 American Constitution

Exploration of basic principles of the U.S. Constitution such as federalism and separation of powers, and controversies concerning them. Readings in founding documents, court decisions, and current writings.

Credit: 3 Hours

POLS 314 Civil Liberties

An examination of the U.S. Constitution's guarantees of rights and liberties through the study of Supreme Court decisions. Topics include freedom of expression, freedom of religion, due process rights, privacy and equal protection rights.

Credit: 3 Hours

POLS 315 Moot Court II

In this course, students learn advanced oral advocacy and research skills. Students will work with a hypothetical Supreme Court case provided by the American Collegiate Moot Court Association. Appellate court decisions are more than a statement of who wins and loses a challenge; when the court makes a decision, it has far reaching policy implications for government and citizens. Students will learn about these policy implications by developing their own novel policy arguments,while applying existing Supreme Court precedent. Students also learn to effectively respond to questions from judges, and arguments from opposing counsel, by preparing multiple briefs answering key questions in the case. Students are required to participate in a regional speaking competition and a national writing competition.

Credit: 3 Hours

POLS 320 Political Science Research Methods

An introduction to political analysis, standard nomenclature, and basic research methods relied upon in the study of politics. Emphasis is placed on quantitative methods, including definition of research problems, development of hypotheses, general methodologies, sampling, data collection and analysis. Students conduct primary research in order to develop the capacity to apply methods learned in class.

Prerequisite: MATH 123 or 223

Credit: 3 hours

POLS 325 Middle East Politics

The Middle East exists as a truly tense and important region in world politics. The tension and importance of this region is created by a number of political, economic, religious, and historical influences that increase its complexity. This course attempts to come to grips with some of these realities such as: the legacy of imperialism; the influence of the Cold War and its conclusion; the underlying religious realities of the region; the resource conflicts that exist in the area; as well as the Israeli-Palestinian conflict. The class will blend international relations scholarship with comparative politics to understand the sources of conflict in the region and map potential solutions. The course will also delve deeply into American foreign policy in the area. The United States is uniquely positioned to act in the region as a result of its self-interest and international political power. However, with policy action comes possible side effects and repercussions.

Credit: 3 hours

POLS 327 Governments of Russia and Eastern Europe M

Comparative study of government and politics in selected countries of the former Soviet Union and Eastern Europe, with an emphasis on Russia.

Credit: 3 Hours

POLS 328 Governments of Western Europe M

Comparative study of governments and politics of selected countries of Western Europe, including Germany, France and the United Kingdom, as well as an examination of the European Union.

Credit: 3 Hours

POLS 340 International Political Economy W

Many analysts believe that economic contention will replace power politics as the dominant issue in post-Cold War international politics. The term international political economy highlights the intersection of politics and economics in the study of international relations. The purpose of this course is first to outline the major theoretical currents of international political economy, then explore the nature and implications of the challenges that now confront the world political economy.

Prerequisite: Political Science 130 or 230

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

POLS 420 Scope of Political Science

Considers scope of political science through examination of research in various subfields of the discipline. Traces history of the discipline and major challenges and issues it faces. Students apply empirical methods to original political research projects.

Prerequisites: POLS 320 or permission of the instructor.

Credit: 3 Hours

POLS X97 Internship in Political Science

Internships offering practical experience in and direct observation of government and politics, including those available through Washington Semester programs and Washington Center.

Prerequisite: Written permission of department chair and one member of political science faculty.

Credit: maximum of 9 Hours.

Sociology Courses

SOCI 101 Introduction to Sociology Y

An introductory course that details human behavior within a social context and focuses on the intersection of human free will and societal pressure to conform. Fundamental terms, theories, and concepts of sociology are covered. Issues addressed include: sociological research; culture; socialization; deviance; racial, age and gender inequality; family; religion; education; healthcare; and social change and social movements. Although dealing primarily with American society, the course also makes global comparisons.

Credit: 3 Hours

SOCI 102 Introduction to Cultural Anthropology Y

An introductory course focusing on human diversity from both cultural and biological viewpoints. Comparisons of specific worldwide cultures, past and present, address issues such as: field research techniques; human and socio-cultural evolution; race and ethnicity; economic and political systems; gender, marriage, and kinship; religion; and art. Additionally fundamental terms, theories, and concepts of anthropology are covered.

Credit: 3 Hours

SOCI 202: History of Injustice in the U.S. X

A socio-legal-historical perspective on the patterns of injustice in African-American life, with emphasis on the 1940-1965 era of civil rights struggle. Also examined are the relations between the injustices suffered by African-Americans and those suffered by other minorities.

Credit: 3 hours

Psychology

Department of Psychology
Website: http://www.marietta.edu/~psyc/
Chair: Mary V. Barnas (barnasm@marietta.edu)
Administrative Assistant: Gina Blair

The Department of Psychology identifies its mission as striving each day to give its students the best possible training and education in psychology. Students are provided with a comprehensive introduction to the scientific study of behavior and cognitive processes within the liberal arts tradition. The program emphasizes the scientific foundation of psychology; however, it also stresses the importance of applying psychological principles, methods, and findings to solving problems and improving people's lives. The psychology department strives to graduate all their undergraduate and graduate students with the knowledge, training and professional skills to seek advanced graduate training in psychology or to pursue employment in a career related to psychology.

Requirements for a major in Psychology: Psychology 101, 285, 286; five of the following electives, Psychology 206, 212, 301 (with departmental approval), 305, 310, 311, 350; any three additional psychology electives. Also required is a year-long applied experience which may be fulfilled by any one of the following: Clinical Experience: Psychology 370 and 481, Developmental Experience: Psychology 365 and 482, or Research Experience: Psychology 360 and 491; Capstone course: Psychology 401.

Psychology Courses **11 Hours**

PSYC 101 ☐	PSYC 285 ☐	PSYC 286 ☐

Core Courses **15 Hours**

PSYC 206 OR 207 ☐	PSYC 212 ☐	PSYC 305 ☐
PSYC 311 ☐	PSYC 350 ☐	

Electives (Choose three) **9 Hours**

PSYC 150 ☐	PSYC 206 OR 207 NOT USE ABOVE ☐	
PSYC 225 ☐	PSYC 275 ☐	PSYC 277 ☐
PSYC 270 ☐	PSYC 301* ☐	PSYC 325 ☐
PSYC 355 ☐	PSYC 350 ☐	PSYC 365 ☐
PSYC 370 ☐	PSYC 375 ☐	

* with departmental chair approval

Applied Experience: One of the following options **3-6 Hours**

Clinical

PSYC 370 ☐	PSYC 481 ☐

Developmental

PSYC 365 ☐	PSYC 482 ☐

Research

PSYC 360 ☐	PSYC 491 ☐

Capstone course **3 Hours**
PSYC 401 ☐

Note: Psychology 360, 365, 370 can fulfill the requirement as both an additional Psychology elective and the first half of the Applied Experience requirement

Total **41-44 Hours**

Description of Applied Experience Options

Psychology majors have four options to complete their applied experience requirement. This applied experience is typically completed during the senior year.

- Students interested in clinical or counseling psychology may enroll in Psychology 370 during the fall semester and then complete a supervised internship, PSYC 481, in a clinical setting during the spring semester.
- Students interested in developmental psychology may enroll in Psychology 365 in the fall semester and then complete a supervised internship, PSYC 482, in a developmental setting in the spring semester.
- Students interested in basic research will enroll in Psychology 360 in the fall and Psychology 491 in the spring. They will conduct an experiment of their own design. The results of the study will be summarized in a final written research report.

Requirements for a minor in Psychology: Psychology 101, 285, 286; two core Psychology electives from Psychology 206, 212, 305, 310, 311, 350; plus one additional course selected from Psychology 150, 207, 225, 277, 280, 301, 325, 355, 360, 365, 375.

Psychology Courses

PSYC 101 Introduction to Psychology **C, Y**

An introduction to the field of Psychological Science and a broad survey of the various areas of the discipline. The course reviews the empirical methods and theories used by psychologists to study human behavior and mental processes. Emphasis is placed on the practical applications of psychological research and the influence it has on our everyday lives.

Credit: 3 Hours

PSYC 150 Human Sexuality

An introduction to the study of human sexuality including a review of sexual behavior, orientation, and identity. Other topics include sex and gender role development, affective components of the sexual experience, and abnormalities of sexual function. These topics will be reviewed using evolutionary, physiological, behavioral, and social psychological perspectives.

Credit: 3 Hours

PSYC 206 Child Development

Review of the area of psychology interested in understanding all facets of human growth and change from conception to puberty. Emphasis on empirical and theoretical issues of development.

Prerequisite: Psychology 101.

Credit: 3 Hours

PSYC 207 Adolescence

A review of the field of psychology interested in understanding all facets of human growth and development from early adolescence through young adulthood. Emphasis on the empirical and theoretical issues of development during this period.

Prerequisite: Psychology 101.

Credit: 3 Hours

PSYC 212 Social Psychology K,Y

Review of field of psychology that attempts to understand how thoughts, feelings, and behaviors are influenced by others and the social situation. Includes examination of prejudice and discrimination, attitudes and attitude change, aggression, altruism, group dynamics, and leadership.

Prerequisite: Psychology 101.

Credit: 3 Hours

PSYC 225 Psychology of Gender X

Review of empirical and theoretical literature addressing the construct of gender. Emphasizes development of gender role and degree to which gender is independent of sex. May include historical review of psychological theories of gender and those experiences unique to each sex.

Prerequisite: Psychology 101.

Credit: 3 Hours

PSYC 275 Psychology of Sport

Introduction to the field of sport psychology. Topics include an examination of psychosocial aspects of sport participation, team and group dynamics, performance enhancement, and sport and exercise environments.

Prerequisite: Psychology 101

Credit: 3 Hours

PSYC 277 Industrial-Organizational Psychology Y

Application of psychological principles, theories, and research to industrial-organizational settings. Emphasizes the application of the empirical perspective to areas of motivation, work-related attitudes, stress, group dynamics, leadership, decision making, and behavioral changes in organizational settings. Offered alternate years.

Prerequisite: Psychology 101.

Credit: 3 Hours

PSYC 280 Psychology of Good and Evil K

This course explores opposite points on the human behavior continuum: good and evil. The course involves an examination of various psychological, social, and biological factors that contribute to behaviors characterized by society as "good,", "bad." and "evil." Topics covered include, psychological theories of evil, the social psychology of helping and altruism, excuses and lies, destructive obedience to authority, mental disorders and crime, and ethical dilemmas surrounding the application of psychology to engineering human behavior.

Prerequisite: Psychology 101.

Credit: 3 Hours

PSYC 285 Statistics for the Behavioral Sciences Q

Introduction to descriptive and inferential statistics and experimental designs used by social scientists. Development of computer skills for creating databases, analyzing data, and graphing results. Learn to interpret the results of data analysis and draw conclusions. Lectures and weekly laboratory period.

Prerequisites: Psychology 101.

Credit: 4 Hours.

PSYC 286 Research Design C,W

Introduction to research skills and APA writing style. Refinement of computer skills related to managing, analyzing, and graphing data. Includes a requirement to design and complete an original research study. Emphasis is placed on the interpretation and communication of results in the form of written research reports. Lectures and weekly laboratory period.

Prerequisite: Psychology 101 and 285.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 4 Hours.

PSYC 301 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 the consent of the advisor and department chair. Prerequisites: Psychology 101.

Credit: 3 Hours

PSYC 305 Psychophysiology

Analysis of various psychological phenomena and their physiological basis. Physiological substrates for sensation and perception, learning and memory, social behavior, language and communication, and abnormal behavior and its treatment. Prerequisites: Psychology 101.

Credit: 3 Hours

PSYC 310 Learning and Behavior Analysis

This course explores the process by which behavior changes as organisms interact with their environment. The course covers research and theories of classical and operant learning, as well as the application of these learning principles to issues relevant in our world.

Prerequisites: Psychology 101, (Psychology 285, 286 recommended but not required.)

Credit: 3 Hours

PSYC 311 Cognitive Psychology

Comprehensive review of basic cognitive phenomena including perception, attention, memory, problem solving, and psycholinguistics. Emphasis is placed on the use of empirical research results to evaluate the major theories of cognition. The topics are integrated into a model of information processing in the human mind.

Prerequisites: Psychology 101, 285, and 286.

Credit: 3 Hours

PSYC 325 Personality and Principles of Measurement

This course reviews the major theories and research methods in the field of personality. The course also focuses on the assessment techniques and measurement methods used to measure personality in applied settings, (e.g., businesses, schools and other organizations). Offered alternate years.

Prerequisites: Psychology 101, (Psychology 285 or some other quantitative reasoning course recommended but not required).

Credit: 3 Hours

PSYC 350 Abnormal Psychology W,X

Etiology, diagnosis, and treatment of psychological disorders from varying theoretical perspectives. An emphasis is placed upon multidimensional etiological factors.

Prerequisites: Psychology 101.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

PSYC 355 Child Psychopathology

A review of the etiology, diagnosis, and treatment of disorders most frequently occurring during childhood. Reviews various theoretical perspectives, and the legal and ethical complexities of working with children.

Prerequisite: Psychology 101 and 206.

Credit: 3 Hours

PSYC 360 Experimental Psychology C

An in-depth look at the field of Experimental Psychology as a science and way of knowing. This course is also designed to teach many of the concepts needed to understand, conduct, and interpret common experiments in psychology. Students will learn about the variety of procedures and methodologies available for the study of human behavior and cognition. Students will engage in regular data collection using different methodologies, analysis of data, and writing of research reports. In addition to examinations of this knowledge, students will be asked to prepare a detailed research proposal within a specific domain area in Experimental Psychology. Satisfies "Scientific Inquiry" –with Lab, "B", when combined with PSYC 491.

Prerequisites: Psychology 101, 285, and 286.

Credit: 3 Hours

PSYC 365 Family Discord

A review of the nature and effects of anger and violence in the family. The causes, forms, and effects of anger and violence are discussed with an emphasis on how these issues affect children. The topic is explored through a review of the relevant scientific literature and an internship at the Washington County Supervised Visitation Center.

Prerequisite: Psychology 101 and 206.

Credit: 3 Hours

PSYC 370 Introduction to Clinical Psychology

An introduction to the field of clinical psychology. Special focus will be placed on psychological assessment, psychotherapy, and clinical research methods. Important professional issues and various venues for the practice of clinical psychology are also discussed.

Prerequisites: Psychology 101 and 350

Credit: 3 Hours

PSYC 375 Health Psychology

Psychological, medical and physiological research has brought about new ways of thinking about health and illness. Health and illness are now predominantly viewed as the result of a several different, but not mutually exclusive factors such as biological characteristics, behavioral factors, and social conditions. This course focuses on understanding how behavioral, biological characteristics, behavioral factors, social factors integrate to play a role in the onset and treatment of a variety of illness.

Prerequisite: Psychology 101.

Credit: 3 Hours

PSYC 401 The History and Systems of Psychology W

A comprehensive examination of the history and growth of psychology as an experimental and applied science from the 1850's to the present. The course examines the development of psychology within the context of the social, cultural and scientific history of the Western world.

Prerequisites: Psychology 101, 285, 286 and senior standing.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

PSYC 481 Supervised Clinical Practicum

Students will complete significant supervised fieldwork in a facility or agency that provides services related to the practice of clinical psychology. In addition to approximately 8 hours of fieldwork, there will be a weekly on-campus academic course component that addresses relevant theoretical and applied issues. This course is typically offered in the spring semester only.

Prerequisites: Psychology 101, 350, 370 and senior standing.

Credit: 3 Hours

PSYC 482 Supervised Developmental Practicum

Students will complete significant supervised fieldwork in a developmental setting. In addition to approximately 8 hours of fieldwork, there will be a weekly on-campus academic course component that addresses relevant theoretical and applied issues. This course is typically offered in the spring semester only.

Prerequisites: Psychology 101, 206, 285 and senior standing

Credit: 3 Hours

PSYC 491 Psychology Research I

Student designs and implements an empirical research project that examines a phenomenon related to psychology. The project must bring to bear the student's knowledge of research design, data analysis and interpretation, and presentation of conclusions in a scholarly format. The paper will conform to all aspects of the editorial guidelines established by the American Psychological Association.

Prerequisites: Junior standing, Psychology 285 and 286.

Credit: 3 Hours

PSYC 492 Psychology Research II

A continuation of Psychology 491. Students will prepare a final research report that will be evaluated by all full-time members of the Department of Psychology.

Prerequisite: Psychology 491.

Credit: 3 Hours

PSYC Individualized Courses

Additional course work is offered through independent study and research. (See Individualized Courses as well as department chair for details.)

For information about the graduate program in Psychology, including the BA/MA option, see the Graduate Programs Catalog.

Portuguese

(See Modern Languages)

Public Accounting

(See Business & Economics for major)

Public Relations

(See Communication for major and minor related to Public Relations)

Religion

Department of History, Philosophy, and Religion
Chair: Kathryn McDaniel (mcdaniek@marietta.edu)
Administrative Coordinator: Christina Hendershot

Requirements for a minor in Religion: Religion 101 and 15 additional hours in Religion.

Religion Courses

RELI 101 Five Big Religions/Five Big Questions X, K

This course will explore the five major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. We will also discuss some of the big religious questions that human being have continually struggled with. Our big questions may include: Is there a God (and can God's existence be proven)? If God exists, why do innocent people suffer? Can different religions be equally true? Is religious non-violence possible (or necessary)? What happens to us when we die?

Credit: 3 Hours

RELI 106 Alternative Religions in America X

This course will examine alternative religious movements in the United States, ranging from Christian groups like Mormons and Jehovah's Witnesses, to metaphysical religions like Scientology, to nature religions like Wicca. In addition to studying the beliefs, moral visions, rituals, and community structures of these movements, we will also explore their interaction with American culture and the pertinent issues facing them.

Credit: 3 Hours

RELI 111 Christianity: a Global History M,P

This course will be a general survey of the history of Christianity, from its origins to the present day. It will focus especially on Christianity as global, culturally diverse religion. In addition, this course will also serve as an essential introduction to Christian scripture and theology. (Also listed as History 111)

Credit: 3 Hours

RELI 119 World History, From Antiquity to 1100 P, M

This is an introductory level course to World civilizations that follows the story of the human race from its murky origins through to the 12th century. The focus of this course will be on the development of civilizations, belief systems (philosophies and religions), and empires in a gradual movement which comes to effect greater awareness and interaction among various peoples and states. The range of topics and themes in the course though will extend from political and intellectual history through social, literary, economic and even ecological history. (Also listed as History 119)

Credit: 3 hours

RELI 233 Religion and Nature X

A survey course addressing the diversity of religious worldviews on the natural environment. Course explores the historical and current interactions of faith and the natural world, then reviews worldviews of many different religions, and finally examines emerging and recent trends like eco-centrism, eco-feminism, sustainability, earth-keeping, new cosmologies/Gaia, globalization, and eco-justice. (Also listed as Environmental Studies 233).

Credit: 3 Hours

RELI 270 History of Chinese Buddhism M,P

This is an introduction to the history of Buddhism in Asia. It covers its origins in India, the development in South Asia and Central Asia and its expansion into East Asia. It will delve into various aspects of Buddhism, such as the textual, monastic, political, and economic among others. (Cross-listed as HIST 270)

Credit: 3 hours

RELI 310 History of Religion in United States P

This course will study major and minor religious traditions in the United States: Native American religions, Protestant and Catholic Christianity, Judaism, Islam, and others. We will explore the history of these communities and their interactions with each other and with American culture. (Also listed as History 310.)

Credit: 3 Hours

RELI 311 History of African-American Religion P,X

This course explores the history of African-American religion, including African traditional religions in America, African-American Christianity, Islam, and new religious movements. Our study will range from the time of slavery, through the periods of emancipation, reconstruction, the Great Migration, the Civil Rights era, to the present day. (Also listed as History 311.)

Credit: 3 Hours

RELI 339 Middle Ages P

Europe from the fall of the Roman Empire to the Renaissance in the 14th century. Emphasizes the major institutions, culture, and intellectual history of Middle Ages. (Also listed as History 339.)

Credit: 3 Hours

RELI 340 Renaissance and Reformation P

Emergence of "new" Western man and woman as seen through institutions, literature, and art of 14th through 16th centuries. (Also listed as History 340.)

Credit: 3 Hours

RELI 376 Hebrew Bible/Old Testament

This course will be an introduction to and exploration of the Jewish *Tanak*, or Hebrew Bible, which Christians call their Old Testament. We will read substantial portions of the three major sections of the Hebrew Bible (law, prophets, and writings) in English translation with the help of a number of scholarly secondary sources. We will seek to understand how the Bible functions as a historical primary source, as a cultural influence, as literature, as a starting point for religious and

philosophical discussion, and as a scripture for both the Jewish and the Christian tradition. (Also listed as History 376.)

Credit: 3 Hours

RELI 377 New Testament P

This course will be an introduction to and exploration of the writings that make up the Christian New Testament. Reading the New Testament with the help of scholarly resources, students will explore how this text functions as a historical primary source, as literature, as a starting point for discussion of contemporary issues and experience, and as sacred text for the Christian tradition. (Also listed as HIST 377.)

Credit: 3 Hours

Sociology

(See Political Science and Sociology)

Spanish

(See Modern Languages for major and minor)

Sports Management

(See Business & Economics for major and minor)

Sports Medicine

Department of Sports Medicine
Website: http://www.marietta.edu/~spmd/
Chair: Richard E. Crowther (Sam.Crowther@marietta.edu)
Administrative Assistant: Gina Blair

The mission of the Department of Sports Medicine is to prepare students to become qualified professionals for employment or graduate level education in Athletic Training. While maintaining the liberal arts tradition, the department provides exposure in the scientific, medical, and professional aspects of Athletic Training. An educational goal of the department for its students is to ensure that they are meeting the National Athletic Trainers Association Educational Council clinical competencies and proficiencies and to prepare the students for the Board of Certification (BOC) national examination.

Athletic Training Program Goals

The Marietta College Athletic Training program is designed to prepare students to meet the educational competencies and clinical proficiencies necessary to be eligible to sit for the Board of Certification exam and to pass the exam on the first attempt. Provide quality didactic and clinical instruction to the athletic training students. Provide a wide variety of clinical experiences to allow students to understand the role of Athletic Trainers in these varied settings. Prepare student to seek to further their education by seeking and gaining acceptance into a graduate level program.

Athletic Training Program Objectives

To achieve the stated mission and goals of the Athletic Training program students will demonstrate educational competency and clinical proficiency in the following areas to practice Athletic Training:

- Injury/illness Prevention and Wellness Protection
- Clinical Evaluation and Diagnosis
- Immediate and Emergency Care
- Treatment and Rehabilitation
- Organizational and Professional Health and Well-being

The Department of Sports Medicine offers a major in Athletic Training. The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Admission into the Athletic Training Program

Application for admission into the Athletic Training Program begins during the fall semester of the sophomore year. The quota of applicants accepted and enrolled in the program is limited by the faculty/student ratio established by CAATE, the number of clinical sites available, and the highly individualized nature of the program. Admission to the program includes the following criteria:

a) Achieving a minimum 2.75 grade point average or higher in the following courses: Sports Medicine 210, 211, 212, 304, and Biology 212;
b) A minimum of 130 directed observation/clinical hours prior to admission;
c) Reference evaluations from Marietta College faculty, staff, administrators, coaches, personal acquaintances, etc.;
d) Interview with the faculty of the Sports Medicine Department.
e) Demonstrating those skills and traits, i.e. dependability, responsibility, initiative, leadership, communication skills, etc., that are critical for the successful, entry-level BOC-certified athletic trainer;
f) Letter of application stating why the student wants to enter or should enter the Athletic Training Program;
g) Evidence of current First Aid and CPR certification;
h) Evidence of required vaccinations and immunizations (Hepatitis B, MMR, Tdap);
i) Verification that the student understood and meets the Technical Standards for admission to the Athletic Training Program.

Students must apply for acceptance into the Athletic Training Program at the conclusion of their Fall semester in their sophomore year. Students failing to gain admission because of a deficient grade point average, or for other reasons, may reapply for admission after repeating the core grade point average admission courses listed above in point a), but must do so no later than the conclusion of the spring semester of their sophomore year. Once admitted into the Athletic Training Program students are required to spend a minimum of four (4) semesters in the program working on clinical experience.

Transfer Policy

Students transferring to Marietta College who seek admittance to the Athletic Training Program must take the following courses at Marietta College: SPTM 210, 211, 212, 304, BIOL 212. A 2.75 GPA must be earned in these courses to meet minimum ATP standards. These courses are consistent with the course outline for traditional students. Additionally, the transfer student must acquire 130 hours of clinical observation prior to being admitted. The transfer student must work closely with his or her academic advisor, as well as the Records Office at Marietta College, in regard to general education requirement fulfillment.

Requirements for a major in Athletic Training: A 2.75 GPA in Sports Medicine 102, 103, 104, 105, 202, 210, 211, 212, 285, 290, 304, 306, 307, 311, 312, 314, 325, 328, 385, 401, 411, 484, 485, 486; Biology 131, 203, 212; Psychology 101, 375; Mathematics 223 or Psychology 285. For graduate school, physical therapy, or other allied health professions, Biology 101; Chemistry 131, 132, 133, 134; and College Physics are recommended.

Biology			**10 Hours**
BIOL 131 ☐	BIOL 203 ☐	BIOL 212 ☐	
Statistics			**3-4 Hours**
MATH 223 OR PSYC 285 ☐			
Psychology			**6 Hours**
PSYC 101 ☐	PSYC 375 ☐		
Sports Medicine			**50 Hours**
SPTM 102 ☐	SPTM 103 ☐	SPTM 104 ☐	
SPTM 105 ☐	SPTM 202 ☐		
SPTM 210 ☐	SPTM 211 ☐	SPTM 212 ☐	
SPTM 285 ☐	SPTM 290 ☐	SPTM 304 ☐	
SPTM 306 ☐	SPTM 307 ☐	SPTM 311 ☐	
SPTM 312 ☐	SPTM 314 ☐	SPTM 325 ☐	
SPTM 328 ☐	SPTM 385 ☐	SPTM 401 ☐	
SPTM 411 ☐			
Capstone			**3 Hours**
SPTM 484 ☐	SPTM 485 ☐	SPTM 486 ☐	
Total			**72-73 Hours**

Suggested Program of Study

Candidates are cautioned to work closely with advisors in the Department of Sports Medicine and to become familiar with the requirements as described in the Sports Medicine Department Student Handbook. The department has developed the following suggested program of study.

Freshman Year: Fall		**Spring**	
Sports Medicine 210	3 hrs	Sports Medicine 211	3 hrs
Sports Medicine 290	3 hrs	Sports Medicine 285	3 hrs
		Biology 131	3 hrs
Sophomore Year: Fall		**Spring**	
Sports Medicine 202	1 hr	Biology 203	3 hrs
Sports Medicine 212	3 hrs	Sports Medicine 102 or 103	1 hr
Sports Medicine 304	3 hrs	Sports Medicine 307	3 hrs
Biology 212	3 hrs	Sports Medicine 311	3 hrs
		Sports Medicine 328	3 hrs
Junior Year: Fall		**Spring**	
Sports Medicine 102 or 104	1 hr	Sports Medicine 103 or 105	1 hr
Sports Medicine 306	4 hrs	Sports Medicine 385	3 hrs
Sports Medicine 312	2 hrs	Mathematics 223 or Psychology 285	3 or 4 hrs
Psychology 101	3 hrs	Sports Medicine 325	3 hrs
		Sports Medicine 484	1 hr
Senior Year: Fall		**Spring**	
Sports Medicine 102, 104 or 105	1 hr	Sports Medicine 314	1 hr
Sports Medicine 411	2 hrs	Sports Medicine 486	1 hr
Sports Medicine 485	1 hr	Psychology 375	3 hrs
		Sports Medicine 401	3 hrs

Athletic Training Program Policies

With the exception of SPTM 211, 212, 311, 312 where a minimum B- must be achieved, students must complete each course in the major with a grade of C- or better. A student failing to do so must repeat the course until a C- or better is achieved. Students must obtain a 2.75 overall GPA in the major for graduation.

Clinical Field Experiences. Once admitted to the Athletic Training Program, students are required to fulfill a minimum of 4 clinical field experiences. Students will be assigned to a Preceptor during the four field experiences. These field experiences consist of a team sport rotation, an individual sport rotation, an equipment intensive rotation (football- college or high school,), and a general medical rotation (physicians, physical therapists, emergency room). These rotations will last for a majority (12 weeks minimum) of the semester the student is completing the rotation. Students should expect to work with the assigned Preceptor for the entire season, which in some cases may exceed 120 hours. Students must give priority to fulfillment of all clinical field experiences. This makes holding down a part time job, or participating in athletics difficult but not impossible. Students are expected to assume responsibility for their own transportation to the various clinical assignments that are off campus.

Uniforms. Students must purchase staff clothing items as designated by the Department of Sports Medicine. These items (i.e., polo shirts, sweatshirts, t-shirts, etc.) must be worn by students while completing clinical experiences. Please see any of the Sports Medicine faculty for specific details. Clothing items may be purchased from the Department Administrative Assistant.

Fees

Athletic Training majors can expect to pay fees above and beyond normal college fees. These fees are attached to specific courses in the major. (SPTM 202, 211, 212, 307,311, 312, and 401). These fees will total around $250.00. Students can expect to receive athletic training equipment such as BP cuffs, stethoscopes, scissors, goniometers, clothing etc. in many of the classes. The largest lab fee is $100.00 to help in the purchase of cadavers in SPTM 401 Advanced Anatomy.

Upon gaining entrance in to the Athletic Training program students can expect to be assigned to an off campus site at some point during their clinical education. Students are responsible for providing their own transportation to these sites, as well as paying for the expense to travel to these off campus sites.

Students will also be given the opportunity to purchase clothing items such as polo's, jackets, hats that have professional Marietta College Athletic Training logo embroidered on these items. The cost of these will vary from $10.00 for a polo to $50.00 for the jackets.

Sports Medicine Courses

SPTM 101 Medical Terminology

An understanding of medical terminology for use in future courses and careers. To obtain a working knowledge of medical terms as they are used in the everyday activity of the allied health professional. This course will be offered on an independent study basis for those students needing the course for graduate school as a prerequisite.

Credit: 1 Hour

SPTM 102 Clinical Field Experience I

This course will require athletic training students to gain clinical experience working with a team sport (soccer, volleyball, basketball, softball, baseball). This rotation can be completed on campus or with one of the off-campus clinical sites. Additional fees apply.

Prerequisite: Admission into the Athletic Training Program

Credit: 1 Hour

SPTM 103 Clinical Field Experience II

This course will require athletic training students to gain clinical experience working with an individual sport (track, tennis, crew). This rotation can be completed on campus or with one of the off-campus clinical sites. Additional fees apply.

Prerequisite: Admission into the Athletic Training Program

Credit: 1 Hour

SPTM 104 Clinical Field Experience III

This course will require athletic training students to gain clinical experience working with an equipment-intensive sport (football, lacrosse). This rotation can be completed on campus or with one of the off-campus clinical sites.

Prerequisite: Admission into the Athletic Training Program

Credit: 1 Hour

SPTM 105 Clinical Field Experience IV

This course will require athletic training students to gain clinical experience working with a general medical rotation. This rotation will need to be completed with one of the off-campus clinical sites. Students are required to arrange their own transportation to and from the site.

Prerequisite: Admission into the Athletic Training Program

Credit: 1 Hour

SPTM 202 Emergency Response/CPR for the Professional Rescuer

This course will teach students to identify signs and symptoms of possible cardiac arrest, shock, injuries, and sudden illness. The student will learn to administer emergency response level of first aid, CPR for adults, children, and infants, two rescuer CPR, operation of an Automated External Defibrillator (AED), and bag valve mask. Successful completion of this course will lead to American Red Cross certifications in CPR/AED for the professional rescuer and emergency response. Additional fees apply.

Prerequisite: Athletic Training major

Credit: 1 hour

SPTM 210 Fundamentals of Athletic Training

Injury/illness prevention programs including physical examinations, screening procedures, physical conditioning, fitting and maintenance of protective equipment, control of environmental factors, thirty hours of directed observation required.

Credit: 3 Hours

SPTM 211 Lower Extremity Assessment

Prevention, assessment, and management techniques for the lower extremity: foot, ankle, and knee. To be taken second semester of freshmen year; 50 hours of directed observation required. Additional fees apply.

Prerequisite: Students must successfully complete all the competencies and proficiencies assigned to Sports Medicine 210.

Credit: 3 Hours

SPTM 212 Upper Extremity Assessment

Prevention, assessment, and management techniques for the upper extremity: shoulder, elbow, hand, and fingers. 50 hours of directed supervision required. Additional fees apply.

Prerequisite: Students must successfully complete all the competencies and proficiencies assigned to Sports Medicine 211.

Credit: 3 Hours

SPTM 280 Physiology Lab

A competency based, independent study format designed to allow students to conduct experiments in human physiology utilizing software that allows students to perform experiments as often as they like without harm to animals and without safety concerns. Students have the flexibility to change parameters of an experiment and observe how outcomes are affected. The software also allows students to study histology images at various magnifications.

Prerequisite: BIOL 203

Credit: 1 hour

SPTM 285 Applied Nutrition

Chemical composition and importance of various foods as digested and absorbed by the human body. Human energetics and nutrient requirements as critical components of balanced diet. Dietary planning for disease/disorder prevention and management, emphasizes athletic nutrition.

Credit: 3 Hours

SPTM 290 Personal Health

Factors influencing health and body systems; practice and programs that affect development and maintenance of physical well-being and problems associated with this maintenance.

Credit: 3 Hours

SPTM 304 Medical Aspects of Athletic Training

Course material is comprised of the medically oriented aspects of athletic training. Covering all components of the human body with emphasis applied to the recognition, assessment, evaluation, and management techniques involved in the caring for or treating various systemic conditions of athletic injuries through the use of therapeutic or pharmacological methods.

Prerequisite: Prior completion of, or concurrent registration in, Biology 212

Credit: 3 Hours

SPTM 306 Therapeutic Rehabilitation

Didactic and clinical aspects of broad field of therapeutic exercise and rehabilitation techniques. Didactic instruction covers various protocols for therapeutic rehabilitation of major body areas following injury or disease. Designed for Athletic Training students seeking BOC certification.

Prerequisite: Sports Medicine 328.

Credit: 4 Hours.

SPTM 307 Therapeutic Modalities

Theory, use, and techniques of various physical modalities used in sports medicine program. Designed for Athletic Training students seeking BOC certification. Additional fees apply.

Prerequisites: Sports Medicine 210 and 304. Students must be accepted into the Athletic Training Program, or by permission of the instructor.

Credit: 3 Hours

SPTM 311 Head and Spine Assessment

Prevention, assessment, and management techniques for head, cervical spine, lumbar spine, and hip.

Prerequisite: Students must successfully complete all the competencies and proficiencies assigned to Sports Medicine 212, plus admission into the Athletic Training Program. Additional fees apply.

Credit: 3 Hours

SPTM 312 Advanced Assessment

Assessment protocol for eyes, ears, chest, nose, throat, chest, heart and abdomen. Additional fees apply.

Prerequisite: Students must successfully complete all the competencies and proficiencies assigned to Sports Medicine 311, plus admission into the Athletic Training Program.

Credit: 2 Hours

SPTM 314 General Medical Conditions and Disabilities

This course will review general medical conditions and disability competencies and proficiencies. Medical and Allied Health Professionals will present information on a wide variety of medical conditions including such topics as heart, lung, skin, dental, eye, diabetes, bone cancer and rheumatoid arthritis.

Prerequisites: Admission into the Athletic Training Program. A grade of B- or better in Sports Medicine 312.

Credit: 1 hour

SPTM 325 Physiology of Exercise

Fundamental concepts describing reaction of oxygen systems to exercise physiology and nutrition in exercise; exercise effects on human performance; muscular fatigue and effects of environmental stresses. Three lectures and laboratories scheduled as appropriate.

Prerequisites: Biology 203 and 212.

Credit: 3 Hours

SPTM 328 Practical Biomechanics C

The mechanical analysis of human motion illustrating the relationship between anatomy and function. Principles will be applied to examination of sports skills, clinical skills, and evaluation techniques.

Prerequisite: Biology 212.

Credit: 3 Hours

SPTM 385 Pathophysiology

Mechanisms by which disease occurs in living organisms, responses of body to disease process, and effects of pathophysiological mechanism in normal function.

Prerequisites: Biology 203 and 212.

Credit: 3 Hours

SPTM 397 Internship I

An internship done in the junior year in an allied health profession or a field of choice. See department chair for details.

Credit: 1-3 Hours.

SPTM 401 Cadaver Anatomy

Detailed study of musculo-skeletal system, joint structures, and special nerves. Other organ systems may be viewed. Human cadaver utilized for laboratory component. Includes demonstration dissections. (Also listed as Biology 401.) Additional fees apply.

Prerequisites: C or higher in Biology 212, junior or senior standing.

Credit: 3 Hours

SPTM 411 Health Care Organization and Administration

Administration of athletic training programs and instructional methods. Review behavioral objectives and competencies and proficiencies pertaining to athletic training health care administration and professional development.

Prerequisite: Students must successfully complete all the competencies and proficiencies assigned to Sports Medicine 312, plus admission into the Athletic Training Program.

Credit: 2 Hours

SPTM 484 Introduction to Research and Design W

This course will put forward the research skills necessary for the senior capstone experience in the Sports Medicine Department. Searching for literature, writing literature reviews, research design, and computer skills will be the main focus of this course. Students will do an intense in depth literature review and by the completion of the course the students will present and submit a formal research proposal to be pursued throughout their senior year. Prerequisites This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110 and at least junior standing. Permission of the instructor is required for Health Science majors.

Credit: 1 hour

SPTM 485 Research and Design I W

Use of laboratory, library, and clinical facilities involving areas of kinesiology, physiology of exercise, therapeutic rehabilitation, and sports medicine. Research paper required.

Prerequisite: Mathematics 223 or Psychology 285. SPTM 285,304,325,328, 484.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 1 Hour

SPTM 486 Research and Design II **W**

Use of laboratory, library, and clinical facilities involving areas of kinesiology, physiology of exercise, therapeutic rehabilitation, and sports medicine. Research paper required.

Prerequisite: Mathematics 223 or Psychology 285. SPTM 285,304,325,328, 484, 485.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 1 Hour

Theatre

Website: http://www.marietta.edu/~thea/
Chair: David Makuch
Administrative Assistant: Myra Reich

The Department of Theatre provides students with excellent opportunities to engage with all areas of the theatre arts as they pursue a Bachelor of Fine Arts, Bachelor of Arts, or minor in Theatre. As an extension of the classroom, each production season provides students with the opportunities to apply their knowledge and gain experience as actors, directors, designers, and technicians. Mainstage, studio, and festival productions of musicals and plays from different periods in theatre history, in a variety of styles, and on a dynamic range of subjects strive to make a meaningful contribution to the cultural conversation for both the Marietta College community and the Mid-Ohio Valley region.

The Department of Theatre provides training both for students who wish to pursue careers in professional theatre and for students who wish to complete a theatre major as part of a liberal arts education.

Requirements for the BFA in Theatre:

Acting Courses **15 hours**
THEA 106 ☐ THEA 206 ☐ THEA 215 ☐
THEA 266 ☐ THEA 314 ☐

Directing Courses **6 hours**
THEA 303 ☐ THEA 304 ☐

Technical Theatre Courses **24 hours**
THEA 210 ☐ THEA 231 ☐ THEA 232 ☐
THEA 233 ☐ THEA 234 ☐ THEA 236 ☐
6 HOURS FROM THEA 341, 342, 344 ☐

Dramatic Literature/Theatre History Courses **12 hours**
THEA 201 ☐ THEA 211 ☐ THEA 212 ☐
THEA 307, 308, 310, 311, 350 OR ENGL 350 ☐

Practicum Courses **6 hours**
THEA 225 ☐ THEA 325 ☐ THEA 226 ☐
THEA 326 ☐
1 HOUR OF A 200-LEVEL PRACTICUM ELECTIVE ☐
1 HOUR OF A 300-LEVEL PRACTICUM ELECTIVE ☐

Internship **3 hours**
THEA 397 ☐

Electives **12 hours**
ELECTIVES SHOULD BE CAREFULLY CHOSEN TO SATISFY THEATRE-RELATED INTERESTS OF INDIVIDUAL STUDENTS. EXAMPLES OF COURSES THAT MAY BE APPROPRIATE: ART COURSES FOR A STUDENT INTERESTED IN DESIGN, OR MUSIC AND DANCE COURSES FOR A STUDENT INTERESTED IN ACTING. COURSES OUTSIDE THE THEATRE DEPARTMENT MUST BE APPROVED IN ADVANCE BY THE THEATRE DEPARTMENT CHAIR.

Capstone **3 hours**
THEA 481 ☐

Total for BFA in Theatre **81 hours**

Requirements for a BA in Theatre

Acting Courses **9 hours**
THEA 106 ☐ THEA 206 ☐
THEA 215 OR 266 ☐

Directing Course **3 hours**
THEA 303 ☐

Technical Theatre Courses **12 hours**
THEA 210 ☐ THEA 233 ☐
THEA 231, 232 OR 234 ☐
THEA 341, 342 OR 344 ☐

Dramatic Literature/Theatre History Courses **9 hours**
THEA 201 ☐ THEA 211 ☐ THEA 212 ☐

Practicum Courses **3 hours**
THEA 225 ☐ THEA 226 ☐
THEA 325 OR 326 ☐
ADDITIONAL 300-LEVEL PRACTICUM CREDIT MAY BE SUBSTITUTED FOR THE REQUIRED 200-LEVEL CREDIT(S)

Internship **3 hours**
THEA 397 ☐

Theatre Electives **3 hours**
THEA ☐

Capstone **3 hours**
THEA 481 ☐

Total for BA in Theatre **45 hours**

Requirement for a minor in Theatre (21 hours):
THEA 210 plus 9 additional hours in THEA at the 100-200 level and 9 hours in THEA at the 300-400 level.
NOTE: No more than 6 total hours of Practicum (THEA 225, 226, 325, 326) can count toward the minor.

Theatre Courses

THEA 101 Theatre Appreciation **R**

Theatre appreciation is a study of live theatre and how it is produced, how it has developed historically and culturally, and how it is evaluated and analyzed. This course examines theatre as a collaborative art form by focusing on the viewpoints of its image-makers (playwright, actor, director, producer, and designers). Participation in the creation of art helps enable an appreciation of that art form. Hence, students in this course will have hands-on experience in the production of live theatre. In addition, students will learn to critically evaluate dramatic texts and performance.

Credit: 3 Hours

THEA 105 Introduction to Shakespeare Performance **R**

This course offers a summer performance experience coupled with classroom exploration for students who participate in the Shakespeare by the River festival. Students will meet in a classroom 3 hours per week (for 7 weeks) to explore Shakespearean text (including scan-

sion, historical references, source material, Aristotelian structure, and rhetorical devices), learn & practice effective Shakespearean acting techniques, and consider the influence of Elizabethan culture, art, and socioeconomics on the plays of Shakespeare. Students will then apply classroom learning to direct practical experience in a variety of positions including but not limited to: assistant stage managers, ensemble actors, assistant designers, stage crew, etc.

Credit: 3 Hours

THEA 106 Acting I R

Introduces the foundational behaviors and techniques of acting, with emphasis on playing action and conflict (Stanislavski). The course covers warm up techniques, theatre games, improvisation, the vocal and physical instruments, scene work from a course study play, and script analysis. Students will engage in more relaxed and effective talking and listening skills.

Credit: 3 Hours

THEA 201 Introduction to Dramatic Literature L,R

Reading of plays representing the development of dramatic literature from ancient Greece to present. The course provides a framework for analyzing and evaluating dramatic literature in both print and performance.

Credit: 3 Hours

THEA 206 Acting II R

This intermediate level acting course provides an overview of the Stanislavsky acting method with intensive focus on performance techniques, script preparation, period research, and independent rehearsal techniques. Students will engage in a range of performance activities inside and outside of the classroom in order to further develop acting skills, learn and practice rehearsal/performance methodologies and continue establishing an extensive theatre vocabulary.

Prerequisite: Theatre 106.

Credit: 3 Hours

THEA 210 Backstage Experience R

Students are introduced to the fundamental principles of theatre design and the artistic operation of theatre through lectures, hands-on participation, class discussions, sketchbook, journal of design observations, critical reviews of realized productions, text analysis, and weekly presentations. Throughout the semester students perform design assignments that are then presented and critiqued by both students and faculty in class. The course culminates in two ways: a collaborative project in which students create a design for a designated play text with conceptual rationale presented before the class; a production assignment in which students participate as a member of the tech/design/run crew, afterwards reflecting on and evaluating the experience.

Credit: 3 Hours

THEA 211 Theatre History I: Ritual to Renaissance (500BC to 1800AD) P

This course is the first part of a two-semester theatre history sequence exploring the innovations, trends, and traditions in Western theatre. Theatre History I begins with ritual origins of performance and highlights Athens in the 5th century BC, Rome in the 1st century AD, the Middle Ages, and the rise and dominance of Humanism and Neoclassicism throughout Renaissance Europe (1500-1800) with attention to Italy, Germany, France, Spain, and England. The course also includes research and discussion on the subjects of evidence, periodization, historiography, and historical narrative.

Credit: 3 Hours

THEA 212 Theatre History II:
Romanticism to Post-modernism (1750 to present) P

This course is the second part of a two-semester theatre history sequence exploring the innovations, trends, and traditions in Western theatre. Theatre History II begins with Romanticism and the seeds of Melodrama and then moves on to consider the revolutions of Realism, the rise of American plus other post-colonial theatre, Absurdism and Nonrealism, and the impacts of Postmodernism and contemporary experimentations on how theatre continues to mean in our evermore "networked" world. The course also includes research and discussion on the subjects of evidence, periodization, historiography, and historical narrative.

Credit: 3 Hours

THEA 214 Intermediate Topics in Acting

This intermediate level acting course provides training in and explorations of physical and vocal acting methods. Students will engage in a range of performance activities inside and outside of the classroom in order to develop physical/vocal acting skills and continue establishing a personal methodology for crafting dynamic and emotionally specific characters onstage. Some topics may include but are not limited to: Comedy Workshop and Stage Combat. May be repeated for credit

Prerequisite: Theatre 106

Credit: 3 Hours

THEA 215 Voice and Movement

This intermediate level acting course provides training in and explorations of physical and vocal acting methods with intensive focus on Laban movement technique, IPA vowels, animal imagery work, and physical/vocal analysis and execution. Students will engage in a range of performance activities inside and outside of the classroom in order to develop physical/vocal acting skills and continue establishing a personal methodology for crafting fully realized and physically/vocally specific characters onstage.

Credit: 3 Hours

THEA 220 London Spring Break

Students will spend ten intensive days in London during the Marietta College spring break. They will visit a wide range of museums and historical and/or cultural sites and view at least eleven productions.

Credit: 1 Hour

THEA 231 Stagecraft: Scenery R

This course provides instructional and hands-on experience in the understanding of the history, tools, and theory of stage scenery, including materials, drafting, construction techniques, rigging, painting, and props. Additional fees apply.

Credit: 3 Hours

THEA 232 Stagecraft: Costume R

This 3 credit hour course is designed to introduce the student to beginning and intermediate sewing skills to be applied to theatrical production. While focusing on specific skill development, research and critical analysis of historical costume brings a broader understanding of the structure and creation of these garments. Set within a liberal arts education, this course broaches the inter-reliant role of fiber, fabric and fashion in cultures across time and space. Additional fees apply.

Credit: 3 Hours

THEA 233 Stagecraft: Makeup R

This course will cover techniques in design and application of stage makeup; development of analytical, research, manual skills through projects in corrective makeup, aging, likeness makeup, simple prosthetics, and so forth. This course will encourage elements of creativity while improving technical skills in makeup application. Additional fees apply.

Credit: 3 Hours

THEA 234 Stagecraft: Lighting/Electrics

This course provides instructional and hands-on experience in the understanding of the history, tools, and theory of stage lighting and basic electricity, including types of lighting instruments, lamps and plugs, lighting control equipment and protocol, special effects, and specialized plots/paperwork. Additional fees apply.

Credit: 3 Hours

THEA 236 Stage Management K

This course introduces students to the field of stage management for theatre. Students will study and practice the responsibilities, organization, and interpersonal skills necessary in the production of live theatre. In addition to class sessions students are required to stage manage a theatrical production, which includes attending and running all rehearsals, production meetings, and performances. Additional fees apply.

Credit: 3 Hours

THEA 247 Intermediate Topics in Technical Theatre and Design

Courses in the Intermediate Topics category introduce students to a specialized topic in design and technical theatre. Areas of interest that may be covered in this course include but are not limited to stage properties/furniture, sound design/tech, special effects, mechanical drafting, advanced electrics, mask making, and flat patterning. Prior completion of THEA 131/141 recommended. May be repeated for credit. Additional fees apply.

Credit: 3 Hours

THEA 266 Auditioning and Professional Preparation

This course serves as an introduction to professional preparation strategies, behaviors, and techniques in theatre and related fields. The course provides practice in the selection, preparation, and performance of auditions in a variety of formats and requires students to participate in a minimum of 2 professional auditions/interviews. The course also requires students to generate resumes, headshots, interview questions, opportunity and contact files, portfolios/repertoires, and a personal mission statement.

Prerequisites: THEA 206 or permission of instructor.

Credit: 3 Hours

THEA 267 Audition Preparation

Building on experiences in THEA 266, this course provides students with time, focus, and support for an intensive individual preparation of the skills and materials necessary for the internship/apprenticeship/job search or graduate school application process.

Prerequisite: THEA 266.

Credit: 1 Hour. May be repeated once.

THEA 303 Directing I R,W

This introductory directing course provides an overview of the directing process with intensive focus on the fundamental basics of effective play analysis and moving into an introduction to the foundational concepts of directing a theatrical event. Students will engage in a range of activities inside and outside of the classroom in order to develop directing skills, begin establishing a personal methodology for approaching a work of theater, and rehearse critical thinking behaviors as audience members.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Prerequisite: Theatre 106

Credit: 3 Hours

THEA 304 Directing II K,R,W

Building on the concepts, skills, and experiences of THEA 303: Directing I, this course provides laboratory work in selecting, casting, blocking, and directing plays culminating in the direction of a one-act play which will receive two (2) public performances. Focus is given to the further development of script analysis for direction as well as to organizational methods, time management/scheduling practices, rehearsal coaching strategies, discovering the director's voice, and artistic collaboration/ group leadership skills.

Prerequisite: Theatre 303.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

THEA 307 World Dramatic Literature L,M,R

This survey course focuses on plays and theatre practices outside of traditional Western (European-American) theatre studies. Students will be introduced to classic and contemporary works of dramatic literature from Asia, Africa, and South America. Course lectures, discussions, and assignments will explore not only dramatic structures and themes, but also how these works are situated in terms of national, cultural, religious, political, historical, and artistic traditions. Plays, playwrights, and topics covered are subject to change each time the course is offered based on faculty expertise and global events.

Prerequisites: THEA 201 or permission of instructor.

Credit: 3 Hours

THEA 308 Modern European Drama L,R,M

This course is an intensive survey seminar covering European dramatic literature between around 1880 through to the 1960s. Primarily a reading course, students will engage with full-length and one-act plays. The reading pace is scheduled for about two acts of a play per class plus additional readings.

Prerequisites: THEA 201 or permission of instructor.

Credit: 3 Hours

THEA 310 American Drama **L,R**

A reading course analyzing American dramatic literature and theatrical production from 1850 to present, this course covers such topics as: the formation of an American national identity (especially its artistic reputation), American experimentation, the American Dream, visions of the American family and community, diversity in America, and America's current events.

Prerequisite: Theatre 201 or permission of instructor.

Credit: 3 Hours

THEA 311 Contemporary Drama **L,R**

Reading course in contemporary drama. Includes prepared oral reading in class.

Credit: 3 Hours

THEA 314 Advanced Topics in Acting

An in-depth academic examination and practical studio-style exploration of a special topic in acting; either a historical acting style or a modern acting method. Example topics may include but are not limited to, Shakespeare, Restoration, Greek and Roman, Meisner Technique, Michael Chekhov Technique, and Devised Theater Techniques. May be repeated for credit.

Prerequisite: Theatre 206.

Credit: 3 Hours

THEA 341 Scenic Design **R**

This course will take students through the process of creating a scenic design for theatre, following the design process of commitment, analysis, research, incubation, selection, implementation, and evaluation. Students will employ communication and problem-solving skills while using the necessary tools in implementing a design. Additional fees apply.

Prerequisite: THEA 210 or permission of instructor

Credit: 3 Hours

THEA 342 Costume Design

The course will cover an introduction to costume design and its process including script analysis, research, conceptualization, critical thinking, rendering, swatching, and plotting/planning. Areas of study will include characterization; aesthetics- the visual language of design within the visual language of the theatre; using the elements of design- color, texture, form, scale, etc.; stylization; the interpretation and manipulation of historical and cultural research- modes, manners and behavior; practical tools- costume plots, sketches, etc. group plates, detail plates, calendars, brushes, paper- mixed media, invention, creativity and boundless self-expression. Additional fees apply.

Prerequisite: THEA 210 or permission of instructor

Credit: 3 Hours

THEA 344 Lighting Design

This course will enable students to develop and practice a systematic approach to creating a lighting design. Script analysis, conceptual development, conventions of stage lighting, properties of light and visual perception, basic technology, drafting, paperwork, and related aspects of producing a design are emphasized. Additional fees apply.

Prerequisite: THEA 210 or permission of instructor

Credit: 3 Hours

THEA 347 Advanced Topics in Technical Theatre and Design

Courses in the Advanced Topics category introduce students to a specialized topic in design and technical theatre. Areas of interest that may be covered in this course include but are not limited to Draping, Millinery, Fabric Dyeing and Painting, Advanced Lighting Techniques, Scenic Painting, and Technical Direction. May be repeated for credit. Additional fees may apply.

Credit: 3 Hours

THEA 348 Scriptwriting I **R,W**

This course in writing for stage, film, and television provides students with experience designed to facilitate their writing for performance. Students will write scenarios, character studies, conversations, scenes and fully developed scripts.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Credit: 3 Hours

THEA 349 Scriptwriting II **R,W**

A continuation of Scriptwriting 1. Students focus their writing in a specific medium and write works of greater length and complexity.

This course has been identified as a Writing Proficiency course and so requires satisfactory completion (C- or better) of Writing 110.

Prerequisite: Theatre 348.

Credit: 3 Hours

THEA 350 Topics in Dramatic Literature **L,R**

An in-depth examination of a special topic in dramatic literature. Topics may include, but are not limited to, Irish drama, Gay drama, and Renaissance drama.

Prerequisite: Upper class standing

Credit: 3 Hours

THEA 371 Project in Directing

Directing a play for performance in the Theatre Department's Studio Series.

Prerequisite: Theatre 304 and permission of the department chair.

Credit: 1-3 Hours; may be repeated for credit.

THEA 397 Theatre Internship

It is expected that the Theatre Internship will be a summer or other off-campus theatre experience approved in advance by the Theatre Department Chair in consultation with the Theatre faculty. The student must meet a minimum of 150 logged and supervisor-approved hours in one internship or a combination of internships before credit will be awarded. A regular journal and a short public presentation before peers and faculty upon completion of internship hours are also required to earn a grade.

Credit: 3 Hours

THEA 481 Theatre Capstone

The student begins their capstone process by designing a project syllabus and learning contract with a member of the Theatre faculty appropriate to the student and the scope and content of the project. The capstone should demonstrate student mastery of skills in one or more areas of theatre. Appropriate projects may include—but are not limited to—directing a production; designing set, lights, sound, or costumes for a production; writing an original script; researching, preparing and presenting a lecture-presentation on some aspect of theatre; or completing a traditional large-scale research project on some aspect of theatre.

Prerequisite: Permission of instructor.

Credit: 3 Hours

Theatre Practica:

Practicum credits represent work towards completing a faculty-determined assignment on a department production. Any student who enrolls for a practicum credit MUST meet with a member of theatre faculty in person to receive additional course information and MUST participate in the appropriate auditions and interviews for the semester.

THEA 225 Performance Practicum

Eligible assignments include, but are not limited to: understudy, cameo, chorus/ensemble, or supporting roles; dance or fight captain; assistant to the director or assistant stage manager.

CREDIT: 1 hour, may be repeated for credit but no more than 6 total hours of practicum may be counted towards graduation

THEA 226 Technical Theatre Practicum

Eligible assignments include, but are not limited to: construction crews, run crews, light and sound operator positions, front of house manager, and public relations work such as banners, press releases, or displays.

CREDIT: 1 hour, may be repeated for credit but no more than 6 total hours of practicum may be counted towards graduation

THEA 325 Advanced Performance Practicum

Eligible assignments include, but are not limited to: leading roles and larger supporting or chorus/ensemble roles; choreographer; stage manager, assistant director, or dramaturg.

CREDIT: 1 hour, may be repeated for credit but no more than 6 total hours of practicum may be counted towards graduation

THEA 326 Advanced Technical Theatre Practicum

Eligible assignments include, but are not limited to: designer or assistant designer in any area of technical theatre, assistant shop manager, master electrician, scenic charge artist, box office manager, community/educational outreach coordinator, alumni relations and recruitment, departmental archiving and research.

CREDIT: 1 hour, may be repeated for credit but no more than 6 total hours of practicum may be counted towards graduation

Dance Courses

3 hours of Dance 103,104, 105, 106, 107, 108 and/or 109 may be applied toward the fine arts requirement in place of one 3-credit "R" designated course; 3 additional hours may replace the second 3-credit Fine Arts requirement.

DANC 103 Tap I R

This course is an introduction to tap dance technique. Basic steps will be covered including brushes, toe and heel work, shuffles, flaps, ball changes, hops. Basic show dance routines will be introduced. Proper shoes and dance attire required.

Credit: 1.5 Hours.

DANC 104 Tap II R

This is a continuation of Tap I with an emphasis on perfecting techniques of tap dance. Advanced steps will be covered and longer show routines will be introduced. Proper shoes and dance attire required.

Prerequisite: Dance 103 or permission of the instructor.

Credit: 1.5 hrs.

DANC 105 Jazz/Modern I

This course is an introduction to the basic technical skills of jazz and modern dance including alignment, strength, flexibility, rhythmic accuracy and movement. Emphasis will be place on vocabulary, concepts, skills and artistry. Proper dance attire and shoes required.

Credit: 1.5 hrs.

DANC 106 Jazz/Modern II R

This is a continuation of Jazz/Modern I with an emphasis on perfecting techniques and movement vocabulary. New focus will be placed on theatre dance styles and more complex rhythms. Proper shoes and dance attire required.

Prerequisite: Dance 105 or written permission of the instructor.

Credit: 1.5 hrs.

DANC 107 Dance in Musical Theatre I R

An introduction to musical theatre choreography emphasizing diversity of styles and the skills required for auditioning and performance. The course studies the work of major choreographers and helps students develop the skills necessary to execute choreography styles.

Credit: 1.5 hrs.

DANC 108 Dance in Musical Theatre II R

A continuation of Dance 07 Choreography I, further developing skills introduced in 107.

Prerequisite: Dance 107 or permission of the instructor.

Credit: 1.5 hrs.

DANC 109 African Jazz R

This course is an introduction to jazz and African dance technique. This class will be a comprehensive study of dance technique, body alignment, and terminology. The warm-up will build core strength, flexibility, and endurance. Students will learn how to apply technique in across the floor progressions and combinations and how to distinguish performance level qualities in dance. There will be a choreography exploration assignment and opportunity to lead a strengthening exercise to develop timing and composition skills. This course will focus on the basic foundations of technical development and dance etiquette that will enable students to continue their study of dance beyond this class.

Credit: 1.5 hrs.

Curricular Options and Enhancements

Records Office, Registrar: Tina Perdue (records@marietta.edu)

Marietta College offers students many opportunities to enhance their education program beyond the general education program and the completion of a major. This section describes the ways in which value can be added to a student's educational experience at the College. Students choosing to select one or more of these options need to ensure that they understand how these options may affect their graduation requirements. This section should be read in conjunction with the sections describing Undergraduate Degrees-Graduation Requirements and Academic Policies and Practices.

Double Major

A student may elect to pursue more than one major. For a student to be granted more than one major, each major must have a minimum of 18 hours of 300- and 400-level courses that are not included in any other majors.

A student who graduates with two or more majors, one of which qualifies for one Bachelor degree, e.g. B.A., and another for a different Bachelor degree, e.g. B.S., will be awarded all applicable degrees and will receive a diploma for each degree awarded.

Student-Designed Major

The academic interests of some students may be served through the creation of a student-designed major drawn from curricula of two or more departmental programs. These majors are intended to be inter-disciplinary, self-designed programs of study distinctive from conventional majors offered at MC or other colleges and universities. A student-designed major must be focused on a particular subject area, and be comparable in rigor to that of a conventional major. All other requirements of the general education curriculum must be fulfilled.

Students who wish to propose a student-designed major should:

- Have a cumulative GPA of at least 3.000.
- Submit the proposal to the Curriculum Committee no later than the fall semester of the junior year.
- Identify a faculty advisor who will help develop the program of study, approve course selections, and oversee the progress of the student through the curriculum.

The student-designed major should:

- Include 35 to 60 credit hours.
- Have no more than 2/3 of the credit hours drawn from an existing major.
- Include no more than 2/3 of the credit hours from the courses already completed.
- Designate the course or courses that will serve as the major's capstone.
- Include in-depth independent studies, off campus experiences and internships in the major, where possible and appropriate.

The written description and rationale for the major should include:

- A title for the major.
- An explanation of how the major will help the student to achieve career objectives.
- A list of the courses in the proposed major grouped by subject areas and indicating which courses have been completed.
- A rationale for each course (or groups of related courses) in the program of study. If the program of study corresponds with a specialized major at another institution, a comparison between major content areas must be demonstrated.
- The signature of the faculty advisor.
- Signatures of approval from each of the academic departments represented in the proposed major
- A copy of the student's transcript.

If the proposal is approved, the chair of the Curriculum Committee will submit a copy of the student-designed major to the Records Office and the Provost's Office.

Minor(s)

Students may elect to complete the requirements for one or more minors. A minor consists of 18 to 24 credit hours, and includes a reasonable distribution of lower and upper division courses. Except where a course is offered only on a Satisfactory/Unsatisfactory (S/U) grade basis, all courses used in satisfaction of a minor must be taken for a letter grade. A minimum grade point average of 2.00 is required for all courses offered in satisfaction of the minor. Each minor must include at least 12 hours that do not overlap the chosen major or other minor(s).

A minimum of six of the credit hours presented for graduation with a minor area must have been earned at Marietta College.

A graduate of Marietta College who desires to complete a second major or minor must notify the registrar of this intention and abide by the requirements of the major/minor and the policies governing majors/minors set forth in the catalog in force at the time of such notification. Such a student, however, need not meet the general education requirements of the catalog in force.

Individualized Courses

These courses include directed research, independent study, internship, and tutorships. A student may take a total of nine hours toward graduation in any combination of the above hours with the restriction that there be no more than two hours of tutorship.

Students may register for individualized courses by submitting a completed *Learning Contract or Internship Registration Form* to the Records Office. These forms, available from the Records Office, must be completed by the student and the supervising faculty member. If necessary, the Curriculum Committee will answer questions concerning the appropriate level of suitability of material. Several departments

have additional restrictions on directed research, independent studies, internships, and tutorship courses. Students should consult with the appropriate department chair for more information.

Directed Research

The student conducts a research project under the supervision of the instructor. The courses will be listed as 195, 295, 395, or 495 and may provide from 1 to 3 credit hours.

Independent Study

These courses allow the student the opportunity to complete course work that is not otherwise offered. The Independent Study is a course whose content is not currently listed in the course catalog. The independent study cannot be used to review course content presented in existing courses described in the catalog. The courses will be listed as 196, 296, 396, or 496 and may provide from 1 to 6 credit hours.

Academic Internships

An academic internship is a work and learning experience shaped by reflection and goal-setting and performed under the mentorship of an instructor and an on-site supervisor. These internships earn academic credits and often a letter grade, although some departments assign a Satisfactory/Unsatisfactory grade. Internship courses will be listed as 197, 297, 397, or 497.

Academic internships may be taken for 1-3 credits (additional credits may be approved for different goals/learning objectives for a maximum of 9 credits). Below are the minimum requirements for any internship that students seek to have recorded on the academic transcript. Departments may have requirements in addition to these minimums.

I. Establish written goals/learning objectives to be approved by both faculty internship coordinator and workplace supervisor prior to the start of the internship
II. A minimum of 40 hours per registered credit hour; hours must be logged and approved by workplace supervisor. (Departments may have requirements beyond this minimum.)
III. A portfolio must be completed and submitted to the faculty member supervising the internship following the completion of the internship (the due date will be determined by the department or faculty supervisor; it must be prior to finals week of the semester following the completion of the internship):
    i. Portfolio must include:
        1. Goals/learning objectives as established in item I;
        2. Updated resume reflecting skills and knowledge acquired as a result of the internship;
        3. Verification by supervisor of hours worked;
        4. Final performance evaluation or letter of recommendation from the workplace supervisor.
    ii. Portfolio may also include when applicable (as determined by the department):
        1. Cover letter;
        2. Examples of work produced during the internship;
        3. Copy of midterm evaluation submitted to Career Center by site supervisor.
IV. In addition, students must submit at least one of the following items. (Departments may have requirements in addition to this minimum.)
    i. Reflection on the goals/learning outcomes achieved as a result of the internship experience or a paper connecting the internship experience to general education and major course requirements (5-7 pages)
    ii. Journal kept throughout the internship experience
    iii. Presentation or poster

Please refer to the Career Center website for internship resources and a checklist of procedures.

Tutorships

These courses allow students to receive credit by helping other college students learn. The courses will be listed as 198, 298, 398, or 498 and may provide from 1 to 2 credit hours. Note that a student may apply no more than two credit hours of tutorship toward the graduation requirements.

Special Programs

The McDonough Center for Leadership and Business: The Leadership Program

The McDonough Center for Leadership and Business, endowed by a gift in memory of Bernard P. McDonough, has been designed to allow students to study leadership through a multidisciplinary liberal arts perspective. The chief mechanism for this study is the McDonough Leadership Program, which involves students in varied activities.

A student's participation in the Leadership Program can take several forms:

- Major in International Leadership Studies
- Minor in Leadership Studies
- Certificate in Leadership Studies
- Engineering Leadership Certificate
- Teacher Leadership Certificate

The specific requirements of each of these programs are listed under Leadership in the Undergraduate Programs of Instruction section of the Catalog. Course work includes both academic courses examining leadership analytically and courses that introduce students to leaders of local, national, and international repute. Some courses, like Foundations of Leadership, will be offered with the Leadership title (e.g. Leadership 101 or LEAD 101, Foundations of Leadership). Other courses having a significant leadership focus will be offered by departments across the entire campus (e.g. Political Science 210, The Presidency and Executive Leadership).

Admission to the McDonough Leadership Program for the major, minor or certificates is competitive and requires a separate online application (http://mcdonough.marietta.edu). Contact the Office of Admission, (800) 331-7896, (740) 376-4600 for application information, or visit the McDonough website (http://mcdonough.marietta.edu).

The Honors Programs

The Marietta College Honors Programs offer students with high scholastic ability and keen intellectual curiosity a stimulating and challenging academic environment in which to pursue their education. The Program consists of two components:

1. the Curriculum Honors Program for incoming freshmen and beginning second-year students, and
2. the Research Honors Program by which students earn Honors in a Discipline.

Students earn official recognition by completing either (1) or (2). Students that complete both (1) and (2) will graduate with College Honors.

In addition to specialized coursework, students in the Honors Program have the opportunity to participate in cultural events through organized trips to theatrical, musical and artistic events in nearby cities, such as Cleveland, Columbus, and Pittsburgh, as well as more distant locales, such as the Stratford Shakespeare Festival in Ontario, Canada.

I. The Curriculum Honors Program

A. Eligibility and Application:

1. Incoming freshmen, by application: Incoming freshmen with at least a 3.500 high school GPA and 1200 SAT or 27 ACT are invited to apply on a competitive basis for admission to the Curriculum Honors Program
2. Current Marietta College freshmen, by application: Marietta College freshmen who will enter the sophomore year with fewer than 37 credit hours and a 3.500 or better overall GPA are eligible to apply in the spring semester prior to their sophomore year. Application is made to the Honors Program Director.
3. Incoming transfer students, by invitation or application: Transfer students entering Marietta College with fewer than 37 credit hours may be eligible under (1) or (2) above. Inquire to the Admissions Office or the Honors Program Director.

B. Program Requirements:

1. The course work of the Curriculum Honors Program consists of the following 13-15 hours taken over a two-year period, all counting towards completion of the college's general education requirements:
   (a) First semester: Honors College Experience Seminar (an honors section of an enhanced introductory level course) and either Honors Literature (HONR 111) or Honors Communication (HONR 112). (6 credits)
   (b) Second semester: HONR 111 or 112. (3 credits)
   (c) Third and fourth semesters: Two honors courses (honors sections of 200 level courses enhanced to provide students with research skills) An honors fellowship (HONR 295) may substitute for one of these two courses. Honors fellowships are applied for through the Honors and Investigative Studies Committee and are intended to support creative or research projects conducted with a faculty mentor. (6 credits)
2. To complete the Curriculum Honors Program, students must maintain an overall GPA of 3.30 (3.00 for first year freshman only). Students whose GPA falls below these levels may request readmission to the Curriculum Honors Program when their GPA returns above 3.30.

II. The Research Honors Program

The Research Honors Program allows any seniors with GPAs of 3.300 in the discipline and 3.300 overall to do advanced work under the close guidance of a member of the faculty, typically in the student's major or minor. Such students present a senior thesis to a thesis committee which includes the thesis director, a member of the Honors and Investigative Studies Committee, and a third (optional) faculty member of the student's choosing. With this committee's final approval of the thesis, the student is awarded Honors in a Discipline.

A. Eligibility:

1. An overall cumulative GPA of 3.30 and a cumulative GPA in the discipline of 3.30 is required at the time of the proposal to the thesis committee.
2. The student must have a thesis director in the field of study in which the thesis work is to be done. The thesis director must, of course, be willing to support the student's proposal.

B. Program Requirements:

1. The senior thesis proposal is typically submitted by the student 1-2 semesters prior to the semester in which they will graduate. The proposal must be approved by the student's thesis committee (see above).
2. During their final semester, students must register for 1 to 3 credit hours of honors coursework in the department in which they are pursuing their thesis work ("DEPT" 493). Upon completion of the senior thesis, it must be approved by the student's thesis committee.
3. An overall cumulative GPA of 3.30 and a cumulative GPA in the discipline of 3.30 is required at graduation.
4. Approved theses are archived and made available on-line through OhioLink.

III. Graduation with College Honors

Students who complete the Curriculum Honors and Research Honors Programs with a final overall GPA of 3.30 or greater will graduate with College Honors.

For more information, contact:

Alicia Doerflinger (ad001@marietta.edu)
Director, Honors Programs
Marietta College
215 Fifth Street
Marietta, OH 45750

The Investigative Studies Program

The Investigative Studies Program embraces three goals:

1. To provide students with an opportunity to pursue their research and creative interests in a manner not found in a typical class setting
2. To promote intellectual curiosity and stimulate creativity in students in an academic discipline or between disciplines.

3. To foster a sense of learning, sharing, and commitment with a community of scholars.

Designed for Marietta's most academically-gifted and highly-motivated students, the I.S.P provides competitive summer fellowships for undergraduates interested in pursuing special research and creative projects under the advisement of a faculty mentor, as well as travel grant awards for presentation of findings at regional and national conferences. The Investigative Studies Program also funds supplies grants for students who need research materials, equipment, and supplies outside of those generally available to students.

Investigative Studies Summer Fellowships

The I.S.P. Summer Fellowship program currently offers qualifying students a $2,250 fellowship plus free on-campus housing for six weeks in May and June; students pursuing off-campus research projects receive a $500 housing allowance. These students pursue their research and creative projects under the close mentoring of Marietta College faculty sponsors. Students must have a grade point average of 3.000 or better to apply.

Investigative Studies Travel Fellowships

The I.S.P. Travel Fellowship program provides financial assistance for any undergraduate in any discipline with a grade point average of 3.000 or better to travel to present research or creative works at a national or regional conference. The awards are competitive and require sponsorship by a faculty mentor.

Investigative Studies Supplies Grants

The Supplies Grant program provides student researchers with a monetary award ($250 maximum) from which they can purchase consumable materials or supplies for a current research or creative project. The program is open to all full-time undergraduate students.

For more information, contact:

Alicia Doerflinger
Director, Investigative Studies Program
e-mail: invstud@marietta.edu; ad001@marietta.edu
website: http://www.marietta.edu/academics/resources/invstudies/

Off-Campus Study

Study Abroad

Marietta College recognizes the unique value of study abroad and, therefore, encourages its students to participate in a number of opportunities for educational study abroad which do not interrupt their affiliation with the College. The College has established formal relationships with several consortia and foreign institutions. Programs are open to qualified students in all disciplines. The junior year is the logical and preferred time for such study, but the student may apply for international study during other years, pending confirmation of the eligibility requirements listed below.

Programs are available for a full academic year, one semester, or summer study. Credit toward a degree at Marietta College is normally earned at 32 hours for a full year, 16 hours for a semester, and usually a maximum of 12 hours for summer study.

Marietta College considers approved study abroad programs (see Application Process below) as an extension of its campus and transfers grades earned without question, including quality points.

To be eligible to participate, a student must:

1. have completed 24 semester hours of academic work (including all first-year requirements);
2. be in good academic standing; and
3. arrange with an advisor a program of study compatible with the declared major and degree requirements.

Application Process

Before seeking to participate in the Off-Campus Study program, the student should make an appointment with the Office of Education Abroad staff to discuss options available. This consultation is designed to help the student select a program that fits his or her academic needs.

In addition to consulting with the OEA staff, the student should speak with the academic advisor about the timing of their international experience as well as course options. Following these appointments, the student may proceed with the application process of the study abroad program. Some programs require course approval in the application process, while others require it upon acceptance. In order to complete the course approval process, students must complete an Off-Campus Study Application/Approval Form. The form must be approved by the department chair for each course being transferred, the Registrar, the Director of Financial Aid (for all students receiving financial aid), the academic advisor, and the Study Abroad advisor. Approved applications are placed on file in the Records Office. It is the student's responsibility to contact the Study Abroad advisor, faculty advisor and the Records Office should a course approval be necessary while abroad.

The deadline for the Off-Campus Study Application/Approval Form is December 1 for the following spring and April 15 for the following summer or fall. There is an administrative fee for each term spent off-campus.

Affiliates

Marietta College is affiliated with multiple program providers and foreign institutions, including the Institute for the International Education of Students (IES), Central College, Center for International Studies (CIS), The Education Abroad Network, International Studies Abroad (ISA), Athena Abroad and Academic Programs International (API). Internships are offered by some of the programs and, in some countries, immigration regulations require that students enroll in additional coursework.

The above listed program providers offer programs around the world with coursework in English and foreign languages. No knowledge of the languages of the host country is required, but students with little or no prior study of the language will likely be required to take a language course. Programs that are a trimester length may be combined with an intensive language course but must be approved by Financial Aid, the Office of Education Abroad and the Registrar prior to departure.

Students wishing to study abroad are not required to participate in one of the affiliated programs but are required to seek approval for their program prior to applying. Students wishing to direct enroll in a university are responsible for ensuring proper registration for the study abroad experience by submission of the completed Off-Campus Study

Application to the Records Office prior to departure and will need to confirm that the courses at that institution are transferable to Marietta College as part of the application process.

For more information, contact:

Ms. Christy Burke
Director of Education Abroad
Thomas Hall - Room 214
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4708
e-mail: christy.burke@marietta.edu

Leadership Studies Abroad

The Leadership Study Abroad course, LEAD 350, is offered through The McDonough Center for Leadership and Business. This course provides an opportunity for supervised travel to study leadership in countries experiencing significant change. With the approval of the appropriate department, students majoring in History, International Business Management, Modern Languages, or Political Science may elect to take the course for 3 credit hours in their major department. The work of the course may then be modified to include discipline-specific work.

Eligibility for participation is the same as given above under "Study Abroad."

For more information, contact:

Dr. Gama Perruci
McDonough Center
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4562
e-mail: perrucig@marietta.edu

China Program

Marietta College has exchange agreements with both universities and high schools in China. Marietta students may go to China as teachers of English. At the same time, Marietta welcomes visiting scholars from China to the campus. Such agreements afford unique learning opportunities and enrich the campus environment for all students.

The College supports these programs by arranging lectures by visiting Chinese scholars as well as courses in Chinese language, culture, and history. In addition, the Certificate in Teaching English as a Foreign Language (TEFL), offered by the Department of Modern Languages, will prepare students to teach English in China.

An exchange agreement with The University of International Relations, located in Beijing, provides opportunities for students to spend a semester or year studying at this institution. Intensive language courses are provided which will complement any Chinese language courses taken at Marietta.

For more information, contact:

Dr. Xiaoxiong Yi
Thomas Hall 105
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4921
e-mail: yix@marietta.edu
or Dr. Luding Tong (tongu@marietta.edu)

Brazil Program

The opportunity exists for students to assist in the teaching of conversational English in the private Piracicaba School (Colégio Piracicabano), Piracicaba, São Paulo State, Brazil. The school is affiliated with the Methodist University of Piracicaba. Language instruction is provided and will complement any Brazilian Portuguese language courses taken at Marietta. Students can go to Brazil for four to five weeks in early summer, or for a semester.

For more information, contact:

Dr. Janie Rees-Miller
Director of the TEFL Program
Thomas Hall - Room 214
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4486
e-mail: reesmilj@marietta.edu
or Dr. Javier Jimenez (jj002@marietta.edu)

Domestic Off-campus Study

Application Process

Before seeking to participate in an off-campus study in the U.S., the student should consult with the faculty contact identified below, as well as the student's faculty advisor. This consultation is designed to help the student select a program that fits his or her academic needs.

Once this consultation has been completed, the student may proceed with the application process of the off-campus program.In order to complete the course approval process, students must complete an Off-Campus Study Application/Approval Form. The form must be approved by the department chair for each course being transferred, the Registrar, the Director of Financial Aid (for all students receiving financial aid), the academic advisor, and the faculty contact for the selected program. Approved applications are placed on file in the Records Office. It is the student's responsibility to contact the academic advisor and the Records Office should additional course approvals be required after arriving on site at the off-campus program.

The deadline for the Off-Campus Study Application/Approval Form is December 1 for the following spring and April 15 for the following summer or fall. There is an administrative fee for each term spent off-campus.

American University (http://www.american.edu/spexs/washingtonsemester)

Marietta is one of more than 200 colleges and universities participating in the Washington Semester Program of American University. This

program enables sophomores (second semester), juniors, and seniors with at least a 2.5 g.p.a. to spend a semester in Washington pursuing one of ten courses of study:

1. American Politics, which focuses on the American governmental and political system as a whole.
2. Foreign Policy, which deals with the political forces and processes that affect American diplomacy and the United States' posture in world affairs.
3. Peace and Conflict Resolution, which focuses on the forces making for violence or for cooperation and aims to develop conflict resolution skills, and includes three-week study trips to Cyprus, Greece and Turkey in the spring and to Serbia, Croatia and Bosnia in the fall.
4. Justice and Law, which provides a realistic picture of the processes of the U.S. public law system, and is intended for pre-law students or those interested in employment in the justice system.
5. Global Economics and Business, which examines economic policy-making in the international context, and includes optional three-week study trips to China in the fall and to London, Paris, and Brussels in the spring.
6. Journalism and New Media, which examines every aspect of journalism, including the emergence of new media, and offers the opportunity to be involved in journalism in one of the great news centers of the world.
7. The Middle East and World Affairs, which focuses on the religion and its connections to world events and international politics.
8. International Environment and Development, which examines how less developed nations try to balance fulfilling the economic needs of their people and protecting their natural environments, and includes two-and-one-half week study trips to Ecuador in the fall and to Ghana in the spring.
9. International Law & Organizations, which focuses on international policy making institutions and processes, and includes travel to the U.N. in New York, the E.U. and N.A.T.O. in Brussels, and the E.C.J. and I.C.C. in The Hague.
10. Transforming Communities & Public Policy, which examines how people can strengthen communities through the policymaking process.

The core of the semester's work is an 8 credit seminar that incorporates meetings with individuals in the public sector, the private sector, special interest groups, and other persons concerned with and knowledgeable in the area under study. In addition, students do a 4 credit internship in Washington DC. The last piece of the program is either doing an independent research project under the supervision of an American University professor, or taking an elective course offered by American University. Successful completion of the program earns a student 16 hours of credit.

The Washington Semester Program also offers an opportunity to do graduate work in the Gateway Program in one of five areas for a semester. The program consists of two graduate level courses and an internship in Washington DC. Program areas include Applied Politics, History, Communications & New Media, Global Business, and International Affairs.

For more information on this program, contact:

Dr. Mike Tager
Associate Professor of Political Science
Thomas Hall - Room 308
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4898
e-mail: tagerm@marietta.edu

The Washington Center (www.twc.edu)

Marietta College is also affiliated with the Washington Center, which arranges internships with governmental agencies and private organizations, conducts a complementary academic program, and supplies moderately priced housing in central Washington. Internships relevant to virtually every field of academic study are available.

The Washington Center offers its programming in the fall, spring and summer in Washington D.C. and also has two study/intern programs abroad in London, England and Sydney, Australia.

The Washington Center program offerings include:

- Advocacy, Service and the Arts
- Business and Management
- International Affairs
- Law and Criminal Justice
- Media and Communication
- Political Leadership
- Science, Technology and Society
- Sophomore Exploration Program (Rising sophomores only – summer only)
- Postgraduate Professional Development Program (Recent graduates)

Program components:

- Internship (4 – 4 ½ days/week)
- Academic course (1 evening/week)
- Leadership Forum – President's Lecture Series, Public Policy Dialogues on Capitol Hill, Small Group Meetings, Civic Engagement, Career Development Activities, Portfolio

Sample internship sites:

- Children's Rights Council
- US Marshals Service
- Embassy of Mexico
- Merrill Lynch
- Rock the Vote
- Voice of America
- Peace Corps
- National Rehabilitation Hospital

For more information on this program, contact:

Hilles Hughes, Director of Career Services
Marietta College
215 Fifth St.
Marietta, OH 45750
(740) 376-4480
e-mail: hilles.hughes@marietta.edu

Marist in Manhattan

This program, offered by Marist College, a selective liberal arts college in Poughkeepsie, NY, will provide Marietta College students with an opportunity to study, live, and intern in NYC with a focus on careers in media and entertainment. This program provides competitive coursework and an internship in an urban center with opportunities to intern at companies such as: MTV, ABC, Hearst Corporation, HBO Sports and Warner Brothers Records. Students are able to choose classes that focus on their current major while gaining practical experience in the workplace.

Students are eligible to participate if they have a GPA of a 3.25 or greater. The students in this program are enrolled for a minimum of 12 academic credits for fall or spring semester. Students usually intern for 3 full days per week for at least 23 weeks. (At least 50% of the credits are from the internship component of the program)

Marist faculty members seek to maximize the professional resources available in New York by scheduling class meetings to coincide with lectures, panel discussions and other industry-related events. Together, these approaches offer the student a rich environment in which to gain exposure to the media and entertainment world.

For more information on this program, contact:

Dr. Liane Gray-Starner
Associate Professor of Communication
Mills Hall
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4680
Email: graystal@marietta.edu

Pre-professional Programs

Engineering Dual-Degree

Marietta College has entered into cooperative agreements with Case Western Reserve University, Columbia University, Washington University, and West Virginia University to offer dual-degrees in engineering. A student usually spends the first three years at Marietta and two years at the cooperating institution. When completed, the student earns a Bachelor of Arts or Science degree from Marietta College and a Bachelor of Science in Engineering degree from the second institution. In addition, programs are available with Columbia University wherein a qualified student earns a B.A. or B.S. degree at Marietta and then completes requirements for a Master of Science degree in some branch of engineering during the subsequent two years or less at the engineering school.

These programs permit the student to discover and develop aptitudes under a liberal arts program before making a commitment to a technical field of study. In an age of technology, these educational experiences should prepare the graduate for a fuller life and more effective professional career through a wider acquaintance with the humanities, social sciences and fine arts.

Course requirements for the Marietta phase of the program vary somewhat depending on the field of engineering and the Marietta major the student wishes to pursue. Interested students should check with the host institution for their specific admission requirements. The engineering schools recommend, however, that engineering dual-degree students take at least the following courses while at Marietta:

- two semesters of basic physics;
- two semesters of general chemistry;
- three semesters of calculus;
- one course in differential equations;
- one course in computer science;
- courses in the social sciences, arts, and humanities.
- most of the requirements for the Marietta major.

Because of time constraints, students interested in this program should contact the Engineering Binary Advisor before freshman registration in the fall. Students interested in this program should contact:

Paul Daniell, Engineering Dual-Degree advisor
Brown Hall
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4780
e-mail: (ptd001@marietta.edu)

The Cooperative College (3-2) Program in Environmental Science

Marietta College is a cooperative institution in Duke University's Cooperative College Agreement, which is designed to allow qualified undergraduate students to begin enrollment in the Master of Forestry (MF) or Master of Environmental Management (MEM) program at the Nicholas School of the Environment (Duke University), after completion of three years of applicable undergraduate coursework. A student usually spends the first three years at Marietta and two years at Duke University. Assuming that all required undergraduate courses are completed prior to matriculation into the Nicholas School of the Environment, students will be eligible to receive the Marietta College undergraduate degree upon successful completion of the first year of professional study. After the second year, students will be eligible to receive the MF or MEM degree. Students may also enter Duke after completing the baccalaureate degree (a 4-2 student). It is possible for students to complete the Master of Environmental Management concurrently with the Master of Forestry degree. With careful planning of course work and special attention to the master's project, students wishing to complete the MEM concurrently with the MF may do so with one additional year of work.

Insofar as possible, each applicant is judged individually on his or her own merit and all parts of the application are equally important in determining acceptance. There are no specific levels of GPA and GRE required for admission. Decisions to accept or deny the application are made by the Admissions and Awards Committee.

Course requirements for the Marietta phase of the program vary somewhat depending on the intended master degree and the Marietta major the student wishes to pursue. Program perquisites mandate that at least the following courses be completed at Marietta:

- Natural or Social Science courses related to the student's area of interest
- College level course in Calculus* (required)
- College level course in Statistics* (required)

*Students must earn a grade of B- or better in each prerequisite course and earn college credit in order for it to count towards the prerequisite. Pass/Fail courses are not acceptable. Self-paced courses are also not acceptable.

- Undergraduate experience and training in professional Writing

Each program requires additional courses, beyond the admission prerequisites outlined above, and may also recommend further preparation. This information is available from the Duke University website, http://nicholas.duke.edu/programs/cooperative-college-3-2-program, and from the program advisor. Because of time constraints, students interested in this program should contact the program advisor before freshman registration in the fall. Students interested in this program should contact:

Dr. Eric Fitch
Rickey Science Center
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4997
e-mail: (fitche@marietta.edu)

Teacher Preparation Programs

Marietta College is accredited by NCATE and approved by the State of Ohio Board of Regents. Students satisfactorily completing the required courses and required Praxis II exams will be eligible for early childhood, middle childhood, intervention specialist, or adolescent/young adult licenses. Reading and early childhood generalist endorsement programs are also available.

If possible, all students planning to seek teaching licenses should indicate an intent to pursue licensure in the freshman year.

When a student enrolls in the first education course (usually Education 110) the student will be classified as pursuing a licensure program. Upon completion of the requirements and at least 45 hours of College credit, the student may apply for admission into the Professional Education Licensure Program. Music Education students should follow the procedures outlined by the Department of Music.

For more information, contact:

Dr. Dorothy Erb
Chair, Department of Education
Erwin Hall - Room 101
Marietta College
215 Fifth Street
Marietta, OH 45750
e-mail: erbd@marietta.edu

Pre-Law Program

Education for the practice of law consists of an undergraduate education followed by a three-year course of study in law school. Students should develop certain basic skills and insights including: comprehension and expression in words; critical understanding of the human institutions and values with which the law deals; and analytical thinking. Marietta College provides an education that helps its students gain competence in writing and speaking; study the humanities, the sciences, and the social sciences; and, enter deeply into a field of study. These are the types of skills sought by schools of law. There is no single major that best prepares a student to study law. Our Pre-Law advisor works with each student individually to tailor a schedules that ensures courses are taken in a timely fashion to help students prepare for the LSAT, the law school entrance examination. Dr. Schaefer also works with students on study skills, test preparation, and the completion of law school applications. It is his goal to smooth the law school admissions process. He begins working with students as soon as they identify themselves as Pre-Law students. This can occur on your first day at the College or years after graduation.

For more information on the Pre-Law program, contact:

Dr. Mark Schaefer
Associate Professor of Political Science
Marietta College
215 Fifth Street
Marietta, OH 45750
e-mail: mes001@marietta.edu

Pre-medical, Pre-dental and Pre-veterinary Programs

The liberal arts curriculum at Marietta College provides an ideal framework for the pre-professional preparation needed for entry into a variety of health fields. Medical, dental, and veterinary schools seek students who not only have a sound education in the basic sciences, but who also have developed communication skills and have foundations in the humanities and social sciences.

Although most pre-medical, pre-dental and pre-veterinary students at Marietta major in biology, chemistry, biochemistry, or athletic training, other majors may be more suitable for some students. Because some students later decide not to pursue a career in the health professions, a major should be chosen on the basis of genuine interest. Although most medical profession schools do not specify a preference for a particular major, they do require that the student complete a certain core group of courses. For example, many medical schools require the following:

- one year (8 credit hours) of biology;
- two years (16 credit hours) of chemistry including a year of organic chemistry;
- one year (8 credit hours) of physics;
- one year (7-8 credit hours) of mathematics including calculus;
- one semester of literature.

Courses such as these should be completed by the spring of the junior year in order to be prepared adequately for the national admission examinations (MCAT, DAT, VAT or GRE). Some schools also specify other courses in the humanities and social sciences. Because these requirements vary among schools and according to the type of health profession, the pre-professional student should seek advice about course selection from an advisor as well as the Marietta College Pre-Medical Committee.

The Pre-Medical Committee consists of representatives from the Departments of Biology and Chemistry. In addition to advising students in the selection of courses, the Committee collects and disseminates information regarding professional school admission requirements, national admission examinations, and application procedures. The Committee is also responsible for organizing faculty recommendations regarding students seeking admission to schools of the health professions.

Available to pre-medical students at Marietta College is the "Rounds Program." Several physicians at Marietta Memorial Hospital have agreed to allow qualified pre-medical students from Marietta College to make "rounds" with them. This might entail such things as visiting hospitalized patients with their physicians, observing surgery, or spending some time in the physician's office as he or she examines patients. Participating physicians may include emergency room physicians, internists, surgeons, obstetricians, gynecologists, pathologists, radiologists, and practitioners in other specialties in medicine. This program is available to qualified pre-medical students who have reached their junior year. A similar program exists with local practitioners for pre-dental and pre-veterinary students.

For more information, contact:

Dr. Kevin Pate,
Associate Professor of Chemistry
Marietta College
215 Fifth Street
Marietta, OH 45750
e-mail: patek@marietta.edu

Certificate Programs

Marietta College offers certificates in several areas of instruction. Certificates are available to degree-seeking students only and recognize completion of a specified body of courses united by an academic theme. Although the requirements for a certificate vary, all certificates require the student to:

1. complete a minimum of 12 hours;
2. take at least half of the required hours and no fewer than 12 hours at Marietta College; and
3. earn a minimum grade point average of 2.00 for courses completed as part of the Certificate.

Some certificates may require standards above the minimum.

Certificate in Leadership Studies (CLS)

Requirements for the CLS are successful participation in EXCEL Workshop; Leadership 101, 103, 140, 201, 203, 240; one three-hour leadership-designated course; plus 50 hours of approved community service.

Certificate in Energy Systems Studies: Energy systems 101, 102, 103, 104; Environmental Studies 315; Economics 350.

Engineering Leadership Certificate (ELC)

Requirements for the ELS are successful participation in EXCEL Workshop; Leadership 103, 203, and 240; Engineering 101 and 325; three additional credit hours from the Engineering Leadership Electives content area (as outlined at the end of this section); and a total of 50 hours of approved community service.

Teacher Leadership Certificate (TLC)

Requirements for the TLC are successful participation in EXCEL Workshop; Leadership 101, 103, 140, 210; Education 110, 253; plus 25 hours of approved community service to be completed through Leadership 101 and 103.

Certificate in Teaching English as a Foreign Language (TEFL)

Requirements for the certificate are 18 hours, including: one course in language analysis (either English 380 or Linguistics 320); one course in language teaching pedagogy (Linguistics 321); one course in language in the social context (either Linguistics 231 or Linguistics 232); one course in second language acquisition (Linguistics 341); 6 hours in one foreign language.

Note: The Marietta College Certificate in TEFL is designed for students who wish to teach abroad. It does not satisfy state requirements for endorsement of a teaching license in public schools in Ohio.

Certificate in Vocal Pedagogy

Requirements for the certificate are 14 hours in music: MUSC 121, 122; MUED 225, 325, and 425; 6 hours of applied vocal study (excluding preparatory study - MUSC 150); and one semester of applied teaching through the music department. For complete details of these requirements the students should refer to the Marietta College Music Handbook available from the Music Office, Hermann Fine Arts Building.

Undergraduate Degrees - Graduation Requirements

Records Office, Registrar:
Tina Perdue (e-mail: records@marietta.edu)

Marietta College offers programs leading to undergraduate (bachelor's) degrees and graduate (master's) degrees. In addition, associate degree programs are available to Continuing Education students and are described elsewhere in the Catalog. The graduation requirements for bachelor degrees are described below.

Graduation Requirements

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

To receive a bachelor's degree from Marietta College the following requirements must all be satisfied:

1. The Credit Requirement
2. General Education Requirement
3. The Upper-level Courses Requirement
4. The Major Requirement
5. The Grade Point Requirements
   (a) Overall
   (b) Major
6. The Residency Requirement
7. The Graduation Application Requirement

Undergraduate students usually earn degrees using the requirements of the Catalog in effect during their first year. Students may choose to switch to a more current Catalog in force during their time as a student at Marietta subject to the following restrictions;

(a) The requirements of the Catalog to which the student wishes to switch must be met in their entirety.
(b) Students may use any Catalog in use within the six academic years after their matriculation.
(c) Continuing Education students may use any Catalog within eight academic years after their matriculation.

1. The Credit Requirement

Each student must complete at least the number of credit hours specified below.

Most courses receive three semester credit hours, though courses including a laboratory usually earn four semester credit hours.

- Bachelor of Arts (B.A.) 120 hours
- Bachelor of Arts, Public Accounting (B.A.) 150 hours
- Bachelor of Fine Arts (B.F.A.) 120 hours
- Bachelor of Music (B.M.) 120 hours
- Bachelor of Science (B.S.) 120 hours
- Bachelor of Science, Petroleum Engineering (B.S.P.E) 133 hours

Credit hours for courses numbered less than 100 do not count toward the minimum hours required for graduation. Also, there are restrictions on the number of credit hours that may be counted for individualized and co-curricular courses. These restrictions are described under "Individualized Courses" and "Limitations on Co-curricular Courses" later in this section of the Catalog.

A maximum of 12 credit hours of English as a Second Language (ESL) may be counted towards graduation. A student may not count towards graduation more than 48 credit hours of courses with the same designation (e.g. HIST) or more than 60 hours in any one department where that department offers courses with more than one designation (e.g. Business & Economics). Exceptions to these limits are the majors in athletic training, music performance, petroleum engineering, public accounting, education, music education and theatre (BFA degree). Students should refer to the appropriate departments in the Undergraduate Academic Programs of Instruction section of the Catalog.

For some majors, careful planning may be required to complete both general education and major requirements within the hours specified above.

2. General Education

The College believes that a foundation in the traditional liberal arts is an essential preparation for any career. The General Education requirement provides opportunities to study in breadth and complement the in-depth study required of a major. A student's general education and work in his or her major run in parallel through a student's time at Marietta. The General Education program at Marietta is based on the College's Seven Core Values and requires study across a distribution of areas. The program is based on disciplines and cognate areas rather than administrative structures.

In outline, the General Education curriculum requires study as follows. The letters correspond to the distribution code indicated in the course listings issued each semester by the Records Office. The same code is used on the College's website.

- The First Year Program 7-10 credit hours
- Historical Perspectives, **"P"** 3 credit hours
- Scientific Inquiry, **"B"** (with lab) **"C"** (with no lab) 8 credit hours
- Social Analysis, **"Y"** 6 credit hours
- Quantitative Reasoning, **"Q"** 3 credit hours
- Fine Arts, **"R"** 6 credit hours

- Literary Analysis, **"L"** 3 credit hours
- Diversity and Global Perspectives, **"M"** (Global Issues) **"X"** (Diversity) 6 credit hours
- Leadership and Ethics, **"K"** 3 credit hours
- Writing Proficiency courses, **"W"** 6 credit hours

2A. The First Year Program; 7-10 credit hours

The three components of the First Year Program are

(a) **The First Year Experience** designated course is intended to help the new student make the intellectual transition from high school to college.

Exception for transfer students: Students transferring from other colleges with 25 or more semester credits are exempt from this requirement. The exemption does not apply to college-level courses taken by students while they were enrolled in high school.

(b) **The College Life and Leadership Laboratory**

(FYE 102). FYE 102 is an optional 1 credit hour course. It is graded Pass/Fail (P/F) and may not be repeated. This course is intended to help the new student make the social transition from high school to college. The student will develop the skills and habits of a citizen leader, come to value accountability to the community, personal ownership, and self-governance.

Exception for At-Risk Students: Students designated by Admissions and the Director of the Academic Resource Center as "At-Risk" are required to take the course.

Exception for transfer students: Students transferring from other colleges with 25 or more semester credits are exempt from this requirement. The exemption does not apply to college-level courses taken by students while they were enrolled in high school.

Exception for international students: International students are required to take a special cultural transitions section of the course (FYE 112).

(c) **Communication.** All students must pass both of the following courses with a grade of "C-" or better.

College Composition (WRIT 110), or **Honors Literature** (HONR 111) for students enrolled in the College's Scholar Program. (See "Alternative means of satisfying communication requirement" section below.)

Fundamentals of Communication (COMM 101), or **Honors Communication** (HONR 112) for students enrolled in the College's Scholar Program. (See "Alternative means of satisfying communication requirement" section below.)

The ability to translate ideas into articulate language is essential to critical thinking and to the work done in any profession. Writing and speaking ability grows out of and is enhanced by the reading and research skills that are likewise essential in the workplace and an important part of a meaningful life.

The courses should be taken during the student's first two semesters at Marietta. Either course can be taken first but a student may not enroll in both WRIT 110 and COMM 101 in the same semester. Students with low ACT or SAT verbal scores will be required to enroll in and pass WRIT 060 "C-" or higher before taking either WRIT 110 or COMM 101, and thus may require three semesters to complete the communication requirement.

Special Rules for First-Year Courses

Students may not withdraw from the First Year Seminar, the College Life and Leadership Laboratory FYE 102/112, Basic Composition WRIT 060, College Composition WRIT 110 or Fundamentals of Communication COMM 101. Any exception to this policy can be made only by the Assistant Dean for the First Year Seminar for FYE 101 and 102/112, the Chair of the Department of English for WRIT 060/110, and the Chair of the Department of Communication for COMM 101.

2B. Historical Perspectives (Core Values 1 and 9); 3 credit hours, Distribution code "P"

The purpose of this requirement is to examine worlds of the past. This requirement introduces students to the political, cultural or intellectual contexts of previous eras. The intent is to examine the interconnectedness and continuity of the human experience, as well as introduce the process of historical interpretation.

Specific Criteria Required for Historical Perspectives Courses:

Historical Perspectives courses are those whose primary focus is on each of the following.

1. Studying the causes and consequences of events and ideas in the past.
2. Developing theses explaining processes of historical change and continuity.
3. Using both primary and secondary sources to analyze events, people, movements, and ideas over time.
4. Providing an appreciation for the uniqueness of historical contexts and for the social construction of reality.

2C. Scientific Inquiry (Core Values 1 & 4); a minimum of 8-credit hours, including at least one course with a lab. The requirement may be fulfilled by two, 4-credit lab courses, or one, 4-credit lab course and two, 3-credit non-lab courses, Distribution codes "B" for lab course, "C" for non-lab course.

An understanding of the process by which science discovers new knowledge and how that knowledge is put into practice is essential to living and functioning effectively in modern society and is a critical component of a college education. The scientific inquiry requirement is designed to impart an understanding of: (1) basic content knowledge in at least one area of science; (2) the scientific method and inquiry, including its capabilities and limitations; (3) scientific concepts, as well as develop the student's ability to use experimentation and measurements in exploring and testing hypotheses; (4) scientific thinking and technology as they relate to societal issues and problems.

Specific criteria required for Scientific Inquiry courses:

Must address all of the following:

1. Provide an in-depth analysis of scientific concepts and the scientific method.
2. Include material that demonstrates the discipline's impact on society.
3. Include some historical perspective with respect to the development of the discipline's concepts, theories, and models.

Additional criteria required for lab components of Scientific Inquiry courses:

Must address all of the following:

1. Provide knowledge of and use of the scientific method.
2. Make use of some computer-based technology for acquisition and/or analysis of data.
3. Include at least two experiments in which students are actively involved in the following elements of the scientific method:
   (a) hypothesis development,
   (b) experimental design,
   (c) collection and analysis of data and observations,
   (d) drawing conclusions based on experimental results,
   (e) written report.

2D. Social Analysis (Core Value 1); 6 credit hours, Distribution code "Y"

The requirement in social analysis is designed to familiarize students with different approaches to the study of social life and to introduce them to modes of thinking about social institutions and cultural norms and their interconnectedness with forms of human behavior. The Social Analysis requirement is designed to introduce students to some of the central concepts and methods of the social sciences and show both the variety and the interconnectedness of social institutions. For example, courses in this area may examine how individuals interact with, and are shaped by, social groups and institutions, including those associated with politics, economics, religion, family, the arts, health, and education; how and why particular forms of social organization and social relations emerge within a group or culture; and the origins, characteristics, and consequences of social conflict and change.

Specific criteria required for Social Analysis courses:

Must address all of the following:

1. Use of models/theories that describe, explain, and/or predict behavior of individuals and groups.
2. Use of empirical methods to evaluate models/theories, using quantitative and/or qualitative evidence.
3. Examination of the interrelationship of human behavior and social institutions.
4. Examination of how social analysis can be applied to further understanding of social events, problems, and situations.

2E. Quantitative Reasoning (Core Value 1); 3 credit hours, Distribution code "Q"

Quantitative reasoning is a process in which problems are described mathematically and solved within a structured mathematical framework. This requirement introduces students to the manipulation and interpretation of numerical and categorical information and the quantification of inferences drawn from that information. Appropriate courses include those that address theoretical and/or empirical questions. The goal of this requirement is to give students an understanding of basic mathematical and/or statistical methods and their applications; to provide them with an ability to understand and appreciate quantitative issues that have become part of everyday life.

Specific criteria required for Quantitative Reasoning courses:

Must address at least three of the following five aspects of Quantitative Reasoning:

1. Interpreting Data. Must cover the use of data to create and read graphs, draw inferences, and recognize sources of error. This perspective differs from traditional quantitative reasoning in that data (rather than formulas or relationships) are emphasized.
2. Logical Thinking/Deductive Reasoning. Must include methods of analyzing evidence, reasoning carefully, understanding arguments, questioning assumptions, detecting fallacies, and evaluating risks.
3. Making Decisions. Must introduce the use of quantitative reasoning to make decisions and solve problems in everyday life.
4. Application of Quantitative Reasoning. Must introduce students to the use of appropriate quantitative reasoning tools for specific contexts.
5. Cultural Appreciation. Understanding the nature of quantitative reasoning, its role in scientific inquiry and technological progress, and its importance for comprehending issues in the public realm.

2F. Leadership and Ethics (Core Value 8); 3 credit hours, Distribution code "K"

The requirement in leadership and ethics is designed to engage students in disciplined reflection on human conduct, character, and ways of life. Courses in this area focus on leadership related issues, particularly related to ethical thought and moral values that shape individual and collective life. It is important for students to understand the role of citizen-leader if they are to create a livable, sustainable, ethical future. Through inquiry into questions of ethics and morality, these courses will help students to discern, understand, and appreciate ethical issues and to articulate, assess, and defend moral judgments in an informed and thoughtful way.

Specific criteria required for Leadership and Ethics courses:

Must address at least two of the following:

1. The course examines the way leaders and followers develop, maintain, and articulate shared goals and values.
2. The course introduces the student to the major moral principles, such as utility, rights, justice, and virtue.
3. The course requires students to reflect upon living in a society with pluralistic values.
4. The course examines conduct, character and other factors that influence the decision-making of leaders and followers, particularly as they relate to important historical and/or contemporary societal issues.

2G. Fine Arts (Core Value 1); 6 credit hours, Distribution code "R"

The requirement in fine arts emphasizes a variety of critical and analytical approaches to artistic expression and engages students in creative practices. These courses provide an opportunity to gain an understanding of the impact and importance of the aesthetic elements in our world through experiential opportunities as creators and informed audience members. These courses aspire to meet students at their individual proficiency levels in each art form and challenge students to make

conscientious and steady progress. To ensure the development of well-rounded individuals, the guiding principle of this cognate area is to increase and deepen the level of student exposure to the arts.

The Fine Arts are practical, analytical, or critical courses that specifically focus on the creative, visual, or performing arts in at least one of the two following ways:

1. By significantly engaging students in the study of the visual or performing arts. In these courses, students will
   * Develop technique through the progressive application of interpretation, performance, and/or presentation skills.
   * Balance discipline and creativity through regular practice
   * Collaborate appropriately with others in the critique of technique or aesthetics
2. By developing students' skills in the reception, analysis, and understanding of the arts. In these courses, students will
   * Develop a basic understanding of the terms and concepts employed in forming critical responses to art
   * Integrate analysis with historical knowledge and context

Student may fulfill the two required three-hour courses through any combination of the following:

a) a designated three-hour fine arts course
b) 3 hours of Music 161, 162, 163, 165, and/or 361
c) 3 hours of applied lessons in the same instrument, numbered 151 or above
d) 3 hours of Dance 103,104, 105, 106, 107, 108 and/or 109
e) 3 hours of Communication 215

Items a through d may be doubled in order to meet the six-hour requirement.

2H. Literary Analysis (Core Value 1); 3 credit hours, Distribution code "L"

The Literary Analysis requirement emphasizes the skills of reading, observing, and analyzing texts and films. Students will learn how the form of a text or film contributes to its message and impact. That is, they will study form and content as an interconnected whole.

Specific criteria required for all courses in Literary Analysis:

Must address both of the following:

1. Provide a close reading of texts or films, including knowledge of their historical and cultural contexts. In most cases this will require a special attention to language.
2. Teach students how to identify and understand the characteristics and conventions of the genre being studied (e.g., epic poetry, drama, documentaries, novels, memoirs, etc.).

2I. Diversity and Global Perspectives (Core Value 9); 6 Credit hours in Diversity and Global Perspectives, Distribution codes "M" for Global Perspectives courses, and "X" for Culture and Diversity courses.

The requirement in Diversity and Global Perspectives prepares students to understand diversity within their own society, the role of culture in shaping human lives, and the relations among states or groups of people. Dimensions of diversity include but are not limited to race, ethnicity, gender, physical or mental ability, religion, language, socio-economic status and sexual orientation. These courses prepare students to live and work in a diverse society and a connected, interdependent world. While any two courses will fulfill the requirement, a student whose first course is in a language is strongly encouraged to fulfill the second requirement with a second course in that language.

Specific criteria required for Diversity and Global Perspectives courses:

Must address one of the following:

1. Culture: Focus on at least one culture through the study of one or more of the following: social structures, religions, historical traditions and customs, languages, politics, economics, etc.
2. Diversity: Explore the diverse backgrounds and characteristics found among humans through the examination of at least one of the following: age, disability, ethnicity, gender, race, religion, sexual orientation, or social class.
3. Global Perspectives: Compare and understand some factor or set of issues in different cultural or regional settings, or investigate the relationships among states or groups of people.

2J. Writing Proficiency (Core Value 1); 6 credit hours courses at the 200-400 level which have been designated as Writing Proficiency. Code "W"

A Writing Proficiency course is one in which formal or informal writing is an integral part of student learning. The intent of a "W" course is to provide students with opportunities to write, to receive feedback from their instructors and/or peers, and to demonstrate how to write in a particular style or discipline.

College Composition, WRIT 110, is a prerequisite for all Writing Proficiency courses.

The criteria for Writing Proficiency courses are:

1. Writing 110 is a prerequisite.
2. Clear description of the writing assignments in the course syllabus.
3. Implementation of a pedagogical strategy to improve student writing skills. No single model is necessarily appropriate to all disciplines and courses. The course should include preliminary process assignments that culminate in one or more completed works, as the emphasis of Writing Proficiency courses is to help students improve the quality of the final work. The number of final and process assignments in the course is left up to the instructor, but the writing pedagogy should reflect the commitment of the course to improve student writing.

Rules applied to General Education courses:

(a) Unless otherwise stated, general education requirements may be satisfied only by three or four hour credit courses.

(b) With the exception of Writing Proficiency Courses, no course can count for more than one general education requirement. However, a single course may count as both a course for a major/minor/certificate and a general education requirement.
(c) Students may not count more than 3 courses in the same subject area towards general education requirements 2B through 2J. "Subject area" is defined by the prefix used by the Records Office.

3. The Upper-level Courses Requirement.

Every student must pass at least 30 credit hours of courses numbered 300 or above.

4. The Major Requirement.

All Marietta students must complete either a major selected from the list shown under Undergraduate Programs of Instruction or a student-designed major.

A major will include a capstone course or experience. These capstone experiences will culminate and synthesize the learning that has taken place over the entire undergraduate career, building not only on the courses within the major, but exercising also the student's abilities in writing, speaking, thinking critically, and solving problems. While the specific form of the capstone varies across the programs of instruction, it often includes independent work such as original research, an internship, artistic performance or creation, a teaching practicum, or a practical consultancy that applies theory and knowledge to a business or other organization.

The criteria for a student-designed major are shown under Academic Policies and Practices as are the requirements for students pursuing a second major. A General Studies major (B.A.) is available only to students enrolled in the Continuing Education Program. (See Continuing Education section of the Catalog for more details.)

5. The Grade Point Requirements.

Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc., with +/-, so, for example, B+ = 3.33 quality points. (The grade A+ can be awarded but earns only 4 quality points.) For details see "Grading System" in the Academic Policies and Practices section of the Catalog.

(a) Overall. Each student must earn at least an overall 2.000 grade average.
(b) Major. Each student must earn at least a 2.000 grade average in his/her major. A higher grade average is required for Education (Licensure Program), Athletic Training and Petroleum Engineering. The student should refer to the Undergraduate Programs of Instruction section for specific grade requirements.

The grade point average for the major (and minor and/or certificate) will be calculated on the basis of all and only those courses which appear on the student's official program evaluation . The process for students making inadequate progress towards these goals is described under "Academic Warning, Probation, Dismissal" in the Academic Policies and Practices section of the Catalog.

6. The Residency Requirement.

The following credit hours must be completed in residence at Marietta College.

(a) No fewer than 36 of a student's last 43 hours.
(b) No fewer than 18 hours in the discipline of the major.
(c) No fewer than 6 hours in a minor.

Credit hours earned in an approved off-campus study program are considered to be "in residence."

7. The Graduation Application Requirement.

A student intending to complete graduation requirements by the end of the Spring semester or Summer session must notify the Records Office by the first day of classes of the first semester of the Fall semester. A student planning to complete graduation requirements at the end of the Fall semester should notify the Records Office by the first day of classes of the Spring semester.

Alternative means of satisfying communication requirement

College composition

The WRIT 110 requirement can be satisfied under either of the following conditions:

(a) The student transfers an equivalent course from an accredited institution;
(b) The student receives a score of 4 or 5 on the College Entrance Examination Board (CEEB) Advanced Placement Program composition test.

Communication

The COMM 101 requirement can be satisfied under either of the following conditions:

(a) The student transfers an equivalent course from an accredited institution;
(b) The student achieves a grade of 87% or better in each of the three parts (exam, outline, and speech) of the Communication Proficiency Examination (see below), and who has significant speaking experience.

The Communication Proficiency Examination is a three-part process conducted by the Department of Communication. The first part consists of a written exam (in an objective format) on the principles of communication. Successful completion of the part with a grade of 87% or better, is necessary for moving on to the other two parts. The first part is given only on the first Friday of each semester.

The second part of the Proficiency Examination gives the student an opportunity to write and present an outline for a ten-minute, proposition of policy speech.

The final part of the Proficiency Examination is the presentation of the policy speech before three members of the faculty.

Students achieving a grade of 87% or better on each of the three parts will be exempt from the COMM 101 part of the Communication Requirement, and will also be qualified for courses with COMM 101 as a prerequisite.

The Proficiency Examination carries no academic credit and provides only the waiver and qualification referred to above. The examination must be taken during the first two semesters on campus.

Limitations on Individualized Courses

Individualized courses include directed research, independent study, internships, and tutorships. They are described under "Individualized Courses" in the Curricular Options and Enhancements section of the Catalog. A student may count no more than nine hours towards graduation in any combination of these courses with the restriction that there be no more than two hours of tutorship.

Limitations on Co-curricular Hours

Students may count up to 20 credit hours of co-curricular courses to satisfy the Credit Requirement described above. The following are the co-curricular courses with further restrictions within the 20 credit maximum:

Communication, Forensics: A total of four credit hours of Practicum in Forensics (COMM 115, 214, 215) may be applied to satisfy the minimum credit hours required for the Bachelor degree.

Leadership: A total of 8 credit hours of Practicum in Leadership (LEAD 140, 240, 340) may be applied to satisfy the minimum credit hours required for the Bachelor degree. LEAD 272 Peer Mentor Practicum is NOT included in this limitation.

Mass Media: A total of eight credit hours of Practicum in Mass Media (Video Practica: MASS 350, 351, 450, 451; Advertising/Public Relations Practica: MASS 352, 353, 452, 453; Audio Practica: MASS 354, 355, 454, 455; Journalism Practica: MASS 358, 359, 458, 459) may be applied to satisfy the minimum credit hours required for the Bachelor degree.

Music, Applied Music: A total of eight credit hours of Applied Music courses (MUSC 150, 151, 251, 351, and 451) may be applied to satisfy the minimum credit hours required for the Bachelor degree with the exception that music majors may count the 12 hours of applied music that are required for the major towards the hours required for graduation. Ensemble: A total of eight credit hours of Ensemble courses (161 through 169, 361-369) may be applied to satisfy the minimum credit hours required for the Bachelor degree.

Physical Education: A total of four credit hours of Aerobic and Lifetime Activity courses, and Varsity Sports may be applied to satisfy the minimum credit hours required for the Bachelor degree. Lifetime Activity courses (PHED 101, 116, 117, 119, 121, 123, 125, and 210) may be used as part of the Health and Physical Education option. A maximum of two credit hours of Varsity Sports (football, soccer, cross country, basketball, baseball, volleyball, track, tennis, softball, and crew) can be used as part of the Health and Physical Education option.

Theatre: A total of six credit hours of Theatre Practica (THEA 225, 226, 325, 326) may be applied to satisfy the minimum credit hours required for the Bachelor degree.

Limitation on S/U Courses

Except where a course is offered only on a Satisfactory/Unsatisfactory (S/U) grade basis, all courses used in satisfaction of all general education requirements and in satisfaction of requirements for majors, minors, and certificates must be taken for a letter grade.

Academic Policies and Practices

Records Office, Registrar:
Tina Perdue (e-mail: records@marietta.edu)

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, Student 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, telephone, e-mail, photographs, dates of attendance, degrees and awards received, date of graduation, major field of study, schedule of classes, participation in officially recognized activities and sports, and, if a member of an athletic team, weight and height. In addition, information about a student's accomplishments, such as participation in recognized student activities and receipt of awards and honors, may be communicated to news media, parents and the high school the student attended, unless the student specifically requests that such communication not take place. Such a request must be in writing and sent to the Office of 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 for non-disclosure of directory information may 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 only with signed consent 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. See the Parent Notification Policy in the Student Handbook for specific circumstances in which exceptions may be made.

Similarly, student account information can only be released to parents, legal guardians, or other third parties with the student's consent. The student must sign a waiver specifically authorizing the release of financial information and provide it to Marietta College Student Accounts. The waiver (Authorization to Release Financial Information) can be obtained at the Student Accounts web page.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Confidentiality of Student Images/Photos

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

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

Confidentiality of Transcripts

A student's transcript may be reviewed only by 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. See above for information regarding release of academic records to parents.

Requesting Transcripts

Two types of transcripts are available.

- Unofficial transcripts do not bear the Registrar's signature or the seal of the College and are free of charge. Unofficial transcripts are also available to current and recently-enrolled students via WebAdvisor on the MyMarietta portal.
- Official transcripts are sent directly to schools and other institutions of higher education, prospective employers, etc. as designated by the student. Official transcripts may also be sent directly to students in sealed envelopes. It is the stu-

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

Transcripts are available from the Records Office upon the written and signed request of the student. Persons requesting transcript services must pay the appropriate fees as outlined on the Records Office website: http://www.marietta.edu/Academics/records.html.

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

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 Provost. If it is determined that academic dishonesty has occurred, it is the responsibility of the instructor to notify the Provost and the Dean of Student Life of any penalties which have been applied. Those offices will keep a record which may guide action in case of another offense in the future.

Academic Grievances

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

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

Class Attendance

It is the responsibility of individual instructors to evaluate the importance of student class attendance in determination of course grades. Accordingly, each instructor prepares at the beginning of each semester a written statement setting forth a policy for consideration of unexcused absences, makeup examinations, and related matters, which will be in force for that semester. The statements are filed with the Provost and a statement of policy on attendance appropriate to each class is read at the first class meeting.

A faculty member may not change the time of a final examination, either for a class or for individuals. Such changes may be made only by the Provost.

Missed Class Time Due to Co-Curricular Events or Religious Observances

Classes missed due to participation in college-sponsored co-curricular events or college-recognized religious observances are considered excused absences provided appropriate procedures are followed. The student must notify the instructor at the earliest possible time before the absence and arrange to make up missed work as defined by the instructor's syllabus. The co-curricular activity must be a performance, professional meeting, or athletic contest to be considered an excused absence. The religious observance must appear on the College's calendar of religious observances in order to be considered an excused absence. If it does not, an excused absence can be granted only if the student requests special permission from the Provost.

An excused absence allows the student to make up exams or quizzes given during the absence, or to reschedule oral presentations. It is the responsibility of the student to get notes from the class and to compensate as much as possible for the absence. It is also the student's responsibility to work with the instructor in determining an appropriate time for make-up assignments. Students must recognize that many classroom and laboratory activities cannot be replicated and that absences may be detrimental to their performance.

Academic Practices

Registration

Currently enrolled students are expected to schedule courses for the upcoming semester during the pre-registration period that begins in the 10th week of the semester. Registration priority is determined by credit hours completed. In order to register for courses, a student must receive clearance from the Business Office, including payment of the annual pre-registration deposit during the spring semester. Students are responsible for arranging an advising session with their academic advisor as a required component of the registration process. After meeting with their advisor, students will submit their registration online via WebAdvisor on the MyMarietta portal. To receive academic credit for a course, a student must be registered for the course during the term in which the work is done.

Registration forms for individualized study, including internships, directed research and tutorships, must be signed by the appropriate College officials and submitted to the Records Office no later than Friday of the first week of the semester. Individualized studies earning fewer than 3 credit hours or arranged after the second week of the term may be considered for late registration upon consultation with the Registrar.

Changing Courses

Students may change their course schedule electronically through the last Friday before the semester begins. Changes made after this time require submission of the appropriate paperwork, including advisor consent, to the Records Office. The College interprets the submission of the *Course Add/Drop* form or *Withdrawal* form to indicate that the student understands how the requested course changes affect his or

her degree requirements. Students receiving financial aid or veterans benefits must meet with the appropriate official in Financial Services.

The Registrar may be consulted for permission to add courses during the second week of the semester with instructor permission.

For any physical education courses meeting fewer than the normal 15 weeks of the semester, the add/drop-withdrawal periods will be pro-rated by the chair of the Department of Health and Physical Education. For other courses meeting fewer than the normal 15 weeks of the semester, the add/drop-withdrawal periods will be pro-rated by the Registrar of the College.

Changing courses within the first two weeks of the semester (add/drop period).

To change courses, the student may obtain a *Course Add/Drop* form from the Records Office. This form allows students to add courses until the end of the first week of classes and drop courses from their schedule until the end of the second week of classes. To complete the form, the student must obtain the signature of his or her advisor. Courses dropped during this period will not be recorded on the student's transcript.

Withdrawing from courses after the add/drop period

A student has the option to withdraw from any courses except the First Year Seminar, the College Life and Leadership Laboratory (FYE 102/112), Writing 060, Writing 110, and Communication 101 through the last day of classes. Students withdrawing from courses after the second week of classes must obtain a *Withdrawal* form from the Records Office. This form, once completed and signed by the student, must be signed by the course instructor and the student's advisor to verify that they have been consulted. If the signed form is returned to the Records Office by the end of the 9th week of classes, a grade of W will be assigned. If this is done after the 9th week of classes, a grade of WF will be assigned. The course and grade will appear on the student's transcript. Refer to the section on Grading System below for more details.

Waitlisted Courses

If a course is closed (filled to capacity), a student may elect to be added to a waitlist. Prior to the start of the term, when a seat becomes available in a waitlisted course, the first student on the waitlist will be notified by email. The student will be given three days to contact the Records Office and accept or decline the available seat. If the opening is declined or there is no response by the end of the third day, the student will be dropped from the waitlist and the next student on the list will be granted permission to enroll in the course. In order to benefit from this process, students will need to check their Marietta College email account regularly.

Special Rules for First-Year Courses

All first-year students will enroll in the First Year Experience course, FYE 101 during the fall semester. In addition, all first-year students must complete College Composition, WRIT 110 and Fundamentals of Communication, COMM 101 with grades of C- or better. Students may not enroll in WRIT 110 and COMM 101 during the same semester. Students designated by Admissions and the Director of the Academic Resource Center as "At-Risk" are also required enroll in FYE 102. International students are required to take a special cultural transitions section of FYE 102 (FYE 112).

Students may not withdraw from the First Year Experience course, FYE 101, the College Life and Leadership Laboratory, FYE 102/112, College Composition, WRIT 110 or Fundamentals of Communication, COMM 101. Any exception to this policy can be made only by the Assistant Dean for the First Year Seminar for FYE 101 and 102/112, the chair of the Department of English for WRIT 060/101, and the chair of the Department of Communication for COMM 101.

Grades

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*; **C**, *Average*; **D**, *Poor, but passing*; **F**, *Failure*

Other report abbreviations and their meanings are:

I, Incomplete; P, Pass; PNC, Proficiency; S, Satisfactory; U, Unsatisfactory; W, Withdrawn; WF, Withdrawn failing = 0.00; X, Registered, but unevaluated (mid-term grade only); Au, Audit; NR, Not reported; CIP, Course in Progress.

1. An **Incomplete** (I) may be given when the student, for reasons beyond his or her control, is unable to complete the work of a course. It may also be given at the end of the first semester in two-semester courses (honors projects, independent study projects, and internships) if the course is unevaluated at the end of the first semester. In all cases neither the grade nor the hours of incomplete are counted in the computation of the semester or cumulative grade point averages.

An incomplete must be removed prior to the due date of midsemester grades for the semester following receipt of the incomplete unless the course instructor notifies the Records Office this requirement should be waived. Otherwise, the grade of incomplete automatically becomes a grade of F. (Students will not be notified in advance of this automatic grade change.) Incompletes may be extended, by request of the instructor, to the end of the semester following the semester in which the incomplete was first granted. Further extensions would be determined by petition to the Academic Standards Committee.

2. A **Pass** grade (P) applies only to the College Life and Leadership Laboratory (FYE 102). Pass means the equivalent of mastery of the material at least at an 80% level. FYE 102 work which does not achieve a Pass grade will be graded with a letter grade of F. FYE 102 completed with a Pass grade will provide 1 hour towards the credit requirement for graduation, but will not be included in the computation of the student's cumulative grade point average.

3. **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 Academic Standards Committee.

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.

Any course for which the grade of F is received may be repeated only under the regular letter grading system.

4. **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 9th week of the semester after consultation with the instructor of the course, and the student's academic advisor.

5. **Withdrawn-failing** (WF) is a mandatory grade for students who withdraw from a course after the 9th week of the semester and not falling within the conditions of 4(a) above. The WF grade will be counted on the same basis as an F in calculating a student's average.

6. Some departmental courses are only graded S/U. **Satisfactory** means the equivalent of at least C- work, whereas work rated below C- would be graded as **Unsatisfactory**.

Courses graded S/U will not be included in the computation of the student's cumulative grade point average. Only courses with Satisfactory grades will be awarded credit. Any course in which a grade of U is received may be repeated only under the regular letter grading system.

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

8. Any student may elect to **audit** (AU) a course, that is, to take it for noncredit. If a student chooses to audit a course, he or she is not required to take examinations or meet any of its academic obligations, and no grade is awarded. The student may choose this option until the end of the add period at the beginning of the semester (first week of class). After this time, the decision is irreversible.

9. **Repeating courses:** with the exception of FYE 101 sections not offered to the general college population and FYE 102/112, students are allowed to retake a course at Marietta College at any time.
   a) Any course in which a grade of U or F is received may be repeated only under the regular letter grading system.
   b) Credit for the course will be given only once, and is determined by the most recent grade in each course (if a student retakes a course and receives an F, they lose credit for the course).
   c) The official 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. This policy of the College will be noted when a transcript is sent out.
   d) Courses repeated at other institutions do not affect the the student's grade point averages, i.e., cumulative, major, minor, or certificate GPAs.

Policy Regarding Grades in the Event of Complete Withdrawal

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

2. The grade of ìWFî will be recorded for each course for which a student was registered if the student withdraws from the College after the ninth week of a semester. Under certain circumstances, such as family catastrophe or substantiated medical problems, grades of ìWî may be recorded after the ninth week at the discretion of the Registrar.

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.

Satisfactory-Unsatisfactory Grade Option

Students with junior or senior standing and a cumulative grade point average of 2.00 may elect to take one course per semester in which the evaluation is made on a satisfactory-unsatisfactory basis, instead of the usual letter grades. The following conditions apply to this option.

1. Courses taken to fulfill requirements for a major, minor or certificate and the general education requirements for graduation are excluded from this option;

2. The student exercising this option will do so with the permission of his or her advisor at the time of registration. In accord with the current practice for changing courses, the student will not be allowed to convert to the regular grading system or to convert a course from the regular grading system after the first week of the semester;

3. The instructor will be apprised of the student's taking the course under the option, with the understanding that the student will satisfy the same requirements for entrance into and completion of the course expected of students enrolled under the regular grading system;

4. With the approval of the Curriculum Committee:
   (a) A department may elect to offer a course only on an S/U basis; enrollment by a student in such a course does not deprive that student of the opportunity to use the S/U option for another course during that same semester;
   (b) A department may elect to exclude any course from the S/U option.

5. When an instructor is permanently replaced after the first week of the semester, students are allowed the option (which must be exercised within one week) of changing their choice of receiving a grade in the course to one of receiving an S or U. The student is also given the opportunity to withdraw from the course whether or not the nine-week drop period has passed;

6. Any student may elect to take any Lifetime Activity Course in physical education on an S/U basis. Such election need not satisfy the above conditions and does not preclude the election of an additional S/U course under the above conditions;

7. Any use of the S/U option other than specified above may be authorized by the Curriculum Committee with the concurrence of the appropriate department chairperson.

Auditing courses

Courses may be audited by individuals interested in the topic and who do not wish to receive academic credit for their participation. Regularly enrolled students are permitted to audit courses within the maximum load of 18 credit hours without charge, but must first secure written permission from the course instructor. Courses selected by a student for auditing may not be changed for credit, or vice versa, after the end of the first week of classes. Students who register to audit a course but stop attending may be administratively withdrawn from the course and assigned a grade of W (see Grading section) at the discretion of the registrar.

Transfer credits

Marietta students who wish to take courses elsewhere for possible transfer of credit to Marietta College should secure advanced approval through the Records Office.

Credit will be allowed for courses equivalent to or similar to those offered by Marietta College and completed with a grade of "C" or better, although transfer credit from non-accredited institutions is not guaranteed. The credit hours transferred in will be shown as transfer credits on the student's Marietta College transcript and can be used to satisfy the credit hour and applicable course requirement for graduation. However, the grades earned for transferred courses are not included in computing the student's cumulative or program grade point average for the Marietta College degree. Transfer hours do not count as hours "in residence." Students planning to transfer in credits are reminded of the College's Residency Requirement for graduation.

Credit hours transferred in from an institution following a "quarter" or a "unit" program will be converted to "semester" hours. Details can be obtained from the Records Office.

Credit for Prior Learning

Under certain circumstances, a student may receive credit for prior learning outside of traditional transfer credit. Students may offer for consideration credits earned through the College Entrance Examination Board (CEEB) Advanced Placement (AP) Program, the College-Level Examination Program (CLEP), the DANTES Subject Standardized Tests (DSST), the International Baccalaureate Diploma (IB), departmental credit by examination, and/or military training and experience as recommended by the American Council on Education (ACE).

Credit earned through these specific programs may be used at Marietta College: 1) in satisfaction of elective credit; 2) in satisfaction of majors, minors, and certificates, subject to the approval of the department chairperson; 3) in satisfaction of the communication components of the general education requirements *(subject to departmental policy for each examination)*.

College Entrance Examination Board (CEEB) Advanced Placement (AP) Program

High school students who demonstrate achievement on Advanced Placement Program tests as administered by the College Entrance Examination Board may have the results submitted to Marietta College to be considered for credit. At the end of the Undergraduate Admissions section of the Catalog, a table shows the scores required for College credit to be received. Scores of 3 may be considered for waiver of prerequisites with departmental approval. With appropriate scores, students may receive up to 8 semester hours credit for each examination.

College-Level Examination Program (CLEP)

Under certain circumstances a student may offer for consideration credits earned through the College-Level Examination Program (CLEP) of The College Board. **Students will not be eligible to receive CLEP credit for courses when college credit has been awarded for the same course or more advanced courses in that same subject area.** To receive credits for a CLEP examination, the student must provide a score report from CLEP and have obtained the minimum accepted score for that exam as determined by Marietta College departmental policies. The College will grant a total of up to 36 hours of credit by examination through CLEP/DANTES toward graduation. Information concerning CLEP minimum scores and examinations for which credit is awarded may be obtained from the Academic Resource Center (ARC).

DANTES Subject Standardized Tests (DSST)

The College also accepts credit through DANTES Subject Standardized Tests (DSST). The College will grant a total of up to 36 hours of credit by examination through CLEP/DANTES toward graduation. Information concerning DANTES may be obtained at the Academic Resource Center (ARC).

International Baccalaureate Diploma

The College recognizes the International Baccalaureate Diploma Program for admission purposes and advanced placement. Students who have received the IB Diploma will be granted general college credit for higher level IB courses in which they achieve grades of 5 or better. Decisions on placement and credit in departmental majors, minors, and certificates are made by the Registrar in consultation with the appropriate department chairs.

American Council on Education (Armed Services)

The College considers the recommendations of the American Council on Education when reviewing an application for transfer credit. The recommendations are contained in the Guide to the Evaluation of Educational Experiences in the Armed Services and the National Guide for Credit Recommendations for Noncollegiate Courses. The recommendations are considered when assessing for possible award of credit successfully completed courses listed in these publications and which are equivalent to or similar to courses offered at Marietta College.

Credit by Examination

Departmental credit by examination is available for some Marietta College cataloged courses. Courses successfully taken by examination will be indicated with a grade of S (Satisfactory) on the College transcript. A student may not receive credit by examination in a course if more advanced work has been taken in that subject. A student may take an examination only once for any given course. Information regarding such examinations can be secured from the appropriate department chairperson.

Academic Advising

Academic advising is viewed as an integral part of the educational process and every undergraduate at Marietta College will have an academic advisor. Advising is the process by which the student is directed to significant knowledge of self and of the College and its resources and requirements.

Student's Responsibility

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

First Year Students

The instructor in a first-time student's First Year Seminar course is typically the academic advisor for at least the first two semesters. The academic advisor assists the student with the registration process and other aspects of academic advising. The student is encouraged to select an advisor from among the faculty teaching in the student's major by the beginning of the third semester but no earlier than midsemester of the second semester.

Change of Advisor

To change academic advisor, the student should first approach a faculty member of the department in which the student plans to major. (Alternatively, a student may ask the chair of the department to recommend an advisor.) If the faculty member agrees to accept the student as an advisee, the student must fill out the Change of Advisor form available in the Records Office.

Transfer Students

The Office of Admission will assign an academic advisor to transfer students who are not required to enroll in the First Year Seminar. Where a transfer student has decided on a major, the Office of Admission will consult with the chair of the relevant department before assigning an academic advisor.

Academic Status

Full-time Students

The minimum semester load for a full-time student is 12 semester hours of courses. The normal semester load for the Bachelor degree is 15 to 18 hours. This load typically allows students to complete the Bachelor degree within four years.

Students with a 3.00 or greater cumulative grade point average, or those who can demonstrate a need to do so, may take more than 18 hours with the permission of their advisor and the Registrar. Consult the section of the catalog on "Table of Fees" concerning the fee for hours in excess of 18.

Part-time Students

Anyone may enroll as a part-time student. Part-time students are limited to academic work totaling 11 hours (but usually take less) for credit in any one semester, whether taken in day or evening sessions or both.

Part-time students may not participate in intercollegiate sports or certain extracurricular activities, and may not affiliate with College fraternities or sororities. Part-time students are charged on a semester-hour basis.

Continuing Education Students

Continuing Education status is open to students of 24 years of age or older. Detailed information concerning this classification may be obtained from the office of Graduate and Continuing Studies.

Classification

A candidate for a Bachelor degree is classified according to the following schedule of credit hours earned:

Freshman	0 - 24
Sophomore	25 - 58
Junior	59 - 91
Senior	92 or more

Credit Hour

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

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

Academic Standards Committee

The Academic Standards Committee responds to problems arising from academic deficiencies of individual students, petitions for exemption from requirements of the curriculum, and petitions related to transfer of credits.

Students wishing to petition the committee should follow this format/content:

1. A concise statement of the action or decision sought by the petitioner. Examples are:
   - Request waiver of requirement in the curriculum,
   - Request for reconsideration of transfer of course credit
   - Request for appeal of probation or dismissal

2. A rationale for the action or decision being sought.

3. Other documents that verify claims made by the petitioner or that support the requested action or decision. Examples are:

- Letter(s) from advisor, instructors, or both
- Letter(s) from psychologist, counselor, physician, or minister
- Letter(s) from employer(s)

Completed petitions must be submitted to the Records Office no later than 48 hours before a regularly scheduled committee meeting. Electronic submissions are preferred.

Academic Standing

A student is either "in good academic standing" or "on academic probation." A student's status is dependent on the number of semesters enrolled and the grade point average earned. As indicated below, a student in good academic standing may also be on "academic warning" because of performance within a semester.

For a student to be in good academic standing, the student must achieve or exceed the following minimum grade point average based on the number of semesters a student has completed as a full-time student (12 hours or more attempted in the semester).

Semesters Completed	Minimum GPA
Two semesters or fewer	1.8
Three semesters or more	2.0

When a student falls below the appropriate minimum grade point average listed above, that student is no longer in good academic standing. The College's procedures for this situation are detailed in the section below "Academic Warning, Probation, Dismissal."

Similar rules are applied by the Federal and State authorities and the College for maintaining eligibility for financial aid. Please refer to the "Standards of Satisfactory Academic Progress" in the Undergraduate Tuition, Fees and Financial Aid section of this Catalog.

Academic Warning, Probation, Dismissal

The Marietta College Community is dedicated to the academic success of all students and our goal is to aid students in their progress toward graduation. The policies governing academic warning, probation and dismissal are designed to help ensure that a student is making satisfactory progress toward degree completion.

A student will receive an academic warning when his/her semester grade point average falls below 2.0. Academic warning is used to alert students to potential problems with unsatisfactory academic progress.

The purpose of academic probation is to

- inform students when they are not meeting the normal academic standards expected of college level students;
- encourage students to re-evaluate their motivation and to develop strategies for academic success;
- encourage students to spend more time on academic endeavors.

Upon their placement on academic probation, students will receive a letter from the Academic Resource Center identifying strategies to improve their academic performance. Students are also required to meet with a staff member of the ARC and their academic advisor to discuss their probationary status within the first two weeks of the semester. During these meetings, each student will complete a Probation Contract outlining the College's expectations regarding attendance and performance and requiring the student to commit to specific efforts identified to support academic success. Should a student fail to complete the Probation Contract or to honor the agreed upon terms of the contract, s/he may be considered for an Administrative Withdrawal (see below).

Should a student's cumulative grade point average remain below the stated minimum for two consecutive semesters, the Academic Standards Committee will review the individual's academic record and determine whether to dismiss the student from the College. A student may appeal the decision to dismiss to the Academic Standards Committee.

A student can also be considered for dismissal by the Academic Standards Committee with no prior warning or probationary period when his or her performance drops significantly below the minimum stated above.

Restrictions applying to Students on Probation

The following restrictions apply

1. A student on academic probation may enroll in no more than 14 credit hours each semester.
2. The following co-curricular restrictions will apply to a student on academic probation
   a. They are ineligible to participate in any college athletic team or club sport.
   b. They may not hold office in any campus organization or social fraternity or sorority.
   c. They may not travel off campus to a meeting or trip with any college organization or club unless required to do so for an academic program.
   d. They may not represent the college in any on campus or off campus public events or other co-curricular activities (e.g., plays, musical performances, student newspaper) unless required to do so for an academic course.
   e. They may not register for courses that require co-curricular participation, unless required by their major.

The above restrictions, credit hours and co-curricular, first apply in the semester subsequent to that in which the student is placed on academic probation, with the exception that for first year students, implementation of the above co-curricular restrictions will occur at the end of the spring semester. The restrictions continue in force until the student has returned to "good academic standing", with the exception that when a student has earned a semester grade point average of 2.0 or better, with a minimum of 12 credits calculated in the last semester attended (Fall or Spring), co-curricular restrictions will not be enforced for the following semester. All appeals will be handled by the Academic Standards Committee.

At the beginning of each semester, a list of students on co-curricular restriction will be available in the Records Office. All faculty, staff and administrators that directly or indirectly supervise co-curricular activities are responsible for checking with the Records Office to ensure that students are eligible to participate in a co-curricular activity. The

Provost of the college is responsible for enforcing adherence to the academic probation policy by all members of the college community.

Readmission after Dismissal

A student who has been dismissed for insufficient grade point average may be considered for readmission on probation if that student has been away from Marietta College for at least a summer plus one semester, and can submit evidence of maturity and motivation. Examples of such evidence are:

- Transcript of credits earned at an accredited college or university
- Letter(s) from employer(s)
- Record of service in the armed forces

A student dismissed for insufficient grades, readmitted, and separated from the College again for the same reason, is thereafter ineligible to return.

Fresh Start Policy

Under the Fresh Start Policy, students readmitted to the College after an absence of five or more years may petition the Academic Standards Committee to have their previous grade point average eliminated. If the petition is approved, the student receives credit for all courses previously taken and passed with a grade of "C" or better and no credit for courses in which a grade of "C" or lower was earned. All the work previously taken is ignored in computing the student's cumulative grade point average, except for the purpose of calculating eligibility for graduating with honors. All courses and grades remain on the student's record. Under the Fresh Start Policy, a student must be re-enrolled for a minimum of 30 semester hours before becoming eligible for graduation.

Administrative Withdrawal

Marietta College reserves the right to administratively withdraw a student who is not demonstrating a serious academic effort. Failure to demonstrate a serious academic effort is defined as, when in the judgment of the instructor, the student's ability to derive a meaningful educational experience with regard to the content and learning objectives of the course is impaired. This may include but is not limited to: excessive absences; failure to submit homework; and/or failure to complete quizzes, exams or other classroom-based measurements of progress as required by the specific course.

When such failure is reported to the Registrar, the Registrar shall communicate with each of the student's instructors to determine whether the student has demonstrated or has failed to demonstrate a serious academic effort, as defined above. Reports may originate from any faculty member or administrator. If a student is found to have failed to demonstrate serious academic effort, the Registrar will recommend withdrawal to the Provost. The student may be administratively withdrawn from the College by action of the Provost.

Prior to any decision, the Provost will solicit additional information from the Dean of Students Office to determine if the student is in good standing in these areas. After all information is reviewed, the Provost will schedule a meeting with the student to discuss the findings and to consult with the student about the circumstances and possible consequences. In the event of an administrative withdrawal, resident students will be required to vacate college housing; students may lose eligibility for financial aid; and other services, activities, and benefits of enrollment at the College will be terminated. In accordance to current practice as outlined in the Undergraduate Catalog, the effective date of administrative withdrawal must be during the first five weeks of the semester to receive any partial refund.

A "WF" grade is given to students with an administrative withdrawal due to failure to demonstrate serious academic effort. A "W" may be given prior to the end of the ninth week of the semester, at the Provost's discretion, depending on circumstances leading to the administrative withdrawal. A "WF" grade is computed into the grade point average as 0.00 grade points per credit hour.

In the event of a decision to administratively withdraw a student for failure to demonstrate serious academic effort, the student may, within 24 hours, appeal to the Academic Standards Committee. The Committee may either uphold or reverse the decision of the Provost.

Students administratively withdrawn for failure to demonstrate serious academic effort retain the right to petition the Academic Standards Committee for readmission in a future semester.

Please refer to the Student Handbook for information on administrative withdrawal by the Dean of Students due to suspension or expulsion for non-academic reasons.

Academic, Personal, Medical Leave

Leave of Absence or Withdrawal Policy

Each leave is for one semester, renewable for a second semester. No leave may extend for more than two consecutive semesters, although there is no limit to the total number of semesters that a student may accumulate.

I Types of Leaves
1. Academic Leave: intended for students participating in approved programs away from Marietta College who wish to transfer credit back to Marietta upon their return to campus.
2. Personal Leave: intended for students who wish to take time away from Marietta College to pursue primarily non-academic activities. Students on personal leave may work, participate in an internship, or simply take time off to think about their goals. This leave is intended for students who plan to return to campus within one semester, although the leave may be extended for a second semester.
3. Medical Leave: intended for students who need to take time away from Marietta College for health reasons.

II Types of Withdrawals
1. Withdrawal: intended for students who do not plan to return to Marietta College.
2. Transferring: for students who plan to seek a degree from another institution.
3. Involuntary Administrative Withdrawal: may be initiated by the Dean of Students for students who are suspended or dismissed due to Student Code of Conduct violations or who pose a direct threat to himself or herself; or may be initiated by the Provost for students who fail to demonstrate a serious academic effort.

III Policy regarding grades in the event of a leave of absence or withdrawal

1. A grade of "W" will be recorded for each course for which a student was registered if the student withdraws from the College starting the first day of the semester but before the end of the ninth week of the semester.
2. "WF" will be entered if the student is withdrawn for social misconduct.
3. A grade of "WF" will be recorded for each course for which a student was registered if the student withdraws from the College after the ninth week of a semester. Under certain circumstances, such as family catastrophe or substantiated medical problems, grades of "W" may be recorded after the ninth week at the discretion of the Provost.
4. FOR LEAVE OF ABSENCE ONLY: An Incomplete (I) may be given when the student has completed a percentage of the course but, for reasons beyond his or her control, has to take a leave of absence. See p. 133 for rules regarding the grades of incomplete.

NOTE: Official transcripts will not be released by the Records Office until ALL outstanding financial obligations have been met.

The usual rules for transferring credit to Marietta College for classes taken elsewhere while on leave will apply to any academic work done by the student while on academic leave, personal leave, medical leave, or while withdrawn from Marietta College.

All academic suspensions and dismissals take precedence over any personal leaves, academic leaves, medical leaves, or withdrawals. If a student is already on probation or is placed on probation while on leave, the conditions of his or her probation are continued to the semester in which he or she returns to the College.

Applying for Leave or Withdrawal

To apply for a leave or withdrawal the student must obtain the form from the Director of Retention and Student Engagement , have it signed by the appropriate person (s) and return the completed form to the Records Office.

Returning After a Leave of Absence

To return from Academic Leave, Personal Leave or Medical Leave students must contact the Records Office at (740) 376-4723 or by email at records@marietta.edu no later than 30 days prior to the first day of classes to complete a re-admission application

For a Medical Leave - The Health and Wellness Center must receive a letter from the student's professional therapist, physician or both stating the student's medical situation and that he/she believes the student is able to live and work at Marietta College.

Students must be cleared by the following offices once the re-admission application is received: Dean of Students, Records Office, Financial Aid Office and Business Office.

Academic Honors

To recognize academic achievement in a semester, the College has established the following academic honors lists:

Dean's List

Any full-time student completing at least 15 credit hours with a grade point average of 3.500 to 3.749 in a given semester is recognized as a Dean's List student for that semester.

Dean's High Honors List

Any full-time student completing at least 15 credit hours with a grade point average of 3.750 or higher in a given semester is recognized as a Dean's High Honors List student for that semester.

Degrees with Distinction

The student who completes his or her course of study with a high record will be recommended for a degree with distinction. The degree with distinction is of three categories:

- Summa cum laude: a cumulative grade point average between 3.900 and 4.000
- Magna cum laude: a cumulative grade point average between 3.750 and 3.899
- Cum laude: a cumulative grade point average between 3.500 and 3.749

Degrees with College Honors

See under The Honors Program in Curricular Options and Enhancements section of the catalog.

Degrees with Honors in a Discipline

See under The Honors Program in Curricular Options and Enhancements section of the catalog.

Class Valedictorian and Salutatorian

The class valedictorian shall be the graduating senior with the highest grade point average who has completed a minimum of 64 hours in residence. Courses for which students were graded S/U may be counted toward this residence requirement. In the event of a tie, the candidate whose cumulative grade point average is figured on the larger number of credit hours will be recognized as the valedictorian.

The class salutatorian shall be the graduating senior with the second highest grade point average using the same criteria as for the valedictorian.

Commencement

Marietta College has one graduation ceremony held in May each year. There are three categories of students eligible to participate in the Commencement ceremony:

1. Students who are scheduled to complete all graduation requirements as of the conclusion of the Spring semester;
2. Students who have completed all of the requirements for graduation the previous August or the previous December and who did not participate in a prior ceremony for the same degree.
3. Students who have not completed all requirements, but who are within eight (8) semester credit hours of graduation, normally to be completed during the summer or fall immediately following commencement.

Spring semester grades are due at the Records Office the Thursday after Commencement. Students will be notified of any change in status by the Registrar and will have an opportunity to review the final degree audit for accuracy.

Honors for students in Group 1 will have honors recognized based on the cumulative GPA as of the end of the previous fall semester. However, formal awarding of honors will be determined based upon the cumulative GPA after all requirements are completed and final grades are submitted. Students in Group 3 will not be recognized for honors.

Previous graduates who are completing an additional major, minor, or certificate are not eligible to participate in Commencement and will not be recognized in the program.

Diplomas and transcripts will be withheld from any student whose financial obligations to the College have not been satisfied.

Undergraduate Admission

Office of Admission (admit@marietta.edu)
Director of Admission: Mr. Scott McVicar (scott.mcvicar@marietta.edu)

Marietta College offers degrees at the bachelor and masters levels as well as associate degrees and certificate programs. This section of the Catalog describes the process of applying for admission to the bachelor (undergraduate) degree programs.

Information on the application process for the masters degrees, associate degrees and certificate programs can be found in the Graduate Programs Catalog and the Continuing Education section of this catalog.

Applications for Marietta College bachelors degree programs are reviewed on a "rolling admission" basis. In most cases, the College will notify students of their admission status within a month of receiving all required application material.

Campus visit and interview

The College encourages prospective students and their parents to visit the campus to appraise, first hand, the educational programs, opportunities and facilities. The Visit Coordinator will arrange personal campus tours lead by student tour guides, or arrange for students to sit in on classes and meet with the faculty. In addition, it is desirable that a member of the admission staff interview each prospective student and answer any questions regarding admission requirements or other aspects of the College. To arrange a campus visit, please write, e-mail or call one week in advance:

Office of Admission
Marietta College
215 Fifth Street
Marietta, Ohio 45750-4005
Telephone: (740) 376-4600, or (800) 331-7896
E-mail: admit@marietta.edu
Office hours are Monday through Friday from 9:00 a.m. until 5:00 p.m., and Saturday, during the school year, from 9:00 a.m. to 12 noon.

How to Apply

Admission Requirements

Admission is selective and competitive, although each application receives individual consideration. Applicants must seek to satisfy the following criteria:

1. completion of a high-school diploma
2. have completed 16 academic units of secondary school work in a College Preparatory Program, including
   a. four of English
   b. two of foreign language
   c. three of college preparatory mathematics
   d. two of a laboratory science
   e. two of social science
   f. and other units approved by an accredited secondary school.

The College may make exceptions for applicants who show strong academic promise but who may not meet all of the academic units. Students living in states that require proficiency examinations for graduation must present evidence of passing such examinations.

Application Procedure

Applicants must submit the following information to the
Director of Admission
Office of Admission
Marietta College
215 Fifth Street
Marietta, Ohio 45750-4005

1. Completed Application for Admission
2. Official high school transcript
3. Teacher recommendations (or guidance counselor)
4. Official report of either SAT or ACT scores
5. Personal statement or essay
6. $25 Application fee (non-refundable)

Other factors evaluated include letters of recommendation, teacher evaluations, life experiences, community service, and a personal interview.

Admission of Home Schooled Students

The College welcomes students who have been home schooled, recognizing and valuing their home schooled educational background.

In order to evaluate a student's potential for college-level work, the Admissions Committee seeks evidence of learning and ability from non-conventional academic reports. Descriptive journals, portfolios of academic work, and curricular outlines are all helpful in the Admission evaluation. Letters of recommendation from teachers, employers or community people are requested. An essay is required and an interview with an admission counselor is recommended. Standardized test results are requested for either the ACT or SAT.

Home schooled applicants must submit the following

1. Completed Application for Admission
2. Record of academic work, Portfolio or Journal descriptions of academic work
3. Official report of either ACT or SAT
4. Two letters of recommendation
5. Essay (topics suggested in application)
6. $25 application fee (non-refundable)

Admission of International Students

Applicants who are citizens of other countries must file an *International Application for Admission* form, together with

1. Evidence of English language proficiency from an internationally recognized test. One of the following:
   a. Test of English as a Foreign Language (TOEFL): 550 or better on the paper-based TOEFL or 213 or better on the computer-based TOEFL. To obtain information on

registering for a TOEFL exam, please call 609-771-7100 or visit the website, http://www.toefl.org. Marietta College's institutional TOEFL code is 1444.

b. International Language Testing System (IELTS): Band 5.5 or higher.

c. Cambridge Proficiency Examination (CPE): Grade C or higher; or Cambridge Advanced English (CAE): Grade B or higher; or First Certificate Exam (FCE): Grade A.

The College also considers for admission outstanding students whose scores are somewhat lower, provided that their proficiency is adequate for college work taken with English as a Second Language courses. In order to ensure proper placement in courses, the College will assess all international students' English language proficiency when they arrive. If necessary, students will be enrolled in an appropriate level of English as a Second Language (ESL) course.

2. Verification of Ability to Pay: International students must provide an official financial statement that indicates the applicant can pay all fees, including the cost for tuition, room, board, fees, books, and spending money for one full year (two semesters). The statement must be signed by a bank official, official sponsor, or both. Marietta College offers limited financial assistance to entering international students. After one semester or one year of academic residence, international students with academic distinction will be eligible for academic scholarships.
3. The College recognizes the *International Baccalaureate Diploma* Program for admission purposes and advanced placement. Students who have received the IB Diploma will be granted general college credit for higher level IB courses in which they achieve grades of 5 or better. Decisions on placement and credit in departmental majors, minors, and certificates are made by the Registrar in consultation with the appropriate department chairs.
4. Non-refundable application fee of $50.
5. Evaluation of International Transcripts: International students who wish to transfer coursework from an international university must submit transcripts to an NACES (http://www.naces.org/) member agency for a course-by-course evaluation. Marietta College recommends World Education Services (WES) but evaluations by any of the member agencies will be accepted.
   a. Credit will be allowed only for courses equivalent to or similar to those offered by Marietta College and completed with a grade of "C" or better. The credit hours awarded will be shown as transfer credits on the student's Marietta College transcript and can be used to satisfy credit and applicable course requirements for graduation. However, the grades earned for transferred courses are not included in computing the student's cumulative or program grade point average for the Marietta College degree. Transfer hours do not count as hours "in residence." Students planning to transfer in credits are reminded of the College's Residency Requirement for graduation. See the Graduation Requirement section of the catalog for more information.
   b. It is the responsibility of the student to arrange and pay for the evaluation through one of the third party evaluation agencies as noted above and to arrange to have the official evaluation sent directly to the College from the agency. Marietta College does not require an official copy of the international transcripts be sent to us, only the official evaluation sent directly from the agency to Marietta College, Office of Admission.

Admission of Transfer Students

Marietta College welcomes application for admission from students who wish to transfer after one or more successful academic terms at other accredited institutions of higher learning. All transfer applicants must file the Application for Transfer Admission along with official transcripts of all colleges attended, high school transcripts, and a completed Transfer Recommendation. Additionally, an essay is required along with a Clearance Form signed by the Dean at the college last attended. Prospective students should send all information to the Director of Admission.

Students wishing to transfer college credit should also consult the Undergraduate Programs of Instruction section that describes the degree requirements. This section describes graduation requirements and how transfer credits may apply to those requirements. Only courses completed with a grade of "C" or better may be transferred. The Registrar determines the transfer credits in consultation with the academic departments.

Admission with Associate of Arts or Associate of Science Degrees

Marietta College encourages application for admission from students completing their Associate of Arts or Associate of Science degree. Any graduate of a regionally accredited two-year college with an A.A. or an A.S. degree and a minimum cumulative grade point average of 2.30 (on a 4.00 scale) may be admitted with junior class standing. All credits used in satisfaction of the A.A. or A.S. degree requirements transfer to Marietta. Associate of Applied Science degrees are evaluated on a course-by-course basis. Most students with A.A. or A.S. degrees can obtain a Bachelor's degree from Marietta College in two years. In each case, of course, the ability to do so depends upon the number of courses taken at the two-year college that will meet:

1. Marietta's general requirements for graduation, and
2. the requirements for the major selected by the student.

Admission of Nurses

Any registered nurse who has completed either a two- or three-year accredited nursing program, passed the examination for registry, and completed not fewer than three years of work experience in the nursing profession will be awarded 60 semester hours of credit toward any Bachelor's degree program.

Admission of Veterans

Marietta College welcomes the application of veterans from the armed forces. It is the policy of the College to recognize the advantages of the train-

ing and maturing aspects of the armed forces in the admission process.

The College is an authorized institution for use of military benefits. A veteran applying for these benefits must furnish proof of eligibility (DD-214) to the College's Records Office for certification.

Admission of Students with Disabilities

Marietta College does not discriminate against qualified individuals with disabilities in the recruitment and admission of students. Admission standards are applied equally to all applicants. The criteria used for the evaluation of applicants is outlined in the previous sections. Questions regarding the admission process may be sent to the Office of Admission. Students needing assistance with disability-related issues should contact the Academic Resource Center.

Admission of Returning Students

All former students wishing to return to Marietta College must complete a Readmission Application Form obtainable from the Records Office. Those requesting readmission should send all transcripts of work taken elsewhere directly to the Records Office no later than 30 days before the Registration Day for the semester under consideration.

Waiver of Application for Admission Fee

Marietta College will waive the admission application fee for documented cases of financial hardship. Students who do not have the resources to pay the application fee should request a letter from their high school guidance counselor or submit the College Board fee waiver request.

Advanced Placement, CLEP and similar programs

Under certain circumstances, a student may offer for consideration credits earned through the College Entrance Examination Board (CEEB) Advanced Placement (AP) Program, the College-Level Examination Program (CLEP), the DANTES Subject Standardized Tests (DSST), and/or departmental credit by examination.

Credit earned through these specific programs may be used at Marietta College: 1) in satisfaction of elective credit; 2) in satisfaction of majors, minors, and certificates, subject to the approval of the department chairperson; 3) in satisfaction of the communication, and mathematics components of the general education requirements, *subject to departmental policy for each examination.*

College Entrance Examination Board (CEEB) Advanced Placement (AP) Program

High school students who demonstrate achievement on Advanced Placement Program tests as administered by the College Entrance Examination Board may have the results submitted to Marietta College to be considered for credit. At the end of this section, a table shows for each subject the scores required for College credit to be received. Scores of 3 may be considered for waiver of prerequisites with departmental approval. With appropriate scores, students may receive up to 8 semester hours credit for each examination.

College-Level Examination Program (CLEP)

Under certain circumstances a student may offer for consideration credits earned through the College-Level Examination Program (CLEP) of The College Board. Students will not be eligible to receive CLEP credit for courses when college credit has been awarded for the same course or more advanced courses in that same subject area. To receive credits for a CLEP examination, the student must provide a score report from CLEP and have obtained the minimum accepted score for that exam as determined by Marietta College departmental policies. The College will grant a total of up to 36 hours of credit by examination through CLEP/DANTES toward graduation. Information concerning CLEP minimum scores and examinations for which credit is awarded may be obtained from the Academic Resource Center (ARC).

DANTES Subject Standardized Tests (DSST)

The College also accepts credit through DANTES Subject Standardized Tests (DSST). The College will grant a total of up to 36 hours of credit by examination through CLEP/DANTES toward graduation. Information concerning DANTES may be obtained at the Academic Resource Center (ARC).

American Council on Education (Armed Services)

The College considers the recommendations of the American Council on Education when reviewing an application for admission. The recommendations are contained in the *Guide to the Evaluation of Educational Experiences in the Armed Services and the National Guide for Credit Recommendations for Noncollegiate Courses*. The recommendations are considered when assessing for possible award of credit successfully completed courses listed in these publications and which are equivalent to or similar to courses offered at Marietta College.

Residential Requirement

Marietta College is a residential College and as such seeks to provide an environment in which a sense of community is an integral part of the education it offers. Therefore, the Office of Community Living strives to provide residential communities that focus on the living and learning process that is at the core of our College mission to prepare students for meaningful work, responsible citizenship, and fulfilling, purposeful lives. As a private College, it requires all students to reside in College-owned or College-related housing unless a Petition for Off-Campus Residency is submitted to and approved by the Office of Community Living. Timely submission of a Petition for Off-Campus Residency does not guarantee that the request will be granted.

Exemptions may be made for the following reasons:

1. Students who are living exclusively in the permanent primary residence of parent(s)/guardian(s) within 35 driving miles of Marietta College.
2. Students who have lived on the Marietta College campus for eight semesters.
3. Students who are married, divorced, widowed or are a custodial parent (documentation is required and must be submitted to the Office of Community Living).
4. Students who will be 23 years of age or older, prior to September 1 for that academic year.

5. Students who possess a Baccalaureate degree from an accredited four-year college (documentation is required and must be submitted to the Office of Community Living).
6. Students who have served and been honorably discharged from the Armed Forces (documentation is required and must be submitted to the Office of Community Living).
7. Students who are enrolled in nine (9) are fewer credit hours.
8. Students experiencing financial hardship (documentation is required and must be submitted to the Office of Community Living. The Office of Students Financial Services will be consulted for those applying under this criteria).

Permission to live off-campus is only valid as long as the reason for the exemption exists. The College reserves the right to revoke permission granted for off-campus residency when the College deems it necessary or appropriate. Students who are approved for off-campus residency must submit their off-campus address to the Records Office. Any student who does not provide an accurate address and phone number by September 9, 2016 for the fall semester or by January 20, 2017 for the spring semester will be charged for room and board.

Any student supplying false information on any petition for off-campus residency or failing to immediately notify the Office of Community Living upon change in exemptions status, with intent to deceive, will be charged for the semester or year room and board costs and be subject to disciplinary action through the student conduct process. In addition, no refund for room will be issued after the student has checked into the residence hall. Students are reminded that they are responsible for the rules, regulations and policies of Marietta College whether living on- or off-campus.

Petitions are available from the Office of Community Living in Andrews Hall. Questions about the petition or petition process, can be directed to the Director of Community Living at 740-376-4784 or by emailing ocl@marietta.edu. Part-time students (students with 9 credit hours or less) need not apply to live off-campus, unless they are currently living in a residence hall.

Students who reserve rooms in College housing contract for the entire year. Once a student has checked into their residence hall for the academic year, they may not apply for off-campus residency for the same academic year. No one is permitted to move within, to, or from College housing except in special cases approved by the Office of Community Living.

All residence halls are closed during all College vacation periods. When residence halls have been closed during a College vacation, they re-open at 9:00 a.m., one day preceding the resumption of classes, except where otherwise stated in the College Calendar. For graduating students, residence halls close at 12:00 p.m. on the day after Commencement.

All students residing on campus must participate in one of the College meal plans

Advanced Placement Program: Credits Table

Subject	Minimum Score	Credit Awarded	Marietta Equivalent	Gen Ed Designation
American History	4+	6	HIST 101 & 102	P
ART-2D Design	3+	3	ART 200	
ART 3D Design	3+	3	ART 200	
ART-Drawing	3+	3	ART 200	R
*ART 2D & 3D	3+ on both exams	6	ART 200 & ART 203	
Art History	4+	6	ARTH 161	R
Biology	4+	4	BIOL 100	C
Chemistry	3,4	4	CHEM 101	B
	5	6	CHEM 131 (3) & CHEM 133 (1) & CHEM 100 (2)	B
Computer Science				
Test A	3	3	CSCI 115	
Test AB	4+	6	CSCI 115 & 116	
Economics				
Microeconomics	4+	3	ECON 211	Y
Macroeconomics	4+	3	ECON 212	Y
English				
Comp. Lang.	4+	3	WRIT 110	
Comp. Lit.	4+	3	ENGL 151	L
Environmental Science	3+	3	ENVR 210	C
European History	4+	6	HIST 100	P,M
French – Language	3+	6	FREN 101 & 102	M and M
German - Language	3+	6	GERM 101 & 102	M and M
Geography	4+	3	HIST 220	P or M
Latin	3+	3	LATN 100	
Math - AB	3, 4	4	MATH 125	Q
	5	8	MATH 125 & 224	Q
Math - BC	3	4	MATH 125	Q
	4+	8	MATH 125 & 224	Q
Math Statistics	3+	3	MATH 223	Q
Music Theory	4+	6	MUSC 111 & 112	R and R
Physics 1	3+	4	PHYS 211	B
Physics 2	3+	4	PHYS 212	B
Physics - C Mech.	3	4	PHYS 211	B
	4+	4	PHYS 221	B
Physics - C E&M	3	4	PHYS 212	B
	4+	4	PHYS 222	B
Political Science - Comp.	3+	3	POLS 120	M or Y
Political Science - U.S.	3+	3	POLS 103	K or Y
Psychology	3+	3	PSYC 101	Y
Spanish - Language	3+	6	SPAN 101 & 102	M and M
- Literature	3+	6	SPAN 300	L
World History	4+	6	HIST 120 & 121	P and M

(For purposes of awarding credit, the applicable scores are those in force at the date of a student's admission to the College.)

Undergraduate Tuition, Fees, and Financial Aid

Office of Vice-President for Administration and Finance: Dan Bryant
Student Accounts Office: (e-mail: mcbill@marietta.edu)
Office of Student Financial Services: Emily Schuck (e-mail: finaid@marietta.edu)

Marietta College is an independent not-for-profit 501(c)(3) institution that relies primarily on revenues from tuition, fees, room and board to fund its educational programs. The table below shows current primary tuition, fees, room and board rates for undergraduate programs. Other non-schedule fees may apply. Tuition and fees for graduate programs and for continuing education programs are shown in the Graduate Programs and Continuing Education sections of this catalog, respectively.

Table of Fees, 2016-2017 (Undergraduate)

Tuition, Room, Board and Fees

Tuition (Bachelor's degrees)	$ 34,340	
Traditional Room	6,400	(note 1)
Board	4,700	
Student fee	730	
Health fee	260	(note 2)
Total for year	$ 46,430	

Special tuition fees

Per hour in excess of 18 hours	$ 980	(note 3)
Per hour for less than 12 hours	1,140	
Private music lessons:		
One half hour per week	220	
One hour per week	335	
Student teaching	250	
Auditing per hour	250	
Off-campus study fee	1,000	
Off-campus study fee - Summer	250	

Other fees

Application for admission fee	$25	
Returned Check fee	40	
Damage Deposit	200	(note 4)
Enrollment Fee (Pmt. Plans)	150	(note 5)
Late payment fee	50	(note 6)
Pre-registration deposit	200	(note 7)
Admission deposit	200	(note 8)
New student orientation fee	385	
International new student orientation fee	325	(note 9)
International student insurance	2,100	
Incoming domestic wire	20	
Incoming international wire	20	
Outgoing domestic wire	30	
Outgoing international wire	60	

Note 1. **Room rate** applies to average double occupancy in all residence halls, excluding Apartments and Suites. Single room rate is 50% above regular room charge:

Annual rates for Residence Halls are:

Traditional	$ 6,400
Suite	7,540
Apartment	7,900

Any student who is living in Marietta College residence halls must have a Marietta College meal plan.

Note 2. The Health Fee covers services at Dr. J. Michael Harding Center for Health and Wellness, housed in Harrison Hall.

Note 3. . The Per-Hour Fee will not apply to hours beyond 18 that result from enrollment in COLL 200, LEAD 121, LEAD 271, or the required FYS course.

The College strongly encourages students to participate in internships. For this reason, the College provides internship opportunities at a heavily discounted rate. If a student enrolls in an internship that results in credit hours in excess of 18 or fewer than 12 in any given semester, a single fee of $465 will apply to the internship (for a maximum of 3 credits per internship).

Note 4. All students living in College housing pay a damage deposit of $200 when they enter Marietta College for the first time or re-enter following a break in matriculation. Damage deposits are used to cover the cost of repair or replacement of College property resulting from extraordinary damage or destruction as the result of abuse by the student(s).

Note 5. If enrolling in the Pioneer Payment Plan after the semester payment due date an enrollment fee applies.

Note 6. Payments made after the due date on Pioneer Payment Plans are subject to a late payment fee of $50.

Note 7. Students must first pay a pre-registration deposit during the Spring semester in order to gain eligibility to pre-register for upcoming Fall semester classes. The deposit is credited against the corresponding Fall semester charges. The deposit is refundable through June 30 provided the student notifies the Records Office no later than June 15th, or the closest business day thereto, that he/she is withdrawing from corresponding Fall Semester.

Note 8. First-time students must pay a one-time Admission Deposit. The Deposit can be paid through the College website (http://www.marietta.edu/Admission/accepted.html) or in person or by mail to the Marietta College Admission Office, 215 Fifth Street, Marietta, OH 45750. Payment of the Admission Deposit indicates the student's intention to enroll at the College for the corresponding semester. The deposit is credited toward tuition and fees applicable to the first semester of enrollment.

Note 9. In addition to the regular orientation fee.

Billing Procedure

Each student at the College is assigned a student account as the basis for financial transactions between the College and the student. The College issues student account statements, called eBills, on a monthly basis on the College website. The College does not issue paper statements. Each student account is password protected in order to provide for security and confidentiality of the information therein. Students and other persons authorized by the student may access the applicable student account by completing the access steps shown on the College website. Students and authorized users can access eBills online by the 10th of each month.

Enrollment in the Pioneer Payment Plan and timely completion of payments under the Plan in most cases satisfies your financial obligations to the College. Payment due dates are reflected on the eBills. The cost of books, clothing, and incidentals are not included on eBills. A student may NOT move into residence halls, participate in meal plans, participate in any extra-curricular activities, or start classes until the student satisfies all financial obligations to the College in the form of payment in full or successful registration in a Pioneer Payment Plan.

All semester tuition, fees, room, board, and misc. charges must be settled in full by November 1 (Fall) and April 1 (Spring).

International student credit balances will not be refunded; credit balances will be applied to future charges.

Enrollment, class registration, grade reporting, transcript issuance, and/or degree conference may occur only if all financial obligations to the College are satisfied in advance.

In order to facilitate payments on each student account, the College provides several payment methods. The Cashier's Office accepts cash and check payments on student accounts. In addition, credit card and electronic check payments may be made through the College website online via the eBill system.

Check payments can be mailed to:

Student Accounts
Marietta College
215 Fifth Street
Marietta, Ohio 45750-4011

Student Accounts website: http://www.marietta.edu/departments/Student_Accounts/index.html

Pioneer Semester Payment Plans

The College offers two payment plans: The Pioneer Four Payment Plan and The Pioneer Three Payment Plan.

Each Semester: Account must be Paid in Full by Due Date (Unless using Pioneer Payment Plan)

- Fall Semester Due Date: August 1, 2016
- Spring Semester Due Date: January 2, 2017
- Any misc. charges incurred after the semester due date are billed on a monthly basis and are due at the end of the month billed.
- $50 Late payment fee after due date.

Four Payment Plan: NO Enrollment Fee

- Fall Semester enrollment through August 1, 2016
- Spring Semester enrollment through January 2, 2017
- 25% Due at time of enrollment.
- Misc. charges incurred after enrollment in plan will be recalculated into the payment plan
- $50 Late payment fee after due date.
- Fall Monthly Due Dates: Aug. 1, Sept. 1, Oct. 1, Nov. 1
- Spring Monthly Due Dates: Jan. 2, Feb. 1, Mar. 1, Apr. 1

Three Payment Plan: $150 Enrollment Fee

- Fall Semester enrollment begins August 1, 2016
- Spring Semester enrollment begins January 2, 2017
- 33% Due at time of enrollment plus $150 Enrollment Fee.
- Misc. charges incurred after enrollment in plan will recalculate into the payment plan.
- $50 Late payment fee after due date.
- Fall Monthly Due Dates: First payment due on day of enrollment in payment plan, Oct. 1, Nov. 1
- Spring Monthly Due Dates: First payment due on day of enrollment in payment plan, Mar. 1, Apr. 1

International Student Deposits and Scholarships

All International monies received via wire transfer, credit card, cash, or cash equivalent that is applied to a student's account will be treated as a "Deposit" against all future charges. No Refunds will be distributed to the student.

Scholarships awarded to the international students will be applied to tuition and fees only. In the event that a scholarship creates a credit balance on a student account, those funds will be held against all future charges. **No Marietta College Scholarship Funds will be issued to the student as a refund.** In the event that a student withdraws or is dismissed before the semester ends, scholarships will be pro-rated in accordance with College policy.

In the event that an International student withdraws or is dismissed from Marietta College, any remaining credit balances will be refunded as follows:

1. Student Notification to the Student Accounts Office of how refund is to be issued.
2. If no notification is made, a check will be issued made payable to the family in US funds and sent to last known address.

When an International student graduates or successfully completes their studies at Marietta College and a credit balance remains, the funds will be refunded as follows:

1. Student Notification to the Student Accounts Office of how refund is to be issued.
2. If no notification is made, a check will be issued and made payable to the family in US funds and sent to last known address.

Private Loans

Many students prefer to obtain private financial assistance to pay for tuition. The College cooperates fully with all banks and other financial institutions engaged in student financing. All outside financing must be completed by payment due dates or late charges will apply. (Semester Due Dates: Aug. 1, and Jan. 2)

Refunds Following Withdrawal

A student who is withdrawing from the College may be eligible for a partial refund of some portions of tuition and fees. The College may provide a partial refund only when the student first receives written consent from the Dean of Students to withdraw or take a leave of absence or when the Dean of Students dismisses the student. The effective date of withdrawal, leave of absence, or dismissal must be during the first five weeks of classes of the semester to receive any partial refund.

The date of withdrawal, leave of absence, or dismissal determines the proportion of tuition and student fees 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. **Housing charges are not refundable**; the College prorates board charges according to the period that the student used the dining service. The College will offer no refund after the fifth week of classes. If the student is enrolled in the Tuition Refund Insurance plan and withdraws for medical purposes, refunds may be available through the provider.

Students who drop from full-time to part-time (i.e., less than 12 credit-hours in a semester) within the first two weeks of classes will be charged the per-hour tuition rate, and financial aid awards will be adjusted to reflect the change in status. **Adjustments cannot be made** to a student's account after the first two weeks of classes due to a drop from full-time to part-time status. Overload fees will not be pro-rated, nor refunded for courses dropped after the first two weeks of classes.

Payments to Federal and State Financial Assistance Programs

Special rules govern repayments to government financial aid programs when a student withdraws before the end of the term. Please refer to the Withdrawal, Refunds, and Financial Aid section, in this Catalog.

Insurance

Tuition Refund Insurance

The College encourages all students to purchase Tuition Refund Insurance. If a student is unable to complete the semester because of medical reasons, the insurance allows the student to withdraw at any time from Marietta College and receive an 80 percent refund of tuition, fees, room and board. A qualified physician must certify the need for a medical withdrawal. Without this insurance, a student could lose a significant investment in tuition, fees, room and board.

Participation in the Tuition Refund Plan is optional. Those who wish to participate must do so before the first day of fall classes. Students will receive information about this insurance program through the mail during the summer.

International Student Insurance

All international students must participate in the College International student insurance plan unless the student can show to the satisfaction of the Office of Student Accounts that s/he is covered by a plan in their home country which provides equal or near equal coverage in the U.S. The College plan requires deductibles and copays. It provides benefits for physician office and hospital visits, testing, treatment, and medicine associated with an injury/ illness. For more information on the insurance plan, students should contact the Office of Diversity and Inclusion.

Personal Property Insurance

The College does not provide insurance coverage or reimbursements for loss of students' personal property at the College or while on trips. The College encourages families to review their homeowner's or renter's policies to determine if their personal property is covered while at Marietta College. Many insurance providers offer a rider to the primary policy to insure personal property away from home.

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 family has the responsibility to meet college costs to the extent it is able, Marietta College tries to build a partnership with each family that will bridge the gap between the family's contribution and College costs.

Financial Aid

Sources of Assistance

There are three principal types of aid that are potentially available to college students:

1. Grant or scholarship, which the student does not have to repay;
2. Loan, which the student usually must repay with interest, after leaving college; and
3. Part-time employment, for which the student is paid and is expected to budget as part of the means of meeting educational expenses.

1. Grants and scholarships

a. Government Programs

The **Federal Pell Grant** is the result of the Higher Education Amendments of 1972. This grant represents the foundation, or base program, of all federal financial aid for undergraduate students, and is combined with other aid resources to meet need. The Pell Grant was created to assist lower income families.

The **Federal Supplemental Educational Opportunity Grant (FSEOG)** is a need-based grant program developed to assist low income families. Grants consist of a combination of federal and College funds.

The **Teacher Education Assistance for College and Higher Education (TEACH) Grant** program provides grants of up to $4,000 per year to students who intend to teach in a high need subject area in a public or private elementary or secondary school that serves students from low-income families. This grant reverts to an Unsubsidized Stafford loan if the student does not complete the teaching requirement within 8 years of graduation/program completion.

The **Ohio College Opportunity Grant (OCOG)** is a state program providing grants to eligible Ohio residents enrolled as undergraduate students. To be eligible, the student must be a Pell grant recipient with exceptional need.

b. Marietta College Programs

A student must be enrolled full time in a first Bachelor's degree program to be eligible for Marietta College scholarships and grants. Students seeking an additional Bachelor's degree are not eligible. All scholarships awarded, unless otherwise noted in the scholarship criteria, will be credited to tuition and fees only. No refunds of Marietta College grants or scholarships will be made.

The scholarships listed below are awarded to first-time freshmen only.

The recipient of the **McCoy Scholarship** will receive an award equal to tuition, fees, standard room and board at Marietta College for eight full time academic semesters of continuous academic enrollment. *This award supersedes all other college funded awards. Recipient must live on campus.*

Recipients of the **Trustees' Scholarship** will receive an award equal to full tuition at Marietta College for eight semesters of full time, continuous enrollment. *This award supersedes all other college funded awards.* Up to 3 scholarships will be awarded each year. *This award is competitive and by invitation only. Recipients must live on campus.*

Recipients of the **President's Scholarship** will receive an annual award equal of $19,000 at Marietta College. The scholarship is renewable for eight semesters. Recipients must have a minimum of a 28 ACT composite or 1260 SAT and a high school GPA of 3.75 or higher.

Recipients of the **Provost Scholarship** will receive an annual award of $18,000 at Marietta College. The scholarship is renewable for eight semesters. Recipients must have a minimum of a 26 ACT composite or 1190 SAT and a high school GPA of 3.50 or higher.

Recipients of the **Dean's Scholarship** will receive an annual award of $17,000 at Marietta College. The scholarship is renewable for eight semesters. Recipients must have a minimum 24 ACT composite or 1110 SAT and a high school GPA of 3.25 or higher or a GPA of 4.0 and ACT 21-23/SAT 990.

Recipients of the **Navy Blue & White Scholarship** will receive an annual award of $16,000 at Marietta College. The scholarship is renewable for eight semesters. Recipients must have a minimum 21 ACT composite or 990 SAT and a high school GPA of 2.75 or higher.

To renew their awards, all scholarship recipients are required to maintain continuous full-time enrollment at Marietta, maintain a minimum GPA of 3.0 annually, be in good standing in the community and make standard academic progress while studying at Marietta College. All scholarships, except for the McCoy Scholarship, can only be used to defray the costs of tuition at Marietta College.

To be considered for these scholarships, a prospective student must be fully admitted by February 15, prior to his or her freshman year of college.

Students interested in physics can apply separately for consideration as a **Rickey Scholar**. This scholarship provides up to 5 awards of $19,000 per year and requires students to be physics majors and maintain a 3.25 GPA. This award supersedes all other merit based college funded awards.

Students qualifying for need-based assistance will receive a Financial Aid Award incorporating the amount of the scholarship.

Talent Scholarships in the Fine Arts are awarded to first-time freshmen on the basis of the student's performance in a College-sponsored competition. When awarding the scholarships, the faculty uses many criteria including previous fine arts experience and education, letters of reference, an audition, and a portfolio.

In order to compete, students must be admitted to the College and must complete a reservation available through the Office of Admission.

To renew the Talent Scholarship, students must maintain continuous full-time enrollment at Marietta, make satisfactory progress toward a degree, participate in their area of talent while attending Marietta College and must be recommended for renewal by the Talent Scholarship Committee. Recipients of Talent Scholarships eligible for need-based assistance will receive a Financial Aid Award incorporating the amount of the scholarship.

The awards listed below are awarded to students who transfer to Marietta College and who meet the specific criteria for each award. Consideration is automatic and requires no additional application.

The **Transfer Scholarship** is awarded to transfer students who have achieved at least a 3.25 cumulative grade point average in academic subjects in at least 30 hours of transferable academic course work. The scholarship is valued at $10,000 and is renewable for up to three years, provided the student maintains a 3.00 cumulative grade point average and continuous, full-time enrollment.

The **Explore Award**, valued at $7,500, is offered to transfer students who have achieved at least a 3.0 cumulative grade point average in academic subjects in at least 30 hours of transferable academic course work. It is renewable for up to three years, provided the student maintains a 3.00 cumulative grade point average and continuous, full-time enrollment.

The grants and scholarships listed below are awarded to both incoming and transfer students.

The **Economic Roundtable Sponsor Scholarship** provides an award of $2,000 annually for up to four years of study at Marietta College. To be eligible for this award, the student must be nominated by a sponsor of the Economic Roundtable of the Ohio Valley, and admissible by the criteria established by the Office of Admission of Marietta College. The scholarship may be renewed if the student is in good standing and is making satisfactory progress toward a degree.

The **Legacy Grant** is awarded to biological children and grandchildren of Marietta College graduates. The award is for $3,500 and is renewable for up to four years of study provided the recipient remains in good academic standing and is making satisfactory progress toward a degree. Transfer students are eligible for the Legacy Grant, though

previous college work will be counted in determining years of renewal.

Students are eligible for up to two non-need-based Marietta College awards which may not exceed the cost of tuition.

Marietta College is committed to partnering with students and their families to make a Marietta College education affordable. **Marietta College Grants** represent our institutional commitment to affordability and consist of College funds awarded on the basis of need to students enrolled full time at the College. Determination of need is made using information provided to the Office of Student Financial Services through the Free Application for Federal Student Aid (FAFSA). Funding for these grants considers all institutional gift aid sources.

Students who receive Marietta College grants and/or scholarships may also be eligible for named endowed scholarships. Through the generous donations of friends, alumni, and corporations, Marietta College is able to offer a robust financial assistance program. There are no separate applications for endowed scholarships. A named endowed scholarship may be included in your grant and/or scholarship award and does not increase or change the total amount awarded. Scholarships are awarded to students who meet the criteria specific to each fund.

The Yellow Ribbon GI Educational Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Education Assistance Act of 2008. Qualifying eligible veterans, their dependents, or spouse may receive 100% of Marietta College tuition and fees assistance through receipt of a combination of Post-9/11 Veterans Educational Benefits, the VA Yellow-Ribbon Program, and Marietta College's Yellow Ribbon Award Program. This tuition and fees benefit program includes both undergraduate full and part-time enrollment. Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. Determination of a veteran's eligibility is made by the VA and the veteran must file an online application with the VA (www.gibill.va.gov).

Beyond the GI Bill or other VA educational benefits, most student veterans may be eligible for financial aid such as federal or state grants and Federal Direct student loans. Student veterans may also be eligible to receive a Marietta College scholarship or merit award, as determined through the admission process. However, VA benefits supersede Marietta aid consideration. When a veteran receives 100% in tuition benefits through the GI Bill or other VA education benefits they will not receive additional Marietta College financial aid or scholarships above the cost of tuition and fees. Submitting the FAFSA and determining financial aid eligibility can assist in helping veterans pay for college once their GI bill or other VA education benefits have been considered.

2. 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 ceases to be enrolled at least half-time and regular monthly payments of not less than $50 are required. Simple interest is charged once the student leaves school.

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 the 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.

3. Student employment

The Federal Work-Study Program (FWSP) provides work opportunities to students demonstrating financial need. There are employment opportunities on campus and in local non-profit, community service agencies.

The Student Employment Office, in cooperation with the Office of Student Financial Services, provides students with referrals to part-time jobs on the basis of individual needs, abilities, and time available for work.

Application Process

To apply for assistance through the federal financial aid programs, students must submit to the federal processor the Free Application for Federal Student Aid (FAFSA). In many states, including Ohio and Pennsylvania, this form also serves as the vehicle through which students apply for state assistance. The FAFSA is generally available in January online at www.fafsa.gov or from the Marietta College Office of Student Financial Services.

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.

Renewal of Aid

Eligibility for need-based assistance is determined, in part, by the results of an analysis of information provided the College through the Free Application for Federal Student Aid (FAFSA) or Renewal Free Application for Federal Student Aid (RFAFSA). Additional factors include satisfactory academic progress and good citizenship.

Level of and eligibility for assistance can vary from year to year as a result of factors such as changes in family circumstances, availability of aid resources, and revisions in federal and state laws and regulations.

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. Each male student must also document compliance with Selective Service Administration regulations.

Graduate students should refer to the Graduate catalog for information regarding financial aid.

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. The quantitative and qualitative standards used to determine academic progress include all periods (fall, spring, and summer terms) that the student is enrolled. Periods of enrollment in which the student did not receive financial aid funding are required to be included for satisfactory academic progress determination. 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 federal, Ohio, and Marietta College resources. Different standards might be required for funds provided by other state and private agencies and, where applicable, will be governed by those standards.
3. Satisfactory academic progress is reviewed at the completion of each academic term, including summer, with decisions on eligibility for continued assistance made at the completion of each academic year. Academic year is defined as two academic terms of enrollment. A completed academic year would have occurred when hours were attempted in any two academic terms. A student may have earned hours in the fall and not attend again until the fall of the next year. An academic year in this case would have occurred at the end of the second fall semester. Students who are not meeting satisfactory academic progress standards but who are not at the end of a full academic year will be placed on a one semester warning period and will retain aid eligibility for the upcoming term.
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. 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 Standard 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 Standard 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 24 hours	1.600
25 to 58 hours	1.800
59 hours and higher	2.000

In addition, a student must have achieved a 2.000 GPA at the end of two academic years regardless of how many hours enrolled for each academic term.

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
Associate of Arts	61	91
Bachelor of Arts	120	180
B.A. Public Accounting	150	225
Bachelor of Fine Arts	120	180
Bachelor of Music	120	180
Bachelor of Science	120	180
B.S. in Petroleum Engineering	133	200

A student will be granted an allowance for one change of major or second degree. A student who changes his or her major will be allowed a maximum number of attempted credit hours equal to the credit hours attempted at the point of making the major change or starting the second degree plus the maximum allowable attempted hours for the new major. When progress is checked, a student must still earn at least 67% of the total credit hours attempted.

For a student pursuing a double major, the maximum credit hours attempted will be 150% of the total of the general education requirements plus the courses required for the two majors.

Incompletes, Course Repetitions, Withdrawals, and Non-credit Remedial Courses

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, all incompletes must be resolved prior to determining renewed eligibility for aid.

Fresh Start

Students readmitted to Marietta College under the Fresh Start program will automatically be granted a probationary term of financial aid. Students making satisfactory academic progress during that probationary term will continue to have eligibility for financial aid as long as they continue to meet qualitative and quantitative requirements on a cumulative basis from the point of readmission. However, they are eligible to receive financial aid for no more than 150% of the total hours required for the degree program in which the student is enrolled including hours attempted prior to entering the Fresh Start program. Students who fail to make satisfactory progress in their probationary term or any term thereafter will lose aid eligibility and be treated as any other student who has already had a probationary term of financial and their entire Marietta College record will be considered in determining when aid can be reinstated.

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 30 credit hours of prior course work will be measured against the standards for those who have completed 30 credit hours at the College.

Specific Appeal Procedures

A student who has been denied financial aid because of failure to maintain satisfactory academic progress may make a one-time appeal to the Financial Aid Committee on Academic Progress. The appeal must be in writing, either in the form of a letter, a fax or e-mail. It should be sent to the Associate Director of Student Financial Services and must be received by the date directed in the letter the student will receive notifying of loss of financial aid. The appeal letter should show that the student recognizes the cause of prior academic difficulties and has identified remedies that will ensure future academic success. Each appeal will be considered on an individual basis. Special attention will be given to students deemed to be educationally disadvantaged under "special circumstances". Examples of special circumstances that may be considered include but are not limited to:

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

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

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 term, a student thinks 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 term. 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 term 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 term and must complete the requirements stated in the response letter to continue receiving aid past the probationary term.

If a student is granted a probationary term and withdraws from the college after the first two weeks of that term, that term will be considered the probationary term and the grade point average recorded at the end of the term 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.

However, at the discretion and initiative of the Director of Student Financial Services, one additional probationary term may be granted under two situations. One additional probationary term may be granted if the student does not meet the required term GPA but does earn a GPA which is 2.000 or above. However, at the end of this additional probationary term, the student must have earned a 2.000 cumulative GPA or their financial aid eligibility will be revoked until they have met the qualitative and quantitative standards for their enrollment status. The other situation is when, having been granted a probationary term based on an appeal, a student brings their cumulative GPA to a 2.000 or above and then later loses financial aid eligibility because of subsequent failure to maintain satisfactory academic standards. Normally, the student would be ineligible for financial aid until the cumulative GPA returned to at least 2.000. However, if after losing eligibility for a second time, the student earns a term GPA that is exceptional, the

Director of Student Financial Services may elect to grant the student one additional probationary term. However, at the end of this additional probationary term, the student must have earned a cumulative GPA of 2.000 or their financial aid eligibility will be revoked until they have met the qualitative and quantitative standards for their enrollment status.

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

Merit-Based and Talent Scholarships

Students receiving merit-based scholarships must maintain a higher standard in order to retain scholarship funds. All Marietta merit-based scholarship recipients enrolling at Marietta College in the fall term of 2007 or later must maintain a 3.000 cumulative grade point average. All merit-based scholarship recipients must maintain continuous full-time enrollment at the College for renewal of their scholarships. All standards are measured at the completion of each academic year.

Students receiving Talent Scholarships in the Fine Arts must maintain continuous full-time enrollment, a minimum cumulative grade point average of 2.000 as measured at the completion of each academic year, and must be recommended for renewal by the Talent Scholarship Committee.

Students who are close but do not meet the requirements for renewal of a merit scholarship may write a letter of appeal to the Director of Student Financial Services for special consideration to retain their scholarship.

Merit and Talent Scholarship eligibility is limited to a maximum of eight semesters of continuous enrollment at the College. Once a student completes the requirements for a degree, all institutional aid shall cease.

Withdrawal, Refunds, and Your Financial Aid

A student who withdraws from the College during a term might be eligible for a partial refund. The refund is determined according to the policy outlined earlier 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 term. If 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. Federal Perkins loans,
6. Federal PLUS loans,
7. Pell Grants,
8. Supplemental Educational Opportunity Grants,
9. Other Federal Title IV aid (excluding work-study), and
10. Other programs as required by the program.

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

State Grant Refund

The percentage of Ohio's state grants and scholarships that the student is entitled to retain toward payment of tuition charges is the same as the percentage of the adjusted tuition charged to the student. The remainder is refunded to the state. Refunds to programs of other states will be made in accordance with the regulations of those programs.

Marietta College Refund

The amount refunded to Marietta College's financial aid funds is the same as the percentage of the reduction in tuition, room and board.

Graduate Programs

Marietta College offers two programs leading to a master degree:

- Master of Arts in Psychology (M.A.P.)
- Master of Science in Physician Assistant Studies (M.S.P.A.S.)

Information on the Graduate Programs can be obtained either from the separate Graduate Programs Catalog or the program director listed above.

Continuing Education Program

Registrar: Tina Perdue (ce@marietta.edu)

The College believes that education should be a life-long venture and so for over half a century, Marietta College has provided a Continuing Education Program to area citizens that makes available a variety of programs at the certificate, associate degree, bachelor degree and master degree level. Information on the master degrees offered are described in the Graduate Programs Catalog.

Undergraduate courses are open to Continuing Education students of 24 years of age or more, attending part-time, and who possess at least a high school diploma or equivalent.

Bachelor Degrees

Students may complete the requirements for any of the majors or minors offered by the College by attending day and evening classes. In addition, Continuing Education students may pursue a General Studies major described below. The graduation requirements for a bachelor degree awarded through the Continuing Education Program are the same as those listed elsewhere in the Graduation Requirements section of the Catalog.

The General Studies major is open only to Continuing Education students. The requirements for this major are twenty four (24) credit hours in one department (for this purpose, accounting, economics, finance, management and sports management are considered one department), and twenty four (24) credit hours drawn from two additional departments. The second set of 24 hours must have at least nine hours from each department. In addition, each student, in consultation with the registrar and a faculty member in the student's primary concentration, will identify an appropriate capstone course (minimum 1 credit) that will serve as a culminating experience and provide an opportunity for synthesis of knowledge and skills obtained throughout the course of study."

Associate Degrees

The associate degree option is open only to Continuing Education students. The degrees available are the Associate of Arts Degree in Business Administration and the Associate of Arts Degree in Liberal Arts. Both degrees require 61 credit hours of course work. Credits for courses numbered below 100 do not count toward the minimum credits required for the degree. All courses taken for the associate degrees may be applied to a bachelor degree at the College. At least 15 of the last 18 credit hours for either of the degrees must be completed at Marietta College.

The course requirements for the associate degrees are:

Associate of Arts Degree in Business Administration

General Requirements **25 Hours**
WRIT 110 COMM 101 Fine Arts Diversity and Global Perspectives Historical Perspectives Scientific Inquiry with lab
Literary Analysis Leadership and Ethics

Required concentration courses **9 Hours**
ECON 211 ECON 212 ACCT 201

Electives in Business & Economics **18 Hours**
Course 1 Course 2 Course 3
Course 4 Course 5 Course 6

General Electives: Any department **9 Hours**
Course 1 Course 2 Course 3

Total Hours Required **61 Hours**

Associate of Arts Degree in Liberal Arts

General Requirements **28 Hours**
WRIT 110 COMM 101 Fine Arts Diversity and Global Perspectives Historical Perspectives Social Analysis
Scientific Inquiry with lab Literary Analysis Leadership and Ethics

Area of concentration* **24 Hours**

First area **12 Hours**
Course 1 Course 2 Course 3 Course 4

Second area **6 Hours**
Course 1 Course 2

Third area **6 Hours**
Course 1 Course 2

General Electives: Any department **9 Hours**
Course 1 Course 2 Course 3

Total Hours Required **61 Hours**

* Areas of concentration refer to areas of study within a department, e.g. psychology, business & economics, or history. The student will select three separate areas of study.

Degree Completion Program for Nurses

Any registered nurse who has completed either a two- or three-year accredited nursing program, passed the examination for registry, and completed not less than three years of work experience in the nursing profession, will be awarded 60 semester hours of credit toward any Bachelor degree program of study. All general education and major requirements must be fulfilled.

Admission to the Continuing Education Program

Eligibility

Continuing Education courses are open to any person at least 24 years of age who holds at least a high school diploma or its equivalent and any person who has previously completed a bachelor's degree.

Application

Formal application is not required of Continuing Education students until after they have completed 12 credit hours at Marietta College. However, Continuing Education students who wish to apply for financial aid must complete a Continuing Education application and meet the admission requirements of the College.

Transfer of Credit

Marietta College welcomes students transferring course work from other colleges and universities. Most Continuing Education students include some transfer work as part of their degree program. 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. Any transferring student should be aware of the College's Residency Requirement which stipulates that a minimum of 36 of the last 43 hours of course work must be completed at Marietta College in order to receive a Bachelor degree, and 15 of the last 18 hours of credit used in fulfillment of the requirements for the associate degree must be completed at Marietta College.

Additionally, for the bachelor degrees eighteen hours in the major must be courses taken at Marietta College.

Prospective students are encouraged to make an appointment with the Registrar to discuss questions about the Continuing Education Program. Students who are re-entering college may find it useful to have a review and evaluation of their previous course work. This may also be done as part of the preregistration interview process prior to each semester.

Fees

Tuition for Continuing Education courses at the undergraduate level is $450 per credit hour, with the exception of academic internships. The College strongly encourages students to participate in internships. For this reason, the College provides internship opportunities at a heavily discounted rate. If a CE student enrolls in an academic internship, a single fee of $450 will apply to the internship (for a maximum of 3 credits per internship). The fee for auditing a course is $250 per credit hour.

Students must be designated degree seeking in order to qualify for federal, state or institutional aid at Marietta College. Students must carry a minimum of six credit hours per semester in order to qualify for student loans. Please see the Financial Aid and Standards of Satisfactory Progress section of the catalog for more information on available aid.

Continuing Education Policies

Course Load

The normal academic load for Continuing Education students is six credit hours, but a maximum of eleven credit hours is permitted.

Auditing

If a student chooses to audit a course, he or she is not required to take any of the examinations or meet any of the other academic obligations of the course but may participate more fully if he or she wishes to do so. No grade or credit is recorded; however, a record of the course audit is kept on the student's transcript in the Records Office. The fee for auditing a course is $250 per credit hour plus any applicable course fees. Students who register to audit a course but stop attending may be administratively withdrawn from the course and assigned a grade of W (see Grading section) at the discretion of the registrar.

Non-traditional study

Courses listed in the Catalog that are not otherwise conveniently available to Continuing Education students may be taken on a non-traditional study basis. In most cases the delivery system, not the course content, is all that is changed. Individually designed independent study projects are also available. In each case, a learning contract is prepared by the student and instructor, which defines the time frame for the course, reading assignments, degree of contact between the instructor and student, and other expectations and methods of evaluation. Non-traditional study is not a correspondence course program. In most cases the instructor meets with the student on a regular basis to discuss assignments and monitor the student's progress.

Continuing Education Honors

College Scholar

A Continuing Education student, upon completion of the first 30 undergraduate semester hours in residence towards a degree program (associate or bachelor) at Marietta College, with a cumulative grade point average of 3.50 or higher, qualifies as a College Scholar, Continuing Education.

Dean's List

Any Continuing Education student completing at least 12 credit hours with a grade point average of 3.50-3.749 in a given academic year is recognized as a Dean's List student for that year.

Dean's High Honors List

Any Continuing Education student completing at least 12 credit hours with a grade point average of 3.75 or higher in a given academic year is recognized as a Dean's High Honors List student for that year.

The Research Honors Program

Students may attain the distinction of Honors in a Discipline through participation in the Research Honors Program. This program is described in the Curricular Options and Enhancements section of this Catalog.

Degrees with Distinction

A student who completes his or her course of study with a high record will be recommended for a degree with distinction. The degree with distinction is of three categories:

- Summa cum laude: a cumulative grade point average between 3.900 and 4.000
- Magna cum laude: a cumulative grade point average between 3.750 and 3.899
- Cum laude: a cumulative grade point average between 3.500 and 3.749

Town and Gown

The Town and Gown program allows members of the general public to sit in on Marietta College courses for the nominal charge of $50 per course. Additional course fees may also apply. Enrollment is contingent

upon space availability in the course and approval of the instructor. Because Town and Gown participants are not formally enrolled students and do not pay standard tuition and fees, course involvement is limited to classroom participation. Neither a Marietta College network account nor College ID will be issued and access to online class materials will not be available. Persons enrolled under the Town and Gown program do not take examinations nor meet any of the other academic obligations of the course. No grade is awarded and no formal academic record is kept of the enrollment. Town and Gown forms are available from the Records Office. All Town and Gown fees are non-refundable.

Individuals who wish to have greater access to class materials and College resources (i.e., Moodle, Legacy Library, technical support), and to participate more fully in coursework should refer to the information on Auditing Courses (above).

Summer Session

Eligibility

No formal application is necessary to enroll in summer session courses at Marietta College. Students in good standing at any college or university, or persons who wish to pursue course work on a part-time basis may enroll. Any high school graduate or high school student meeting the PSEO guidelines is eligible to enroll. Attendance at summer term courses does not constitute formal acceptance to Marietta College.

Schedule

The summer session usually begins in mid-May and ends in late July or early August. Course schedules vary according to instructor preferences. The dates vary slightly from year to year and the student should refer to the Summer Session schedule for details.

In addition to on-campus courses, Marietta College offers online courses during the summer session in an accelerated format. This means that a full 14 weeks of material is covered in these shorter summer sessions. The exact number of hours per week that you can expect to spend on each course will vary based upon the length of the session, the weekly coursework, as well as your study style and preferences. However, you should expect that the total time spent on each course will be equivalent to, or exceed, that which would be dedicated to a single course in a standard academic term.

Course Load

A student may enroll in a maximum of two courses in any single or overlapping sessions during the summer and a maximum of 12 credit hours for the entire summer semester. Permission for exceptions to these limitations must be obtained from the registrar.

Fees

Fees for summer session courses are the same as the Continuing Education fees listed above with the exception of summer academic internships, which are strongly encouraged. For this reason, the College provides internship opportunities at a heavily discounted rate. Summer academic internships are billed at a single fee of $450 for a maximum of 3 credits per internship.

Refunds for withdrawals

Refunds for summer courses are pro-rated according to the length of the course. Full refunds are given only if the course is dropped before the second day of the course. Specific drop, withdraw and refund dates for each Summer Session are available on the Summer Session Website at http://www.marietta.edu/Academics/summer_session.html. Once the course begins, refunds will be prorated according to the schedule published by the Records Office.

Campus Facilities

The Marietta College campus is close to downtown Marietta and within easy walking distance of both the Ohio and Muskingum Rivers. The 130-acre campus is bounded by 4th, 7th, Putnam and Greene Streets. The oldest building, the President's Home, dates from 1822 while Harrison Hall, the newest residence hall, was completed In the fall of 2012 In 2014, the Arbor Day Foundation awarded Marietta College "Tree Campus USA" status for establishing and sustaining a healthy community forest.

The Legacy Library

Website: library.marietta.edu; e-mail: library@marietta.edu
Messaging: MCLibraryInfo
Director of the Library: Dr. Douglas Anderson
Librarians: Angela Burdiss, Joe Straw, Peter Thayer

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

An integrated, multi-function library management system enhances the capabilities of users to search for materials in the library's collections and includes an automated circulation system, as well as serials check-in and electronic ordering modules. As a member of OhioLINK, a statewide consortium of Ohio college and university libraries and the State Library of Ohio, the Library provides access to over 50 million books and other library materials, millions of electronic articles, almost 10,000 electronic journals, more than 100 electronic research databases, over 181,000 e-books, thousands of images, videos and sounds, and 40,000 theses and dissertations from Ohio students. Students and faculty, using the patron-initiated, online borrowing feature, can request books directly from other OhioLINK libraries.

The Legacy Library's print collections include over 247,000 print volumes, including General Collection books, Bound Periodicals, and Special Collections books. Audio-visual holdings include more than 2,800 audio CDs and 4,700 videos. 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.

Library Special Collections

The Slack Research Collections comprise the individually named special collections of library materials which are housed in the Legacy Library. The name honors the decades of commitment and dedication of the Slack family to Marietta College. Included in the major collections are the following:

The Cutler Collection, numbering more than 1,500 manuscripts, contains the correspondence and papers of Ephraim Cutler (1767-1853) and of his son, William Parker Cutler (1812-1889). These two men, son and grandson respectively of Manasseh Cutler, played prominent roles in the legislative, economic, and educational growth of Ohio. The donor of the collection, Mary Dawes Beach, great-great-granddaughter of Manasseh Cutler, was the wife of Arthur G. Beach, author of *A Pioneer College: the Story of Marietta*, published in 1935, and professor of English at Marietta from 1913 to 1934.

The Charles Gates Dawes Collection consists of 146 autographed letters and documents of internationally known men and women of the past 400 years. The collection was presented to the College in 1938 by Charles Gates Dawes, Class of 1884, who assembled it while he was serving in France during World War I. Included are autographs of world-famous statesmen, artists, authors, monarchs, musicians, philosophers, and scientists.

The Paul Fearing Collection consists primarily of the business documents of Paul Fearing (1762-1822), first attorney in the Old Northwest Territory, and contains many papers related to his work as an agent for non-resident land owners. Also included is the correspondence between Paul Fearing and Mr. and Mrs. Nathan Willis, Fearing's brother-in-law and sister.

The Harry Philip Fischer Collection of photographs contains 14,000 plates and films of local scenes and a collection of photographs of steamboats. A graduate of Marietta Academy, Class of 1896, Fischer was a well-known photographer in Marietta from 1901 to 1949. The collection was donated by Mrs. Daisy Fischer and Richard Philip Fischer.

The Samuel Prescott Hildreth Collection consists of the letters, documents, and memorabilia of Samuel Prescott Hildreth (1783-1863), Marietta physician, geologist, botanist, and amateur historian. The material focuses on the pioneer history of the Ohio Valley from 1787 to 1847, and also contains information on natural history and geology. Included are meteorological records from Hildreth's 40 years of weather observation, as well as the notes of his medical practice from 1831 to 1854. Some of the material was used in two of his publications, *Pioneer History* (1848), and *Biographical and Historical Memoirs of the Early Pioneer Settlers of Ohio* (1852). Books from Dr. Hildreth's own library are also cataloged into the special collections.

The Stephen Durward Hoag Collection of photographs depicts people and scenes of mid-twentieth-century Marietta, and also contains reproductions of images made by earlier photographers. A member of the Class of 1923, Hoag was a well-known amateur photographer.

The Legacy Art Collection consists of paintings, prints, and artifacts collected by the College. Included are many works of art acquired by the College's second president, Henry Smith, during a trip to Europe in 1836, as well as paintings by local artists.

The Manuscripts and Documents of the Ohio Company of Associates is a collection of business records, land records, and correspondence related to the earliest settlement of Marietta and the Old Northwest Territory. It includes the original book of minutes of the Associates, record books of shareholders and their land allotments, survey plats, and surveyors' field notes. Part of the collection was bequeathed by William Rufus Putnam, the grandson of Rufus Putnam, and part was deeded to the College by Agnes Ward White, whose ancestor, Nahum Ward, owned a controlling interest in the Company's assets.

The Rufus Putnam Papers is a collection of the correspondence and records of General Rufus Putnam (1738-1824), Revolutionary War officer, superintendent of the Ohio Company of Associates, and surveyor general of the United States. The material reflects the hazardous economic, military, and political life of the pioneer era in the Old Northwest Territory. The collection was bequeathed to Marietta College by William Rufus Putnam, grandson of Rufus Putnam.

The Rare Book Collection contains volumes dating from 1489. Included are incunabula, rare dictionaries, nineteenth-century textbooks, and many historical first editions, such as Newton's *Opticks*.

The Charles Goddard Slack Collection of historical documents and prints contains more than 250 letters, documents, and illustrations of persons notable in the history and culture of Marietta College, the city of Marietta, and the Old Northwest Territory. The core of the collection was presented in 1905 by Charles Goddard Slack, Class of 1881, and is supported by endowment funds given by him and by Francis G. Slack (D.Sc. 1951).

The Rodney M. Stimson Collection, deeded to the College in 1900, consists of about 20,000 volumes of Americana, rich in the history of the Old Northwest Territory and Ohio, the westward movement, Native American Indians, the Revolutionary and Civil wars, slavery and abolition, personal narratives, almanacs, and books on early travel. Rodney Metcalf Stimson, Class of 1847, was a lawyer, newspaper editor, and librarian of the state of Ohio, as well as librarian and treasurer of Marietta College from 1895 to 1913.

The Frederick Way, Jr., Collection was donated to the Library in 2010 by Joseph W. (Woody) Rutter, Class of 1948 and son-in-law of the collector. The Way Collection, begun in the 1930's, contains approximately 9,500 images on 5x7 and postcard sized negatives in film and glass plates of riverboats and represents the work of fifteen photographers.

Many additional manuscript collections related to the history of the region, too numerous to name individually, are preserved in the Slack Research Collections. Also maintained are the Marietta College Archives, which contain the correspondence of past presidents, College publications, photographs, and records documenting the history of the College from the time of its founding.

Library Endowment Funds

The following funds have been given or bequeathed to the College for the acquisition of information resources or for the support of library operations:

The Care of Special Collections Fund is maintained by numerous contributions of alumni and friends of the College who wish to support the development and maintenance of the library's unique collections of manuscripts, photographs, rare books, and other primary research materials.

The Charles Fritz Absolon Memorial Fund was established in 1979 by his family and friends in memory of Mr. Absolon (1956-1978), Class of 1978. The income is used for the acquisition of information resources in geology. Each year the outstanding graduating geology major, as determined by the geology faculty, receives the honor of the Absolon Prize by having his or her name imprinted on the bookplates of the library materials purchased that year with the income.

The Frank E. Adair Fund was established in 1983 from a bequest of Dr. Adair, Class of 1910, Sc. D. 1934, LL.D. 1947. Income from the fund is used for the acquisition of information resources in the humanities.

The Alderman Fund was established in 1973. The income is used to aquire information resources.

The George Jordan Blazier Memorial Fund was established in 1970. The income is used to support a continuing program of acquisition and care of books, periodicals, and manuscripts within the special collections of the library. The fund was created from numerous gifts made to the College by friends of Dr. Blazier, Class of 1914, L.H.D. 1960, College librarian, 1914-1959, and College archivist, 1954-1970. In 1983 the fund was increased by friends in memory of Mrs. Agnes Dedge Blazier (1893-1983).

The Peter L. Cartoun Memorial Fund was established in 1979 by his family and friends in memory of Mr. Cartoun (1958-1979), Class of 1980. The income is used for the acquisition of information resources.

The John W. Crooks Memorial Fund was established in honor of Mr. Crooks, Class of 1897, by the Ohio Farmers' Insurance Company in 1926. The income is used for the acquisition of information resources on insurance and related fields.

The Michele Ann Darrell Memorial Fund was established in 1983 by her family and friends in memory of Ms. Darrell (1958-1978), Class of 1980. The income is used for the acquisition of information resources in the humanities.

The B. Gates Dawes Jr. Fund was established in 1969 from a bequest by Dr. Dawes, Class of 1917, L.H.D. 1966, a trustee of the College for 20 years, and chairman of the Board of Trustees from 1954 to 1966. Income from the fund is used to support the acquisition of information resources.

The Henry Barker Fernald Fund was established in 1958 by Dr. Fernald (LL.D. 1960), a direct descendant of Marietta pioneer Joseph Barker. Income from the fund is used for publication of historical records or other papers relating to the settlement of Marietta and vicinity and to the pioneer settlers.

The Friends of the Library Fund is maintained by numerous contributions of alumni and friends of the College who wish to support the College program by aiding in building the library collections. Gifts are received in cash or books, and are often initiated as memorial presentations. A record of individual gifts is published in the Annual Report of the College Librarian.

The Fred G. Jackson Memorial Fund was established in 1964 by his wife in memory of Mr. Jackson, Class of 1918, a trustee of the College during 1955-1960 and 1962-1964. The fund is based upon the numerous memorial gifts tendered the College by Mr. Jackson's friends. The income is used for the acquisition of information resources.

The Robert L. and Irene N. Jones Library Fund was established in 1990 from a gift of Dr. Irene Neu Jones, Class of 1944, Litt. D. 1990. The income is used for the purchase of books in history and political science. Dr. Robert L. Jones was a member of the Marietta College faculty from 1938 to 1975, serving as chair of the department of history and political science from 1945 to 1970, continuing as chair of the department of history until 1972. He was the first recipient of the Andrew U. Thomas Professorship in History (1966-1975).

The Margaret Brown Krecker Memorial Fund was established in 1960 by Dr. Frederick H. Krecker in memory of his wife, Margaret Ellen Brown Krecker, Class of 1915. The income is used to purchase books relating to government.

The Legacy Library Endowment, established in 2010, contributes financial support for the operational, maintenance, personnel, and information resource needs of the Legacy Library.

The Helen V. McIntire Memorial Fund was established in 1979 from a bequest to the College by Mrs. McIntire (1905-1978), Secretary to the director of development and to the Secretary of the College (1958-1974). The income is used for the acquisition of information resources.

The Stanley C. Morris Memorial Fund was established in 1982 from a bequest of Mr. Morris, a contribution from his son, Stanley Clarence Morris Jr., Class of 1947, and a matching grant from the National Endowment for the Humanities. Attorney Morris, Class of 1914, LL.D. 1948, was a College trustee from 1941 to 1970 and the leader of the drive to build the Dawes Memorial Library. The income is used for the acquisition of information resources in the humanities.

The National Endowment for the Humanities Fund was established through a matching grant from the NEH. The income of the endowment supports the development of library resources in the humanities.

The Dr. Irene D. Neu Legacy Library Endowment was established in 2013 from a bequest to the College by Dr. Irene Neu Jones, Class of 1944. The income is used for general support of library operations, maintenance, personnel, and resources.

The Barbara Cramer Parker Memorial Fund was established in 1984 from a gift of her father, Dr. Paul N. Cramer, in memory of Mrs. Parker (1938-1983), Class of 1959, and a matching grant from the National Endowment for the Humanities. The income is used for the acquisition of information resources in the humanities.

The Charles Henry, Esther Rosetta, and Edward S. Parsons Memorial Fund was established in 1966 from a bequest by Miss Esther Parsons in memory of her father, Edward S. Parsons (LL.D. 1935), president of Marietta College from 1919 to 1936. It is an outgrowth of an earlier fund created by President Parsons in memory of his parents. The income from the combined funds is used to acquire information resources in literature.

The Elmer Hadley Rood and Ellen Holst Rood Fund was established in 1983 by Attorney David R. Rood, Class of 1947, in memory of his parents, members of the Classes of 1908 and 1917, respectively. Additional funds were provided by a matching grant from the National Endowment for the Humanities, the income to be used for the acquisition of information resources in the humanities.

The Murray Seasongood Fund was established in 1983 by a bequest from Attorney Seasongood, LL.D. 1950. The income is used for the acquisition of information resources relating to local government.

The Kenneth E. Showalter '50 Special Collections Memorial Endowment, was established in 2010 by Robert E. '59 and Shirley Showalter, to highlight the Marietta College Legacy Library's Special Collections and encourage students to utilize the collections as part of their coursework. The income from this fund supports the varied needs of the Special Collections and provides funds for internships in Special Collections and for the Kenneth E. Showalter '50 Special Collections Research Award.

The Hiram L. Sibley Fund was established by William G. Sibley, Class of 1881, in memory of his father, Judge Hiram L. Sibley. The income is used to support the acquisition of information resources.

The Charles G. Slack and Frances G. Slack Funds. (See Library Special Collections.)

The Henry Smith Fund was established in 1980, with the income used for the repair, binding and preservation of library materials in the special collections. The fund, based upon gifts of alumni and other friends of Marietta College, honors Dr. Smith, the second president of the College (1846-1855) and the person most responsible for the early development of the library.

The Stone Family Fund was established in 2001 by Dr. Dwayne D. Stone, Professor Emeritus of Geology, in honor of his father, Dwight H. Stone, D.O., his mother, Hazel G. Stone, and his brother, Dwight H. Stone, Jr., M.D. The purpose of this fund is to provide financial support for Marietta College. The income from this fund is to be shared equally between the Library and the College's Board of Trustees, and expended as each recipient designates. (See also Memorials.)

The Andrew U. Thomas Memorial Fund was established in 1966, based upon gifts made to the College by the family and friends of Mr. Thomas, Class of 1921, trustee of the College 1957-1962, and loyal friend of the library. The income is used for the acquisition of information resources.

The Asa Wilson Waters Fund was established in 1930 according to provisions of the will of Mr. Waters (M.A. 1880). The income is used for the acquisition of information resources "of literary merit". Mr. Waters attended Marietta College (1867-1869), later graduating from Dartmouth College and the University of Cincinnati Law School.

Instruction Facilities

The Barbara A. Beiser Field Station is named for Barbara Beiser, Valedictorian of the Marietta College class of 1949. The property was sold to the Friends of Lower Muskingum River (FMLR), a land trust in

2007 by Barbara's husband Ralph Voorhees after her death in 2005. The property was owned by the Beiser family for over 125 years. Mr. Voorhees donated proceeds from the sale to match a Clean Ohio grant and build a road to the station. Mr. Voorhees also provided an endowment to allow Marietta College to operate and maintain the field station in conjunction with the FLMR. The field station occupies 2000 feet of riverbank on the Little Muskingum River about 5 miles east of the college campus. The approximately 77 acre site has a variety of terrestrial habitats including mature deciduous forest, successional forest and old fields on a landscape that ranges from flat river terraces to steep forested slopes with rock outcrops. A number of wetlands including seeps, springs, streams and small floodplain ponds are also present. The field station is used by a number of classes in biology and other departments, as well as by Marietta College students and faculty conducting research. Other researchers have come from as far as Virginia to conduct research. Special field trips are arranged for bird watching, visits to the ponds during the salamander and frog breeding seasons and spring wildflower viewing, to name just a few. Trails at the site are open to the public for hiking and nature study.

The Edwy R. Brown Petroleum Building includes the Department of Petroleum Engineering and Geology. Construction was financed by funds left by the late Edwy R. Brown, Class of 1894, as a memorial to his sister, Mary Ellen Brown. The following facilities are located within the building: the Petroleum Engineering and Geology Department's offices, classrooms, 60-seat lecture room, and a microcomputer laboratory, complemented by laboratories for investigation of rock and produced fluid and natural gas properties, drilling and completion fluid properties, cement properties, and the CNG Gas Transmission Laboratory.

The geology laboratories include a paleontology laboratory that houses exceptionally fine fossil and stratigraphic collections. The mineralogy and petrology laboratories are equipped with modern thinsectioning equipment, petrographic microscopes, instruments for differential thermal analysis and spectroscopy, and have large mineralogical and petrological collections. The advanced laboratory for work in geomorphology and in structural and field geology contains large numbers of topographic and geologic maps, and aerial photographs.

The Brown Petroleum Building received a major refurbishing during 2005-06.

The Center for Families and Children is designed to enrich the lives of both our students and the people in our surrounding community. This is accomplished by offering special programs to families and local children that provide opportunities for Marietta College students to practice and apply professional knowledge and skills while interacting with children and families. Such programs include the Pioneer Pipeline, Marietta College Summer Reading Camp, Women in the Sciences, and Family Literacy Nights. Many of the Center's activities are held on campus utilizing the the Center facility located across from Mills Hall. Interested students and families can contact the Education Department for more information regarding programming and student opportunities.

The Dyson Baudo Recreation Center houses the Sports Medicine Center, and the Sports Medicine classroom, all located on the ground floor. The Sports Medicine Center offers areas for taping, electrotherapy, and hydrotherapy, and includes the latest in modern equipment for teaching and treatment purposes. The center is supervised by certified athletic trainers under the direction of the team physicians. The center's services are available to all students. The DBRC also offers a wide range of classes open to campus members, such as pilates, aerobic conditioning, racquetball and rock climbing.

Erwin Hall, the College's oldest academic building, was completed in 1850 and named in honor of Cornelius B. Erwin. It houses the Education and Psychology programs. Erwin Hall is located in the National Register of Historic Places.

In addition to classroom space, Erwin Hall houses the Education Department Curriculum Resource Center. It is maintained by the Department of Education and contains Macintosh computers, printers, scanners, and curriculum materials, which students can utilize for work in class and in the field. All classrooms in the building have been renovated to include video projection devices and smart boards.

The Grover M. Hermann Fine Arts Center is a three-story brick building providing complete facilities for the Departments of Art and Theatre, as well as for the MacTaggart Department of Music. It is the result of the generosity of the late Grover M. Hermann, L.H.D. 1962, and the late Mrs. Sophia Russell, sister of the late Edward E. MacTaggart, Class of 1892, and a former trustee of the College. A separate band practice room is located in the Physician Assistant Building.

The art studios, providing facilities for printmaking, design, drawing, and photography, are arranged around a large exhibition gallery on the third floor. Also on that floor are departmental offices, and a large art history lecture room. The capstone painting studio is located in a separate building across the street from the center. The music facilities of the Edward E. MacTaggart Department of Music are located on the second and third floors of the center. A rehearsal room, which is also used as a recital hall, accommodates approximately 200 people and is equipped with two grand pianos (a Baldwin and a Steinway). Teaching studios, classrooms, and practice rooms are provided with Baldwin or Steinway pianos. Audio sound equipment also is provided in classrooms and teaching studios.

The center's performance venue is the Friederich Theatre, which seats 200 and can be arranged to accommodate a variety of staging formats now used in the modern theatre. Originally designed as a proscenium space, the Friederich has three full-stage wagons, side stages, and an orchestra pit. In the loft overhead is a newly renovated counterweight system with 47 battens for flying scenery and lighting. The nearby Studio 101, a 65-seat proscenium theatre, is a more intimate second stage. Additional support facilities located off the theatre include a fully equipped scene shop, paint room with Rosco paints, lighting and sound workshop, green room, and ticket office. The second floor includes a fully equipped costume shop with makeup stations, costume storage, control booth, and faculty offices. Most of the equipment used in the facility is new and relevant to modern theatre production. Over 10,000 square feet are devoted to furniture, props, and lighting storage both on and off site.

The McDonough Center for Leadership and Business, completed in 1989, houses the 300-seat Alma McDonough auditorium and offices for the McDonough Leadership Program. The building also contains classrooms, meeting rooms, a small apartment for visiting lecturers in residence, and the Betty Cleland Room, a formal dining room named for the wife of former College President Sherrill Cleland. The building is named in memory of Bernard P. McDonough, a West Virginia businessman and philanthropist, through the generosity of his wife, Alma McDonough.

The McKinney Media Center houses the College's radio and television broadcast facilities and student newspaper offices. It carries the name of the McKinney family in honor of their contributions to local newspaper publishing and their support of the College. The structure originally housed The Marietta Times, the community's daily newspaper, and was remodeled in 1983 following its acquisition by the College.

The Center's facilities include two radio stations, a cable television station, student newspaper facilities, the yearbook office, classroom space, computer graphics lab, and faculty offices. The two FM broadcasting stations are equipped with on-air control rooms and studios and a broadcast newsroom equipped with computers and Associated Press satellite news feed. A production center is used by students for on-air programming and for class and laboratory assignments. Television facilities include a large studio with news, interview, chroma key, and general purpose sets with Hitachi studio cameras, QTV teleprompters, and Delux Videssense Fluorescent lights. The television control room is equipped with 42 inch 1080p LCD monitors, an EchoLab Nova 1416 video switcher, a multi-channel audio board, a Compix Media Cynerg SDI Character Generator, iMacs with Final Cut Studio, a Leightronics NEXUS Video System, Sony DSR tape decks as well as auxiliary equipment. Remote productions utilize a NewTek TriCaster STUDIO system with TimeWarp. Student productions are also enhanced with material from the Associated Press and CNN Newsource's On-Demand Digital Delivery System.

WMRT-FM, a 9,200 watt stereo station operating at 88.3 MHz, is student managed and staffed, and provides jazz and classical music, news, and Marietta College sports over a 40-mile radius of Marietta. WCMO-FM, a 10 watt station at 98.5 MHz, is student managed and staffed, providing the Marietta area with music formats selected by each of the student announcers. WCMO-TV provides a variety of student produced programs to cable households in the region. TV programs include student-produced newscasts, public affairs, and sports programming.

Mills Hall provides office, classroom and laboratory space for the Department of Communication and the Psychology Department. The building was remodeled and renamed in 1964 to memorialize two long-time trustees and benefactors of the College: John Mills, Class of 1867, and William W. Mills, Class of 1871, and experienced major refurbishing in 2005 and again in 2010.

The William Chamberlain Gurley Observatory on the roof of Mills Hall consists of an electrically driven dome for a six-inch Byrne refractor telescope built in 1882, an observation platform, and a storage and laboratory room. Other telescopes include two computer-driven Meade five inch Maksutov refractors and a computer driven Meade fourteen inch Schmidt-Cassegrain refractor permanently mounted to the observation deck. Several small telescopes are available for individual student use.

The Rickey Science Center is a complex of three connected buildings (the Rickey, Selby and Bartlett buildings) and is home to five science departments, namely Biology and Environmental Science; Chemistry; Mathematics, Computing and Information Systems; and Physics. The Rickey Building was dedicated in April 2003. It is the result of gifts from David M. Rickey (Class of 1978), the J and D. Family Foundation, and Jan E. Neilson, as well as other alumni and friends of the College. The first floor of the Rickey Building consists of laboratories for introductory physics, experimental physics, surface science, and student research, as well as an environmental science classroom/laboratory. The second floor provides laboratory space for anatomy, microbiology, cell and molecular biology, and student research. Chemistry laboratories for general, organic, physical/inorganic, biochemistry/analytical, and student research are located on the third floor.

The Selby Building was largely financed through gifts from the William G. and Marie Selby Foundation and Mrs. Marie Selby. Included on the first floor are classrooms, physics and environmental science faculty offices, a physics laboratory/classroom, and space for astronomy and computational student research. The second floor houses faculty offices for Mathematics, Computing and Information Systems along with three classrooms and computer laboratories. The third floor of Selby includes chemistry faculty offices, chemistry instruments laboratories, a classroom, and a chemistry stockroom.

The Bartlett Building was made possible in large part through a bequest of Mrs. Jessie Bartlett Noll (1887-1966) and is named in memory of her husband D.A. Bartlett (1866-1922). The first floor is home to the Eggleston Department of Biology and Environmental Science. Also located on this floor are classrooms, physics faculty offices, an electronics laboratory, a scanning probe microscopy laboratory, and a physics seminar room. In addition to biology faculty offices and distance education classroom, the second floor contains laboratories for introductory biology, botany, and zoology. In addition, chemistry faculty offices, the E.L. Krause Reading Room, and a computer laboratory are located on the third floor.

The Physician Assistant Building was acquired and renovated in 2009 and provides clinical and classroom space for students in the Physician Assistant Studies Graduate Program. The clinical area consists of rows of exam tables and four adjoining private examination rooms. Computer-equipped classroom space, seminar rooms and a student lounge are also located on the first floor of the building. Faculty offices and meeting rooms are located in the upper floors of the building. Additionally, the building houses the band practice room for the various instrumental ensembles at Marietta. See Graduate Programs Catalog for details on the Physician Assistant program.

The Anderson Hancock Planetarium, connected to the Selby Building of the Rickey Science Center, was dedicated in 2009. It was the result of a major gift from David ('78) and Brenda Rickey, and is named in honor of two emeritus faculty members in physics, R. Lester Anderson and G. Whitmore Hancock. The facility houses a 102-seat star theater featuring a hybrid projection system consisting of a Chronos optomechanical starfield projector and a Digistar full-dome video projector. The building includes physics faculty offices and a lobby with an astronomy gallery and NASA ViewSpace video feed.

Andrew U. Thomas Memorial Hall houses the classrooms, reading rooms, and offices of the Departments of English, History, Modern Languages, Philosophy, Political Science, Religion; and the Brachman Department of Business & Economics. The Office of Education Abroad, the Writing Center and the Study Abroad Library are also located within Thomas Hall. Teaching facilities range from seminar rooms to an auditorium seating 148 and include twelve electronic classrooms. The building is a memorial to Andrew U. Thomas, Class of 1921, and a former member of the College's Board of Trustees.

Residence Halls

Alpha Xi Delta - Alpha Xi Delta is a national fraternity dedicated to the advancement of women, promotion of high standards and community service. The fraternity house was constructed in the 1800s and is home to nineteen members. The residence provides public lounges, a kitchen and a laundry room.

Arts & Humanities (A&H) - provides housing for thirty-nine upper-class students. The two story residence has a public lounge, a kitchen, and a laundry room..

Mary Beach Hall is a residence for 80 first-year students. A four-story colonial design, it is connected to Dorothy Webster Hall. The residence hall has a quiet study room, laundry and public lounge. Mary Dawes Beach, Class of 1895, was one of the College's first two women graduates and the wife of Professor Arthur G. Beach, longtime member of the faculty.

Chi Omega - Chi Omega is a national sorority chartered at Marietta College in 1923. The sorority chose six purposes to guide the fraternity: Friendship, High Standards of Personnel, Sincere Learning and Creditable Scholarship, Community Service, Participation in Campus Activities and Career Development. The chapter house is home to nineteen members. The residence provides members with public lounges, a kitchen and a laundry room.

Delta Tau Delta - Delta Tau Delta, an international fraternity, is a social body with a strong emphasis on academics and strengthening of community. Delta Tau Delta members seek to enhance their college experience through various brotherhood, academic and philanthropic activities. Membership is granted through the extension of a bid. All initiated members must maintain good academic standing with the college. This residence houses fifteen members of the chapter. It has a public living room, a chapter room, a library and a kitchen/laundry room area.

Fayerweather Hall is a coed residence hall for 54 upper class students. The building was completed in 1906 and renovated in 2005, and is made up of single rooms and single suites. The four story building has a laundry room, community kitchen, public lounge, and multipurpose room. Fayerweather Hall is named in honor of Daniel Burton Fayerweather, a New York City businessman who donated funds to build the residence hall.

Harmar House - Harmar House is a two-story building which has two public lounges, a study lounge, an activity room, a kitchen and a laundry room. The Harmar House can house twenty-five upper class residents.

Harrison Hall is a coed residence hall completed in the fall of 2012 to accommodate 363 upper-class students. The building provides single and double suites and three and four person apartments. Each floor has at least one study lounge and one social lounge along with a community kitchen and laundry room. The residence hall is named in honor of the College's first black graduate (Charles Sumner Harrison) and his two brothers (John Langston Harrison and Walter Clifton Harrison).

Hopewell House provides housing for thirty-nine upper-class students. The two story residence has a public lounge, a kitchen and a laundry room.

Marietta Hall is a coed residence for 118 first-year students. The four-story colonial design has a public lounge, kitchen, quiet study room and two laundry rooms.

McCoy Hall is a coed residence hall completed in the fall of 2001 to accommodate 176 upper-class students. The residence hall consists of two wings connected by a center multipurpose lounge and staff office area. Each wing provides a variety of community housing options: single suites, double suites, traditional double rooms and apartments. The four-story colonial design has two laundry rooms, public lounge, multipurpose room, two community kitchens and interior bicycle storage room. The residence hall is named in honor of the leadership and service that three generations of the McCoy family, beginning with John H. McCoy and his wife Florence Buchanan McCoy, have given to Marietta College.

Elsie Newton Hall - Elsie Newton Hall is a part of the Dorothy Webster Complex. Elsie Newton houses 56 first-year students in double rooms Elsie Newton was the College's first dean of women and the daughter of its fourth president, John Eaton.

Pioneer House - Pioneer House provides housing for thirty-nine upper class students. The residence has a public lounge, a kitchen and a laundry room.

Sigma Kappa - The Sigma Kappa sorority was charted at Marietta College in 1944 and has been uniting women in lifelong friendship. The chapter's goal has been to help each member to develop her greatest potential through academic success, personal growth, sisterhood and philanthropic service. The residence provides seventeen members the use of public lounges, a kitchen and a laundry room.

Sophia Russell Hall is a coed residence for 131 first-year students. Named in memory of a friend and benefactress of the College, the four-story brick building is of colonial design. Russell Hall has a public lounge, kitchen, quiet study, and laundry room.

Dorothy Webster Hall was originally a private home. The building and the grounds around it were the gift of John Mills, Class of 1867, and William W. Mills, Class of 1871, as a memorial to their mother, Dorothy Webster Mills. The three-story stucco building accommodates 39 first-year students. Dorothy Webster Hall has a public lounge, kitchen and laundry room.

Student Life Buildings

Andrews Hall, erected in 1891 and completely renovated in 1993, was named in memory of Israel Ward Andrews who served Marietta College for fifty years, thirty of which he was president. The four-level student activities center provides a Great Room (auditorium seating for 230 for meetings or 160 for served dining), snack bar, Izzy's dining, conference rooms, commuter lounge, and other facilities. The offices of Vice President for Student Life, the Title IX Coordinator and Deputy Title IX Coordinator, Dean of Students, Campus Involvement, Community Living, Community Standards, Rights, and Responsibility, Diversity and Inclusion, Student Senate, and the Academic Resource Center are located in the building.

The Gathering Place, located on the corner of 7th and Butler Streets, is an additional area where student programming takes place on campus. The Marietta College Police Office is located in the annex.

The Gilman Center was opened in 1958. An extension was added in 1961, and the second floor of the building was extensively renovated in 2000 and a further renovation completed in 2005. The College's bookstore, the main dining facilities, Career Center, and postal facilities are located in this building. A renovation to the area in front of Gilman Center, including the addition of new benches, steps, lights, and landscaping, was completed in 1993 as part of the renovation of Andrews Hall, which is located across the College Mall from Gilman. A plaque on the exterior north wall records the names of the alumni who have fallen in the nation's wars from the Civil War to Vietnam. The center was named in recognition of the contributions of the Gilman family to Marietta College.

Athletic Facilities

Beren Tennis Center, opened in November 2002, was built and named in honor of Robert M. Beren and his family. The facility features two batteries of four courts with a large spectator area located between them. An obelisk memorializes members of the Beren family and graces the central plaza of the new Center.

Don Drumm Field was named in 1966 to honor Donald D. Drumm, Class of 1915, and longtime professor of physical education and director of athletics (1914-17 and 1929-59). The site of the College's intercollegiate competition in football and track & field, the field is lighted and seats 5,000 in the stadium. In 2010, a state-of-the-art press box/media sky box was constructed. The press box houses the football coaches' offices, team meeting rooms, film study, expanded academic study spaces and a VIP skybox.

Don Schaly Stadium was dedicated in 2006 to honor Hall of Fame baseball coach Don Schaly, Class of 1959, and is on the College's 20-acre athletic area off Pike Street located 3/4 mile from the campus. It includes a lighted, natural grass baseball field, built to major league dimensions. The facility also includes two batting cages with artificial turf and a practice infield, both adjacent to the fully enclosed stadium. The three-story press box includes a fully equipped concession stand, umpires locker room, lounge area and two tiered press box that can accommodate up to 26 people and an organist. Also located next to Don Schaly Stadium is the Alun O. Jones Memorial Field that is used by the College's intercollegiate soccer teams as a practice facility.

Dyson Baudo Recreation Center, opened in January 2003, it contains the renovated Ban Johnson Arena as well as the addition of an 84,000 square foot Field House. The facility is named in honor of Robert Dyson and Laura Baudo-Sillerman, two Marietta College alumni who played a major role in the construction and development of the center. The north end of the DBRC contains offices of the Department of Athletics and Physical Education, as well as Fenton Court, where the varsity volleyball and men and women's basketball teams compete. Varsity locker rooms, a classroom and several conference rooms are also located at the north end of the facility. The south end of the DBRC houses a 200 meter, six lane running track, four regulation size multipurpose activity courts, two racquetball courts, a state-of-the-art weight room and fitness center, a 35-ft. high climbing wall, multi-purpose room for aerobic and dance activity, crew training room, student, faculty and staff locker rooms, as well as vending machine areas and casual activity and lounge spaces. The Marietta College Department of Sports Medicine is also located in the DBRC at the south end of the facility just off Butler Street.

Lindamood-Van Voorhis Boat House, uniquely constructed of grindstones quarried near Marietta, was given to the College in 1930 by the Kiwanis Club of Marietta. Located 3/4 mile from campus on the west bank of the Muskingum River, it houses the College's racing shells and provides facilities for its crews. Extensive renovation, including the addition of a second floor, was completed in 1974.

Marietta Field was renovated in 2006 and serves as the home site for softball and men's and women's soccer. The softball field complex is a state-of-the-art field with dugouts, permanent fencing, warning track and bleachers.

Administration Buildings and Landmarks

Admissions House was originally a private residence, the Alexander Home, built early in the twentieth century. From 1978 to 1997, the Sigma Sigma Sigma sorority lived in the house. The Alexander Home received a major refurbishing and from 1998 has been home to the Office of Admission

The College Mall was constructed in 1986 by replacing Fifth Street between Butler and College Streets with concrete brick pavers, trees, and other landscaping. Two former trustees of the College, R. Neil Christy and F. Leonard Christy, substantially contributed to the project. The mall was expanded in 1989 by extending it to Putnam Street and closing College Street.

The Fifth Street Gateway was built at the Putnam and Fifth Streets entrance to the College in 1989 as part of the extension of the College Mall to Putnam Street. A donation from the Class of 1936 made the gateway possible.

The William Bay Irvine Administration Building has been occupied by the offices of the President, the Provost, Advancement, College Communications, Alumni Relations, Registrar, and Business Office. It perpetuates the name of the late William Bay Irvine, Class of 1917, and the College's twelfth president.

MacMillen House, at 213 Fourth Street, was the birthplace of Francis Rea MacMillen in 1885. A child prodigy, he achieved an international reputation as a violinist. The building now houses the administrative offices of the Physical Plant Department.

The McCoy Memorial Gateway at the corner of Fourth and Putnam Streets is the entrance to the front of the campus. It was erected in 1962 as a memorial gift from the family of the late John H. McCoy, a trustee of the College for twenty-four years.

The President's Home is the College's oldest building. A fine example of early American architecture with Georgian and Greek Revival attributes, it was built in 1822 and was the home of John Mills, Class of 1867. The house is included in the National Register of Historic Places.

Endowment Resources

Throughout its history, the College and its students have benefited from the generosity of its alumni/ae and friends. Part of this generosity is reflected in the endowed departments, professorships, fellowships, programs, facilities, scholarships, and prizes. This section of the Catalog describes these.

Endowed Departments, Professorships, and Fellowships

The Anderson Hancock Planetarium Astronomy Professorship, established in 2010 through generous donations from the Brenda and Dave Rickey Foundation and other friends of the foundation, is an endowed fund set up to provide all the necessary funding for this faculty position. The professorship complements and enhances the teaching of astronomy at Marietta College and the operation of the Anderson Hancock Planetarium which opened in 2009.

The Marcus and Mindel Vershok Brachman Department of Business & Economics was so designated in 1965 in grateful recognition of the significant support of Marietta College by the late Solomon Brachman of Fort Worth, Texas, a 1918 graduate. The name memorializes his parents. The department is located in Andrew U. Thomas Memorial Hall.

The Edwy R. Brown Department of Petroleum Engineering, established in 1946, memorializes a graduate in the Class of 1894 who was a pioneer of the oil industry in the American Southwest. Funds bequeathed by Mr. Brown, who died in 1942, built the Edwy R. Brown Petroleum Building, which houses the department.

The Harla Ray Eggleston Department of Biology, designated in 1965, memorializes a faculty member who taught biology from 1915 until his retirement in 1960, and who was department head for most of that time. Professor Eggleston died in 1965. The department is located in the Bartlett Biology Building.

The Edward E. MacTaggart Department of Music, located in the Grover M. Hermann Fine Arts Center, perpetuates the memory of Mr. MacTaggart, Class of 1892, a patron of the fine arts. He was a benefactor of the College in many ways and twice served it as a trustee. He died in 1952. The department designation was established in 1964.

The Ebenezer Baldwin Andrews Chair of Natural Science, established in 1925 and endowed in 1934 under the will of Katherine Andrews Mather, memorializes her father, an 1842 graduate and a professor of geology, mineralogy, and chemistry at the College from 1851 to 1870. Dr. Frederick R. Voner is the current holder.

The Israel Ward Andrews Professorship in Religion was established in 1905 from a bequest of Dr. Andrews, president of the College from 1855 to 1885. The designation of the chair underwent several changes. Dr. Chaya Chandrasekhar is the current holder of the professorship.

The Benedum Professorship, established in 1965 through a grant from the Claude Worthington Benedum Foundation of Pittsburgh, Pennsylvania, is an endowed fund in support of the chair of the Edwy R. Brown Department of Petroleum Engineering. Among other members of the family, the fund is in memory of Michael L. Benedum, an internationally prominent figure in petroleum and an honorary trustee and alumnus of the College. Dr. Robert W. Chase is the current holder.

The Erwin Professorship in Chemistry was reestablished in 1935 after being unassigned for many years. It is a memorial to Cornelius B. Erwin of New Britain, Connecticut, a benefactor of the College during his later lifetime and through his will following his death in 1885. The current holder of the Erwin Professorship is Dr. Debra Egolf.

The William R. and Marie Adamson Flesher Chair in the Humanities was established in 1983 from funds left for the purpose by the Drs. Flesher, both deceased. Graduates of the College, he in 1930, she in 1927, they were each awarded an honorary degree in 1968 in a joint conferral, the first in the College's history and the only one to date. The honorary degrees recognized their many contributions to education, both in elementary and high schools and on the education faculty at Ohio State University, and for their generosities to Marietta College. The bequests from the Fleshers generated a grant from the National Endowment for the Humanities under a gift-matching challenge which was attained. These funds were added to the principal of the Flesher Chair in the endowment fund.

The Milton Friedman Chair in Economics has been funded through a trust established by Lester E. and the late Alice McCoy Merydith, alumnus and alumna of the College in the Classes of 1927 and 1928, respectively, of Sun City, Arizona. The chair is named in honor of the internationally known economist, scholar, writer, and Nobel Prize winner. Additionally, the donors and the College sponsor the Friedman Lecture Series for faculty, students, and area residents. The first lecture in 1983 featured the honoree, Dr. Friedman. Dr. Gregory Delemeester is the current holder.

The Henderson Professorship in Philosophy was established in 1892 from funds bequeathed for the purpose by Dr. Henry Smith, president of Marietta College from 1846 to 1855, who desired that the chair be named in memory of his mother, Phoebe Henderson Linsley. Dr. Kenneth J. Itzkowitz is the current holder.

The Hillyer Professorship in English Literature, Rhetoric, and Oratory was established in 1879 through funds provided by Truman Hillyer. Dr. Tim Catalano is the current holder.

McCoy Professors are Marietta College faculty who have been recognized as outstanding teachers by a selection committee composed of nationally recognized teachers and scholars who are not members of the Marietta College community. The four-year designation, with possibility of renewal, also includes an annual salary supplement. The program was established in 1993 as part of the McCoy Endowment for Teaching Excellence, which was donated to Marietta College by John G. McCoy, Class of 1935, and his wife Jeanne.

The Petroleum Industry Partnership Chair was established with gifts from several interested corporations (among them Mobil Oil, Consolidated Natural Gas, Standard Oil of Ohio, Gulf/Chevron, and Conoco) and assets from two bequests from persons who were active in the petroleum industry. Dr. Robert W. Chase is the current holder.

The Molly C. Putnam Professorship in Religion was established in 1973. Mrs. Putnam was a devoted churchwoman who resided in Pasadena, California, until her death in 1972. Both she and her husband, Douglas, a member of the Class of 1881, remembered the College in their wills. Dr. David Torbett holds this professorship.

The William Van Law Plankey Professorship was established by a bequest from Mr. Plankey as part of his estate. The Plankey Professor, appointed for a three-year (maximum) renewable term by the President and the Provost in consultation by the Faculty Development Committee, is selected on the basis of excellence in scholarly and creative activity, especially as reflected in undergraduate research. Dr. David Brown is the current holder.

The Rickey Professorships were established in 2000 through a gift from David M. Rickey, Class of 1978; the J&D Family Foundation of San Diego, California; and Jan E. Nielsen. The grant endowed two new positions in the Physics Department and assures that the department will maintain a minimum of three full-time faculty members. Currently the Rickey Chairs are held by Dr. Dennis E. Kuhl and Dr. Craig Howald.

The Andrew U. Thomas Professorship in History was established in 1966 as a memorial to Mr. Thomas, of Dayton, Ohio, a graduate in the Class of 1921, who served as a trustee of the College. The endowed chair was created from gifts made by Mr. Thomas and his late wife, Mrs. Lenore B. Thomas. Dr. Matthew Young is the current holder.

The Edward G. Harness Endowment, established in 1985, honors and rewards Marietta College faculty for exceptional teaching. Edward G. Harness, Class of 1940, was a member of the Marietta College Board of Trustees for more than two decades and served for 15 years as either its chairman or vice chairman. He joined Procter & Gamble upon graduation and rose to become its president and board chairman. This endowment was established by friends and the Procter & Gamble Fund as a means to perpetuate Mr. Harness's vision and to address directly the issues he cared about most: building the endowment of his alma mater and rewarding superior teaching performance. Dr. Joseph Sullivan received the 2013 Harness Outstanding Educator Award.

Endowments in Support of Programs and Facilities

The Anderson Hancock Planetarium Facilities Endowment established in 2010 through generous donations from the Brenda and Dave Rickey Foundation and other friends of the foundation, is an endowed fund set up to provide necessary funds and resources to operate the planetarium, and maintain its equipment, furnishings and landscape, including repairs and appropriate improvement and upgrades.

The Barbara A. Beiser '49 Field Station Endowment was established in 2009 by Ralph M. Voorhees in memory of his loving wife Barbara. Mr. Voorhees, in conjunction with the Friends of the Lower Muskingum Watershed District and Marietta College, set aside a portion of Beiser family farmland to be used as a field station to provide educational and research opportunities for students of all ages and interest. This facilities endowment provides funds to be used in the on-going maintenance and upgrade of the field station property.

The Frederica G. Esbenshade Memorial Fund provides annual income to bring lecturers, performing artists, or programs of diverse natures to campus. The endowed fund was established in 1980 by Harry H. Esbenshade Sr., and Harry H. Esbenshade Jr., husband and son, respectively, of the late Mrs. Esbenshade of Uniontown, Pennsylvania.

The George M. Gadsby Fine Arts Fund, created in 1966 from a bequest of Mr. Gadsby, of Salt Lake City, Utah, provides endowment earnings to bring distinguished artists, performers, and lecturers to campus. Mr. Gadsby was a graduate in the Class of 1906 and a trustee of the College.

McDonough Leadership Center Capital Endowment Fund was established by Peoples Bank of Marietta, Ohio in honor of Robert E. Evans, longtime executive of the bank and staunch supporter of leadership studies. This endowment provided for the renovation of the McDonough Center's case study room and for on-going maintenance, equipment, renovation, and capital investment needs of the McDonough Center.

The McDonough Center Executive/Leader in Residence Endowment was established by Barbara Perry '73 and Paul Fitzgerald and other generous donors to support the expenses incurred in the marketing, on-campus visit, and follow-up for the distinguished individuals invited to campus as part of the Executive/Leader in Residence programs.

The David F. Schaible Petroleum Engineering and Geology Endowment was established by Newfield Exploration Company to memorialize David F. Schaible '83 who passed away in 2007. The company believes that David's impact on industry can continue through this endowment and be equally meaningful and significant for aspiring petroleum engineers at Marietta College. Funds from the endowment are used to support critical needs within the department such as enhanced curricular support including scholarship assistance, field experiences, professional conferences, undergraduate research support, and/or career counseling.

The Stone Family Fund was established in 2001 by Dr. Dwayne D. Stone, Professor Emeritus of Geology, in honor of his father, Dwight H. Stone, D.O., his mother, Hazel G. Stone, and his brother, Dwight H. Stone, Jr., M.D. The purpose of this fund is to provide financial support for Marietta College. The income from this fund is to be shared equally between Legacy Library and the College's Board of Trustees, and expended as each recipient designates. (See also Library Funds.)

The VanVoorhis Crew Endowment was established in 1995 by Dale W. VanVoorhis '63 to provide funds to enhance and enrich the Crew Athletic Program at Marietta College.

Endowed Scholarships

The following scholarships are funded through grants and bequests placed in the permanent endowment fund of the College (or in separate trusts) and annual gifts by the alumni and friends of the College. Their annual income is used to provide assistance to students with financial need and/or scholastic achievement as described.

The Adamson-Flesher Scholarship was established in 1968 by the late Drs. William Ray and Marie Adamson Flesher, graduates of the College in the Classes of 1930 and 1927, respectively, and both honorary degree recipients in 1968. Income from the fund provides awards to selected students preparing for the field of public school teaching, and whose academic standing is in the upper 10 percent of the junior class with reasonable participation in college-approved campus activities. Recipients shall be known as Adamson-Flesher Scholars. The fund

is in memory of the donors' parents: John Everett and Belle Berentz Adamson and Arthur Boreman and Susan Smith Flesher.

The Maydell Alderman Scholarship Fund was established in 1982 from a bequest by the late Miss Alderman in order to assist residents of Morgan County, Ohio, who are full-time students at the College. Miss Alderman was a resident of McConnelsville, Ohio.

The Alumni Memorial Scholarship Fund was established in 1976 by the Alumni Council with an initial bequest from Howard E. Beebout of the Class of 1925. Income from the fund is to aid worthy and needy students.

The J. Lawrence Amos Scholarship was established in 1984 by the late Dr. J. Lawrence Amos, Class of 1928, of Midland, Michigan. Dr. Amos was granted an honorary Doctor of Science degree by Marietta College in 1966. The income from this fund is used to aid worthy students.

The Mary Jane Sherrard Amos and Charles R. "Dick" Amos '59 Scholarship Fund was established in 2001 by friends of Mrs. Amos and her husband Dick Amos, the first person to graduate from Marietta College while attending evening classes and receiving a B.A. degree in Business. The income from this scholarship is to be awarded annually to a non-traditional student in the Continuing Education program or its equivalent. First preference is given to residents of Wood County, West Virginia; second preference to residents of Washington County, Ohio.

The Mary Jane and Charles R. (Dick) Amos '59 Endowment was established by Dick Amos in 2004 to assist new or current students with the purchase of text books. The grants will be administered by the Financial Aid office to students who have demonstrated financial need.

The Mark R. Amstutz Memorial Scholarship Fund was established in 1976 by the A-F Scholars Club (recipients of the Adamson-Flesher Scholarships), with the encouragement and financial assistance of the late Dr. Marie Adamson Flesher and her husband, the late Dr. William Ray Flesher, graduates of the College in the Classes of 1927 and 1930, respectively. Mr. Amstutz was a member of the A-F Scholars Club and the Class of 1977. Annual income from the fund provides a scholarship for a man or woman of the junior class. Selection of the award recipients shall be made by the College's Department of Education. Recipients must be in the upper one-third of the junior class who are preparing to teach at the elementary level, with reasonable participation in College-approved campus activities of other than a purely curricular nature.

The Alice Coffin Arnold Fund of 1987 was left by Mrs. Arnold, of Lakeside, Ohio, to be used for student scholarship or loan purposes.

The Gertrude Griffin Babb Scholarship Fund was established in 1975 by the late Wiggs N. Babb and Gertrude Griffin Babb of Dallas, Texas. It memorializes Mrs. Babb, Class of 1908. Income from the fund is used to assist worthy and industrious students.

The Bank One, Marietta, N. A., Scholarship Fund was established by that firm under its former name in 1985. Income provides scholarships for Marietta area high school graduates attending the College.

The David A. Bartlett Memorial Scholarship Fund was established in 1975 through gifts of relatives and friends of this long-time trustee (1956-1975) and generous benefactor of Marietta College. Income from the fund is to provide scholarships for needy and worthy students majoring in petroleum engineering.

The William M. Batten Endowed Scholarship Fund was established in 1979 by Mr. Batten, a native of Reedy, West Virginia, and an honorary alumnus of the College in the Class of 1965. The endowed fund provides scholarships for worthy and needy students.

The David E. Beach Memorial Scholarship Fund was created in 1977 from contributions from the family and friends of this Marietta College alumnus of the Class of 1923. He was a son of Professor Arthur G. Beach, who taught English literature at the College for 21 years. Income from this endowed fund is used to aid worthy Marietta students.

The David Edwards Beach Memorial Scholarship Fund was established in 1999 by Arthur J. and Gracie Beach of Columbus, Ohio, and Walter E. Beach of Washington, DC. Prof. David Edward Beach was the Chair of Moral and Intellectual Philosophy at Marietta College from 1869 to 1888. He was the father of Arthur Granville Beach, professor at Marietta College who wrote *A Pioneer College: The Story of Marietta*. The purpose of this fund is to provide scholarship assistance to an outstanding junior or senior student with a major in the Humanities (English, Philosophy, Religion, or Modern Languages).

The Martha Stewart Daker Bedilion Memorial Scholarship Fund was established in 1972 by Mr. and Mrs. Charles L. Barrett and the late Mr. John W. Daker, the brother-in-law, the sister, and the brother of the late Mrs. Bedilion, a 1922 graduate of Marietta College. Mrs. Bedilion served the College in various capacities from 1951 to 1966, first in the Admissions Office and later in the office of the Dean of Men. Income from the fund is to be used to aid worthy Marietta College students.

The Harry H. Beren Scholarship Fund was established in 1990 under the will of the late Mr. Beren of Marietta, Ohio, in memory of Adolph Beren, Class of 1918, and in honor of Israel Henry Beren, Class of 1926. The fund income is to be used for worthy and needy students in the Edwy R. Brown Department of Petroleum Engineering.

The Louise Clark Bethel Mathematics and Science Scholarship Fund was established in 1991 by Mrs. Bethel, Class of 1925, a retired school teacher. The income from the fund provides tuition, fees, and books for seniors at Marietta High School who rank high in mathematics and science and would not otherwise be able to attend Marietta College.

M. Dean and Jeanette W. Binegar Scholarship was established to provide encouragement and financial assistance to academically superior students from southeastern Ohio who also have documented financial need. Jeanette Williams Binegar was born in 1928 and raised in Bartlett, Ohio. Her husband Dean was a member of the Class of 1950 and received his degree in Geology. If the requirement for students from southeastern Ohio cannot be met, any students who meets the other two requirements may receive this scholarship. This scholarship is renewable.

The William Bruce Blackburn Memorial Fund was established in 1974 by his widow, Frances, emerita assistant professor of English at Marietta College, and their three sons, Alan, Douglas, and James, each an alumnus of the College. Professor Blackburn (1903-1968) taught psychology at Marietta College for more than 40 years and served as chairman of the department. Income from the fund aids a worthy junior or senior psychology major who has demonstrated ability in quantitative methods.

The George W. Blymyer Scholarship Fund, established in 1949 by a bequest from the estate of George W. Blymyer, Jr., Class of 1893, provides an annual grant of $500 preferably to a member of the senior class in any high school in Richland County, Ohio. However, the award may be made to other Ohioans if there is no candidate from that county. The grant will be renewed each year so long as the recipient maintains a B average.

The Alan Adrian Hardwick Boggs Scholarship Fund was established in 1998 by Alan D., Class of 1951 and Susan Boggs, in memory of their son Alan. The fund provides assistance to a deserving student pursuing a Bachelor of Science Degree in Petroleum Engineering with a preference to be given to a fourth-year student with the highest grade-point average in the humanities.

The Edward N. Bonnett and Virginia D. Bonnett Scholarship Fund was established in 1984 with a gift from R. Steven Bonnett, a graduate of the Class of 1968 and son of the late Mr. Bonnett. The income from the fund provides scholarship aid to worthy and needy students from West Virginia.

The Jules Bourmorck and Julia Bourmorck Staats Memorial Scholarship was established in 1989 by Julia B. Staats, Class of 1944 and Alfreda B. Rhoades, sisters of Mr. Bourmorck, and by Howard M. Schmidt, a friend, to provide scholarship support to a worthy and deserving junior or senior student majoring in the Department of Business & Economics. Mr. Bourmorck was a 1948 graduate of Marietta College.

The Francis D. Boyle Scholarship Fund was established in 1989 by the will of his widow, Hildreth M. Boyle of Boca Raton, Florida, in memory of her husband, Class of 1919. The income from this fund is given annually to one or more students in support of their attendance at Marietta College.

The Robert L. Brace Memorial Scholarship was established in 1988 under the will of the late Mr. Brace, Class of 1955, of Montgomery, Texas. Administered by the Department of Petroleum Engineering, the income from the fund provides assistance to a deserving undergraduate student majoring in petroleum engineering.

The Clarence (Cab) and Frances Melton Britton Memorial Scholarship was established in 2001 by the estate of Clarence Britton '36. The scholarship may be awarded to a sophomore, junior or senior undergraduate student majoring in a discipline offered in the Department of Business & Economics or the Department Petroleum Engineering. Recipients must have and maintain a GPA of 3.0 or higher. Preference will be given to a student from Kanawha County, West Virginia, the city of Marietta, or any other county of West Virginia.

The Carl L. Broughton Scholarship was established in 1996 by the McDonough Foundation in Parkersburg, W.Va. The annual income from the fund provides scholarships to students who have completed their first semester at Marietta College, have successfully completed their first leadership course, and have been accepted into the Leadership Program. The goal of the scholarship is to encourage superior students to enter the world of business and participate in programs for business through The McDonough Center for Leadership and Business. The scholarship honors Carl L. Broughton, retired chairman of the board and chief executive officer of Broughton Foods Company in Marietta. A member of the College's Board of Trustees for 40 years, Mr. Broughton served as its vice chairman and chairman and helped raise more than $20 million for the institution as chairman of three major fund drives. He received an honorary Doctor of Laws degree from the College in 1975, and was elected Trustee Emeritus in 1990. Mr. Broughton died in 1996.

The Carl L. and Elizabeth Broughton Scholarship was established in 1980 by Mr. Broughton, a longtime member of the Board of Trustees, and his wife Elizabeth Sugden Broughton, Class of 1934,. The annual income from the fund provides scholarships for students who are Ohio or West Virginia residents. Qualities of scholarship, leadership in extracurricular activities, and/or financial need are considered when making the awards.

The Ellen Buell Cash Scholarship was created by a bequest from Ellen Buell Cash, Class of 1926, noted children's book editor. The award provides scholarships to current students in financial need.

The Wen-Yu (Frank) Cheng Scholarship is awarded to the rising senior student majoring in the Department of Business & Economics with the highest cumulative grade point average. The recipient need not demonstrate financial need. The scholarship fund was created in 1998 by alumni to honor Professor Emeritus Wen-Yu "Frank" Cheng.

Gifts from the Classes of 1929, 1934, 1936, 1959 and 1974 created a fund, the income from which provides scholarships for Marietta College students.

The Class of 1964 Scholarship Fund was established in 1989 in recognition of the 25th reunion of the class. The income from the fund provides scholarship support for worthy and needy students.

The Sherrill and Betty Cleland Scholarship Fund was established by personal gifts from the College's trustees in honor of the decade (1973-1983) of service to the College by President and Mrs. Cleland as of the time of the fund's creation in 1983. Mrs. Cleland died in 1986.

The Samuel H. and Dorothy Breed Clinedinst Foundation, established in 1961, provides financial aid for needy and worthwhile students within the amount of income from a trust for such purposes.

The Emmett Lee and Susie B. Coleman Scholarship Fund was established in 1975 from a bequest by the late Mrs. Coleman of Corpus Christi, Texas. Mr. Coleman was a member of the Class of 1892. Proceeds of the fund are used to aid worthy and needy students.

The Robert M. Cunningham Petroleum Engineering Scholarship was established in 1989 by Jane Cunningham in memory of her husband, a member of the Class of 1960 and a career employee of Halliburton Services. The scholarship is awarded annually to a junior or senior petroleum engineering major who, in the opinion of a selection committee of three faculty members, including the Department of Petroleum Engineering chair, "best represents the entrepreneurial spirit and creative energy which characterized the founders of the nation's petroleum industry." Grade point average is not a consideration.

The Marietta Chapter National Society Daughters of the American Revolution Memorial Scholarship was established in 1996 and was created by the generosity of Miss Rowena M. Holdren who died on July 9, 1977. The award will be given each year in memory of all deceased members of the Marietta Chapter NSDAR who died within the fiscal year. Preference will be given to a deserving woman in her junior or senior year majoring or minoring in history and whose hometown is located within Washington, Noble or Monroe County in Ohio.

The Anne Anderson Davidson Scholarship was established in 2009 by William R. Davidson in memory of his wife, a 1949 graduate of Marietta College. Scholarship(s) in the amount of $10,000 will be awarded to rising sophomores with high academic standing who are committed to graduating from Marietta College, and who, otherwise, lack the financial assistance to complete their college work. Scholarships may be renewed for the student's junior and senior years as long as the academic and financial criteria are met. Student(s) may receive the award for a total of three undergraduate academic years.

The Doy C. Deem Scholarship Fund was established in 1990 by Mr. Deem, Class of 1952, an oil and gas consultant residing in Wichita, Kansas. Income from the fund aids worthy and needy students in petroleum engineering.

The DeLancey Memorial Fund was established in 1976 by Mrs. Floy W. DeLancey in memory of her husband, Dr. Blaine Morrison DeLancey, Class of 1923, and their son, Dr. Robert W. DeLancey, a member of the Class of 1947. Both father and son taught English at the university level. Income from the fund provides scholarship assistance to the outstanding senior majoring in English literature.

The Department of Business & Economics Scholarship was established in 1973 by members of the department's faculty, alumni, and students in order to recognize outstanding scholarship in those fields. Basis for selection shall be as follows: juniors and seniors who have declared majors within the Department of Business & Economics, who have a cumulative grade-point average of 3.0 or better.

The Cornelius E. Dickinson Fund was established in 1913 by friends in memory of the late Rev. Dr. Cornelius E. Dickinson, a trustee of the College from 1888 to 1908. Others who have contributed to this scholarship included his grandson, the late Edward A. Metcalf, Class of 1912, Reverend Dickinson's granddaughter, Miriam Dickinson, Class of 1929, and his great grandson, Edward A. Metcalf III.

The Don Drumm Memorial Scholarship Fund was established in 1968 through the generosity of former students and friends of the late Donald David Drumm, Class of 1915, a longtime professor of physical education and director of athletics at Marietta College. Income from the fund provides aid to a deserving male student.

The Bob Duggan '59 Distinguished Scholarship was established in 2005 in memory of Robert D. Duggan, Class of 1959, by his wife, Omah C. Duggan, son, Michael P. Duggan, Class of 1980, and daughter-in-law, Joanne Edwards Duggan, Class of 1981. The purpose of the scholarship is to provide financial assistance to students majoring in the Department of Business & Economics, who demonstrate financial need, with preference given to students with a grade point average of at least 3.0 (or its equivalent.)

The Dyer Chemistry Scholarship Fund was established in 1982 by M. Dean Dyer, Class of 1934, to honor the memory of Professors E. L. Krause and E. B. Krause and the tradition of excellence in teaching in the Department of Chemistry of the College. Recipients must have completed their junior year and be chemistry majors. Annual income from this endowed fund is awarded as a partial tuition grant for the recipient's senior year at Marietta.

The Gladyne Goddard Dyer Scholarship Fund was established in 1979 to memorialize an alumna of the Class of 1936. Income from the fund is awarded at the end of each academic year to the Sigma Kappa sorority junior with the highest scholastic rating for the prior three years. The award is a partial tuition grant for the recipient's senior year at Marietta.

The Dyson Foundation Moral Obligation Scholarship Fund was established in 1983 by a grant from the Dyson Foundation of New York. Robert R. Dyson '68, is a trustee of the foundation. This endowed fund provides scholarships to students with financial need. Recipients affirm in writing that they will, in the future, seek to reimburse the fund in recognition of the valuable help they received as students, and be mindful that they can thus help those students who follow at Marietta College.

The Julia Todd Earley and Robert B. Earley Scholarship was established through the estate of Robert B. Earley, Sr., Class of 1952. This scholarship may be awarded to academically superior students with first preference to students whose majors are either Theatre Arts or Entrepreneur Studies. Students must demonstrate financial need.

The Nathan Elbert Eddy and Clara Griffith Eddy Scholarship Fund was established in 1956 by their children, the late Dr. Bernice Eddy Wooley, Class of 1924; the late Dr. Ralph W. Eddy, Class of 1927; Dr. Ford E. Eddy, Class of 1930; and Mrs. Thelma Eddy Markley, Class of 1932, in memory of their parents. Income from the fund assists worthy and needy students at Marietta College. It is the desire of the donors that the recipients of these grants make contributions to this fund to the extent that they were helped when they have reached a position where it is possible, and that these gifts be added to the principal so that the amount may grow to greater usefulness and thus serve more and more students in the years ahead.

The Dr. Ralph W. Eddy Scholarship was established in 2000 through the estate of his widow, Joyce Eddy for the purpose of providing scholarship support to one or more students at Marietta College. Dr. Eddy was a 1927 Marietta College graduate and was awarded an honorary Doctor of Science degree by the college in 1952.

The Lewis S. Edison '80 Memorial Scholarship was established by family and friends of Mr. Edison to recognize the education he received at Marietta College and to help make it possible for future petroleum engineering students to experience the excellence in academics and civic minded opportunity that Marietta College provides.

The Eggleston-Ekas Scholarship Fund was established in 1965 by the late Ward Leroy Ekas, M.D., Class of 1920, Sc. D. 1965, and his family. It honors the late Harla Ray Eggleston, head of the Department of Biology from 1915 until his retirement in 1960. The income from this fund assists worthy and needy students at Marietta College. It is the desire of the donors that first preference be given to students interested in the study of biology, chemistry, or petroleum in that sequence.

The Encana Oil and Gas (USA) Inc., Scholarship in Petroleum Engineering was established by Encana in 2006. This fund provides scholarship aid to undergraduate students majoring in petroleum engineering. Recipients are selected on the basis of academic achievement, personal character, and leadership qualities. This scholarship may be renewed as long as the recipient maintains at least a 3.0 GPA and makes satisfactory progress towards his/her undergraduate degree.

The Beverly Enzie Ellis Alumni Scholarship Fund was established in 1995 by the Marietta College Board of Trustees as a memorial to a Marietta College alumna who served as a mentor and friend to Marietta students for almost 40 years. Mrs. Ellis, Class of 1955, worked

in Marietta's admissions office during her student days and continued on after graduation. In her role as admissions counselor and administrator, her first concern was always for the students and their success at the College. A member of Chi Omega sorority, she served as its advisor and was an active member of the First Presbyterian Church in Marietta. If there are sufficient funds, this endowment will provide one full and two half scholarships each year for Marietta College legacies who are full-time freshmen.

The Brooks F. and Alice Gilman Ellis Memorial Scholarship Fund was established in 1979 to provide assistance for worthy and needy students, first preference going to those who are residents of West Virginia. The fund memorializes Dr. Ellis and his wife, both residents of West Virginia at the time of their deaths in 1976 and 1977, respectively. He was a member of the Marietta College Class of 1923 and received an honorary Sc. D. degree from the College in 1953 in recognition of his worldwide reputation as a geologist and micro-paleontologist. Funds to establish this scholarship were made possible by Energy Resources Guild Inc., Tucson, Arizona, through the efforts of Weldon C. Humphrey Jr., president.

The C.B. Erwin Scholarship was provided through a bequest of Mr. Erwin. The scholarship is intended to provide assistance to worthy and needy students.

The John H. Evans Memorial Scholarship Fund was established in 1978 by his widow, Mrs. Jane Evans, the Fenton Art Glass Co., where Mr. Evans worked for 22 years, and by relatives and friends. Mr. Evans was a member of the College's Board of Trustees at the time of his death. Income from the fund is used for needy and worthy students from western Pennsylvania who attend Marietta College.

The Maria Faller-Gwaltney '64 Memorial Scholarship was established in 2013 by the family of Maria Faller-Gwaltney, Class of 1964, who passed away in 1994. Maria, who grew up in Greece, graduated with a Bachelor of Arts degree in Speech. After graduation had a successful career as a radio reporter and bureau chief including responsibility for covering the White House, US Congress and political conventions. The scholarship was established to provide encouragement and assistance to academically superior students who might not otherwise be able to attend Marietta College. First preference is given to students majoring in Journalism and second preference to students majoring in one of the other concentrations in Communication and Media Studies. Recipients must be rising juniors or seniors and hold a minimum GPA of 3.25 and the scholarship is renewable as long as the recipient continues to be the most eligible student.

The Fenton Art Glass Scholarship Fund, established in 1958 in honor of Frank L. Fenton, founder and president of the Fenton Art Glass Co. for over 40 years, is to be used for scholarships for sons and daughters of employees of that company. Recipients will be known as Fenton Scholars.

The John Fassett Follett Memorial Fund, established in 1957 by the will of Wanda Follett Granger in memory of her father, John Fassett Follett, valedictorian of the Class of 1855, provides one partial tuition scholarship awarded annually.

The Dorothea and Henry Fischbach Scholarship Fund was created provide incentive to a freshman at Marietta College who may rank in the lower academic quadrant of the incoming class. The recipient should have the potential to have a successful college experience, but may be ranked lower in the admitted class due to extenuating circumstances. This profile mirrors the experience of William C. Jones '72 (a.k.a. "Zep"), who given the opportunity, fulfilled his academic potential to complete his college degree. Mr. Jones established the scholarship in 2005 in honor of his late mother and late stepfather.

The Harold H. Full Memorial Scholarship Fund, established in 1977 by Theodore N. Williams, a friend of the honoree, provides scholarship support to worthy and needy graduates of Dr. Full's high school alma mater, Parkersburg (W. Va.) High School. Dr. Full, a professor of education at Queen's College of the City University of New York at the time of his death in 1970, was a graduate of Marietta College in the Class of 1944.

The Valdis and Missy Hall Garoza Scholarship Fund was created in 2000 by Douglas C. Greene, Class of 1962. The fund honors Professor of Art, Valdis Garoza, and his wife, Missy, Class of 1994, and recognizes their dedication and personal involvement with the Classes of 1999, 2000, 2001 and 2002 in the students' initiative which successfully resulted in the construction of The Gathering Place student recreation center, dedicated February 2000. The purpose of this fund is to provide financial assistance to needy and worthy students majoring in Art, Graphic Design, or Art History.

The General Electric College Bowl-BP America Scholarship was established in 1966 from winnings earned by Marietta's team on the network television show G. E. College Bowl. The television winnings were matched by the Standard Oil Company of Ohio, now BP America.

The Hans Gilde Scholarship Fund was established in 1992 by the former students of Dr. Hans Gilde, who taught organic chemistry at Marietta College from 1961 until his retirement in 1992. Income from this endowed fund is awarded as a partial tuition grant to the chemistry, biology, or petroleum engineering major who is the most deserving organic chemistry student and who has demonstrated leadership.

The Bert T. Glaze Scholarship recognizes pre-professional achievement by a rising junior or senior student majoring in the Department of Business & Economics. The recipient must have a minimum cumulative grade point average of 3.2 and have demonstrated a commitment to the business field within and outside the classroom, but need not demonstrate financial need. The scholarship fund was created in 2000 by alumni to honor the late Bert T. Glaze, Professor of Economics from 1966 to 1986.

The Goodhue Scholarship Fund was established in 1995 by Sarah Goodhue Cunningham, Class of 1935, Phi Beta Kappa, to aid needy and worthy students. A member of Chi Omega sorority at Marietta, Mrs. Cunningham received her master's degree in education from The Ohio State University and taught in Marietta City Schools. She later became a published, innovative Director of Elementary Education for Orange School District in the suburbs east of Cleveland. She and her late husband, Leslie Gordon Cunningham, were inveterate world travelers and lived in Burlington, Ontario, and Niagara-on-the-Lake, Ontario. The fund recognizes the debt owed to Marietta College by Ralph A. Goodhue, Class of 1899, his wife Clara Cisler Goodhue, and their three alumnae daughters.

The J. Ryan Graham Memorial Scholarship Fund was established in 1984 by Daniel and Jean Graham, parents of Ryan, a student at Marietta College until his death in 1983. Income from this fund provides scholarships to worthy and needy students from Washington

County, Ohio, with particular emphasis on deserving graduates of Marietta Senior High School, Ryan's alma mater.

The Hudson S. '63 and Marilyn Melick '64 Green Scholarship was created in 2004. Mr. and Mrs. Green met as students at Marietta College in 1961. In addition to Mr. and Mrs. Green, three members of their immediate family are also graduates of the College. Annual income from this fund provides financial assistance for a first-year student at Marietta College who intends to pursue studies in the humanities or the sciences. The award may be renewed each year as long as the student maintains satisfactory progress toward graduation within five years.

The Gordon B. Gray Fund, the income from which helps worthy students attend Marietta College, was created from gifts by Judge Gordon B. Gray of Athens, Ohio, Class of 1928. First preference for the scholarship is given to prelaw students.

The Great Teachers Scholarship Fund was established by a friend of the College in 1979 to honor present and former teachers at Marietta by providing funds to aid worthy and needy students. Recipients of the award are encouraged to make contributions to the fund when they have reached a position to do so, that the fund may grow and thus aid more and more students.

The Douglas C. Greene Scholarship was established in 1995 and is designated for worthy and needy students pursuing interests in entrepreneurship during the course of their education at Marietta College. Mr. Greene, a 1962 graduate of Marietta, where he received both a B.A. and B.S. degree in Business Administration, has been a highly successful entrepreneur during his career. The scholarship is awarded annually to students majoring in the Department of Business & Economics.

The Dr. Herschel G. Grose Memorial Endowed Fund was established in 2013 by Drs. Robert Monter '62, Elliott Thrasher '62, Gordon Prescott '64, and Richard Givens '62 to recognize their dedication and appreciation to their former professor and mentor, Dr. Herschel Grose. The income from this fund is used to benefit science students attending Marietta College. The recipients must have a minimum GPA of 3.2 and be undergraduate students at Marietta College and have successfully completed Organic Chemistry I and II along with the accompanying labs. Recipients must be recommended by the Chair of the Chemistry Department at Marietta College. The scholarship is not renewable and funds will only be used for the reduction of tuition. One award of no more than $5,000 will be made each year.

The American Association of University Women provides the **Ethel Straw Guthrie Scholarship** to be used for the partial tuition of a senior woman who in the judgment of a special College AAUW committee has exhibited scholastic achievement, real intellectual interest, and leadership qualities.

The Raymond G. Guthrie Education Scholarship Fund, established in 1977 from gifts of former students, friends, and family, honors Professor Guthrie who taught in and headed the Marietta College Department of Education from 1927 until his retirement in 1965. Income from the fund assists worthy and needy students in the junior class preparing to teach in the public schools.

The Allan C. Hall Memorial Fund was established from memorial gifts to the College by members of Mr. Hall's family and his friends, following his death in 1967. A member of the Class of 1911, Mr. Hall served as a trustee of the College from 1938 to 1960 and thereafter as an emeritus trustee. In 1948 the College awarded him an honorary degree. Income from the fund provides scholarship help to upperclassmen, preferably seniors, who intend to study medicine.

The William D. and Dorothea L. Hartz Scholarship was created by Robert B. Hartz '69 in 1988 to honor his parents, William D. and Dorothea L. Hartz. The honorees were longtime residents of Glenshaw, Pennsylvania. Annual income from the fund provides assistance to a junior or senior with a cumulative grade point average of 3.0 or better and demonstrated financial need.

The Hohman Scholarship Fund was established in 2001 by former students of Professor William H. Hohman. Initiated by Dr. David G. Stockwell, Class of 1969, the purpose of this fund is to provide an academic scholarship for a second or third year chemistry or biochemistry major based on his/her performance in the introductory chemistry courses. Dr. Hohman taught chemistry at Marietta College from 1965 to his retirement in 2001.

The Lawrence M. Howard Memorial Scholarship Fund was established in 1985 by family and friends of Mr. Howard, Class of 1941, whose lifelong writing and journalistic career spanned 44 years. Mr. Howard began his writing career in 1941 as a reporter for a Vermont newspaper, later working three years for a U.S. Army newspaper during World War II, and following the war, returning to Vermont where he held reporting and editing positions at two newspapers. In 1954 he joined the Providence (R.I.) Journal Bulletin as a reporter, and in 1966 became state news editor, advancing in 1971 to associate managing editor, the position he held at the time of his death. He was an officer and member of the board of directors of the New England Society of Newspaper Editors (NESNE), and since 1982 was actively involved in NESNE Soviet Union journalist exchange conferences to promote better understanding between the United States and the Soviet Union. The scholarship recognizes Mr. Howard's lifelong commitment to the liberal arts and to excellence in creative and journalistic writing. The scholarship is open to juniors and seniors majoring in any subject who must apply by submitting a portfolio of writing samples to a committee composed of faculty from the English Department and at least two outside professional writers, one being an established creative writer and the other a seasoned journalist. The scholarship will be awarded entirely on writing merit without regard to financial need. Donors would appreciate recipients of the grant making contributions to this fund principal when possible so that the amount will grow and serve more students in future years.

The Donald C. Hubbard and John R. Henning Scholarship Fund was established in 2003 in honor of Marietta College graduates Donald Hubbard, Class of 1950, and John Henning, Class of 1956, by Columbia Natural Resources LLC, of Charleston, WV. The purpose of this fund is to provide financial assistance to a student majoring in Petroleum Engineering or Geology at Marietta College with demonstrated financial need and in good academic standing.

The Hunter Freshman Scholarship Fund was established in 1966 by the will of the late Mrs. Essie W. Hunter of Columbus, Ohio, whose first husband, Ezekiel Wallace Patterson, was a graduate of the College in the Class of 1885. Income from the fund aids a worthy freshman student from the area served by the College.

The W. Bay Irvine, Freda Canfield Irvine, and Mabel Mae Canfield Memorial Scholarship Fund was established in 1985 under the will of Miss Canfield. She designated that it be used to assist worthy and deserving students. Dr. Irvine, a member of the Class of 1917, was the 12th president of Marietta College, serving from 1948 to 1963. His wife, Freda Irvine, sister of Mabel Canfield, completed her Marietta College degree in 1947. Dr. and Mrs. Irvine preceded Miss Canfield in death. The latter was a longtime public school teacher in Ohio.

The J. Glover and Mary Johnson Memorial Scholarship Fund was created in 1985 under the will of Dr. Johnson, professor of religion and philosophy at the College from 1946 to 1972. He stipulated that students with financial need be aided.

The Austin E. Knowlton Memorial Scholarship was established in 2013 by the Knowlton Foundation. First preference in selection is given to incoming students majoring in mathematics or a related field who are residents of Logan County, Ohio and graduating from Bellefontaine High School, Benjamin Logan High School, Riverside High School, Indian Lake High School or the Hi-Point Career Center, all located in Logan County, Ohio. If there are no applicants from Logan County, the scholarship may be awarded to an incoming student who is a resident of Ohio. Scholarship is renewable. Mr. Knowlton, a graduate of Bellefontaine High School was the owner and chairman of the Knowlton Construction Company, which begain in Bellefontaine in 1937. Through his company, Mr. Knowlton was responsible for over 600 major and significant construction projects throughout Ohio and the Midwest including school buildings, hospitals, libraries, and post offices.

The John and Dianne Brock Krahnert Scholarship was established in 2003 by Mr. and Mrs. Krahnert. Mrs. Krahnert is a graduate of the Class of 1955. Income from the fund provides financial assistance to a deserving freshman student who has an interest in theatre. This award is renewable provided that the recipient maintains a minimum grade point average of 2.50 and is making normal progress toward completion of his/her degree in no more than five years.

The Ellis L. and Jennie Mae Krause Memorial Scholarship Fund was established in 1975 from gifts of former students, friends, and the family of Professor Ellis L. Krause, who taught chemistry at Marietta College from 1916 until his retirement in 1955. During most of that period he was head of the Department of Chemistry. Income from the fund is used to assist worthy students majoring in the disciplines of chemistry, physics or related sciences.

The Beatrice A. Kremer Memorial Scholarship is awarded to a member of the junior class who, in the judgment of the Department of English faculty, has compiled a distinguished record in English courses at Marietta College. Preference in selection is given to English majors who plan to teach that subject following graduation.The scholarship was established in 1970 in memory of Miss Beatrice A. Kremer, Class of 1930, who taught English in the Marietta public schools for more than 40 years. Original donors were her nephews: the late James F. Kremer, Class of 1935; Richard P. Kremer, Class of 1939; and Dr. Frederick J. Kremer, Class of 1943.

The Lesh Laurie Scholarship Fund was established in 1983 in memory of Josephine E. Lesh and Bessie H. Laurie, the respective mothers of the donors, Dr. Georgia E. Lesh Laurie, Class of 1960, and William F. Laurie. Income provides scholarships annually to a student or students in the sophomore through senior classes who plan careers in the health sciences.

The Gill M. Lindamood Memorial Scholarship was funded by his son, Ralph M. Lindamood '46, and his nephew, Robert L. Lindamood '55. The award is given to a returning sophomore, junior, or senior student who demonstrates academic excellence and financial need.

The Ralph M. Lindamood Scholarship recognizes the service to the College by the late Mr. Lindamood, associate professor of physical education (1964-1984) and crew coach (1959-1984) who retired in 1984. Former students, crewmen, and friends created a fund from which educational assistance may be made annually in the spring semester to a member of the men's crew and a member of the women's crew in equal amounts. Recipients are to be participating in crew during the semester that assistance is given.

The Hal H. Lloyd Science Scholarship Fund was established in 1965 by the will of the late Mrs. Lloyd in memory of her husband, the Rev. Hal H. Lloyd of Marietta. Income from the fund is used to assist needy students in the sophomore through senior classes who are working toward a major in one of the science departments.

The Lloyd Student Fund was established in 1966 from a bequest of Mrs. Myrtle Lloyd Lewis, of St. Petersburg, Florida, whose father, Rhys Rees Lloyd, was an 1884 graduate of Marietta College. Income from the fund provides scholarship assistance to worthy students. It was the desire of Mrs. Lewis that the recipients of these scholarships make contributions to this fund to the extent that they were helped when they have reached a position where it is possible, and that these gifts be added to the principal so that the amount may grow to greater usefulness and thus serve more and more students in the years ahead.

The Ronald L. Loreman Scholarship in Theatre Arts was established in 2005 by members of the Theatre Advisory Board, other alumni and friends of the College. The scholarship honors Ronald L. Loreman, Emeritus Professor of Communication and Theatre, who taught at the College from 1960 until his retirement in 2004. The purpose of the scholarship is to provide assistance to rising junior or senior students who have demonstrated worthy contributions to the theatre program and show potential for theatre as a profession. Selection of recipients shall be recommended by the faculty members of the Theatre Department.

The Harold and Constance Luther Scholarship Fund was established in 2000 by Kenneth M. '60 and Carol Pitzer Luther to honor his parents, Harold and Constance Luther. The purpose of this fund is to provide scholarship aid to worthy and needy students from the Greater Cincinnati-Northern Kentucky area.

The MacTaggart Special Scholarship Fund, given to the College in 1951 by the late Edward MacTaggart, Class of 1892, a former trustee, is used for needy and worthy students.

The Minnie Magee Scholarship Fund was established in 1984 by Mrs. Magee, a longtime resident of Marietta who attended many cultural and educational events at the College. Income from the fund provides a single scholarship each year for a worthy and deserving student with a grade point average between 2.0 and 2.9.

The Joseph and Elizabeth Forgas Mancuso Memorial Scholarship Fund was established in 1987 through a trust created by the late Mr. Mancuso, Class of 1930. Income from this fund provides assistance to needy students from eastern Ohio.

The Manley Memorial Scholarship was established in 1982 to assist worthy and needy juniors or seniors majoring in the humanities. Lucia Manley Hymes, Class of 1927, began the fund in memory of her brother Edward B. Manley, Class of 1926, and her father, Joseph Manley, who was a member of the faculty for 44 years (1893-1937). Professor Manley came to the College with an A.B. degree in the classics from Harvard and a distinguished record in college athletics. His first assignment at Marietta was to teach Greek and coach the football team. His later teaching years were devoted to history and political science, notably the history of Lincoln and the Civil War. He was Dean of the College from 1910 to 1916 and was acting president 1912-1913. At his retirement in 1937 the College awarded him an honorary L.L.D. degree.

The Marietta High School Class of 1932 Scholarship was established with donations from the members of that class. Income is awarded annually to worthy and needy students who have graduated from Marietta High School.

The Susan Marsch Scholarship was established to provide scholarship assistance to graduates of Washington State Community College who wish to complete the baccalaureate degree at Marietta College. Susan Marsch, a 1930 graduate of Marietta College, established the scholarship to pay tribute to her parents, Karl and Anna Schultheis Marsch and her sister, Mary Ann. Susan Marsch taught Business Education in Ohio high schools for 32 years and served as an officer in the United States Coast Guard (WR) for three years during World War II. This scholarship is the Marsch way of extending the helping hand of Christian fellowship to ensuing generations.

The Miriam Delano Manning Scholarship Fund was established in 1991 by the brothers, sisters, family, and friends of the late Dr. Manning, Class of 1930, whose career culminated at the oncology center of Children's Hospital in Boston. Income is awarded annually to a worthy and needy junior or senior female in premedical studies.

The Richard W. Mason Memorial Scholarship Fund was created in 1988 by his late parents, Clesson E. Mason, Class of 1917, and Eva Withington Mason. Lt. Richard W. Mason was a casualty of World War II.

The Wilbur D. Matson Scholarship Fund was established in 1966 through a bequest of Mr. Matson, publisher and editor of the Morgan County Herald at McConnelsville, Ohio, for many years, and an honorary alumnus of the College in the Class of 1964. Income from the fund provides scholarships for students from Morgan County, Ohio. Recipients are selected on a basis of character, scholarship, ability, and need.

The J. Robert McConnell and Abigail Welch McConnell Scholarship Fund was established in 1980 by a bequest from Mr. McConnell, a member of the Class of 1917, a native of nearby Macksburg, Ohio, and a resident of Wooster, Ohio, where he was a businessman. Income from the fund is to be used to aid worthy and needy students. First preference is to be given to premedical students.

The John G. and Jeanne B. McCoy Scholarship Program was endowed in 1998 by John G., Class of 1935 and Jeanne B. McCoy to promote and recognize outstanding academic ability and achievement in an incoming freshman student. The award includes tuition, fees, room, board, and a computer, and is renewable for four years.

The John B. and Jane T. McCoy Endowed Scholarship in Honor of Jane McCoy Peterson was established in 2014 by John B. and Jane T. McCoy to fund a scholarship in honor of John's aunt, Jane McCoy Peterson, that will benefit Marietta College students with demonstrated financial need. The McCoy family has always played an important part of Marietta College's place in the Marietta community. A scholarship to honor a devoted friend of Marietta College, Jane McCoy Peterson, and aid students with demonstrated need continues the long standing connection between the McCoy family and Marietta College. Incoming freshman recipients must have a high school GPA of 3.0 and upperclass students must hold a minimum grade point average of 2.6. Recipients must have demonstrated financial need. Scholarships may be renewed annually provided the recipient maintains at least a 2.6 cumulative GPA and continues to make satisfactory progress toward an undergraduate degree.

The Vernon E. "Dan" McGrew Scholarship Fund was established in 1994 by the Marietta College Board of Trustees in memory of an alumnus and long-time administrator at the College. McGrew, Class of 1949, served his alma mater for 38 years as college editor, part-time faculty member, fund raiser, secretary to the Board of Trustees, and secretary of the College. When he retired in 1990, the Board recognized his devoted service by naming him an honorary trustee. Mr. McGrew also authored a volume of College history (1935-89) *In the Various Branches of Useful Knowledge* published in 1994. The McGrew Scholarship is designated for needy and worthy students studying in the Department of Media Studies.

The Joseph Green McMurry Scholarship Fund was established by a bequest of Mr. McMurry in 1980 in honor of his sister, Vera L. McMurry of La Jolla, California, who was a high school teacher of English in Minnesota, Montana, and California for almost 35 years. Income from the fund provides an annual scholarship with first preference being the outstanding member of the junior class preparing to teach in the field of English.

The Joseph Green McMurry and Vera Lucille McMurry Scholarship Fund was set up by the late Miss McMurry in a trust agreement in 1984. She directed that the fund be used to provide scholarships for worthy Marietta students who could not otherwise finance their education. The fund memorializes her and her brother. She was a Marietta College graduate in the Class of 1905 and taught school for many years.

The Florence Gross Morgan Memorial Scholarship Fund was established in 1967 by the late Dr. Charles S. Morgan, a member of the College faculty from 1914 to 1916, in memory of his wife, Class of 1911. Income from the fund provides a partial tuition scholarship each year to a student who intends to study or is studying in the field of the fine arts at the College.

The Sarah Ethel Musgrave Scholarship was established in 1968 by a bequest from the estate of Sarah Ethel Musgrave, Class of 1920, of Parkersburg, West Virginia. Recipients must be from Wood County, West Virginia.

The Jane Evert Nast and Edith Nast DeClaude Scholarship Fund was funded by Philip H. Nast, Class of 1949, in memory of his wife, Jane, and his sister, Edith. Originally established in 1982 as the Philip and Hilja Nast Scholarship, the purpose of this fund is to provide scholarship assistance to students who demonstrate financial need.

The Lester E. '37 and Virginia M. Noe '37 Scholarship was established in 2008 through a trust established by Mr. and Mrs. Noe. Their goal was to provide encouragement and assistance to academically superior students who might not otherwise be able to attend Marietta College. Preference for receipt of the scholarship will be given to academically superior students majoring in English or in a pre-law track who are entering their junior or senior year. Recipients must have demonstrated financial need.

The Walker H. Nye Memorial Fund, established by his widow, the late Wilma Bemis, of Shaker Heights, Ohio, and friends of the late Walker H. Nye, Class of 1910 and trustee of the College from 1942 until his death in 1955, provides a partial tuition scholarship for a worthy student. Preference will be given to students from the Cleveland, Ohio, area.

Established in 2008 by their children, the **Drs. James and Mabry O'Donnell Scholarship** honors two individuals who were Marietta College faculty members for 42 years. This scholarship recognizes the O'Donnell's dedication to teaching excellence. Over the years Jim and Mabry counseled and advised hundreds of Marietta College students. Now successful adults, many of these alumni keep in touch with Jim or Mabry because they value them as both mentors and friends. In their work, Jim and Mabry O'Donnell continually fostered and enhanced the spirit and tradition of excellence in learning that has always identified Marietta College. Recipients must be upperclass students (sophomore, junior or senior rank) with declared majors in either history or communication studies. Scholarships may be renewed provided the recipient maintains a minimum GPA of 3.25 on a 4.0 scale, remains a history or communication studies major and continues to make satisfactory progress toward an undergraduate degree. Financial need is not a requirement for this scholarship.

The Edward H. Osborne Scholarship Fund was initiated in 2001 by Timothy Cooper, Class of 1973 and his wife Sue to honor Professor Edward H. Osborne. Professor Osborne taught Management and Accounting courses at Marietta College from 1971 until his retirement in 2008. This fund provides scholarship assistance to students majoring in Accounting.

The Mrs. Clyde H. (Maude Booth) Pape Scholarship Fund was established in 1967 through a gift from Mrs. Pape of Tulsa, Oklahoma. Income from the principal provides scholarship assistance for worthy and needy students of the College.

The James Brown and Emily Hiner Parke Memorial Scholarship Fund was established in 1991 through a bequest by these friends of the College. Income from the fund is to aid worthy students.

The Merrill Reeves Patterson Scholarships, annual awards of up to $1,000 each, are made to five worthy and needy students from the junior and/or senior classes who have demonstrated the qualities of scholarship, service, and leadership exemplified by Dr. Patterson during his 38 years of service to Marietta College, 1934 to 1972. The designation honors Dr. Patterson, who taught English throughout the period and was academic dean of the College from 1948 until 1967 and director of academic advising from 1968 until his retirement in 1972.

The Peoples Bank Scholarship Fund was established by that Marietta firm in 1985 to provide scholarships for worthy and deserving students.

The Jane McCoy Peterson Memorial Scholarship was established by Mrs. Peterson's daughter Dorothy (Darcy) Peterson Fowler and her husband Mark Fowler. The Fowlers wished to create a lasting memorial to Mrs. Peterson that would benefit students attending Marietta College. Recipients must have graduated from high school with grade point averages of no less than 3.25 on a 4.0 scale and major in an undergraduate program of study at Marietta College. Scholarships are renewable provided the recipients maintain at least a 3.0 GPA and make satisfactory progress toward an undergraduate degree.

The Jacob W. and Carol Strachan Pfaff Scholarship was established in 1986 by Jacob Pfaff, Class of 1936, and Carol Strachan Pfaff, Class of 1938, of Marietta. Income from the Pfaff fund is awarded annually to students who exhibit qualities of leadership and academic achievement and/or financial need. The Pfaff Scholarships are awarded without regard to major field of study or place of residence.

The Clark R. Pigott Scholarship Fund was established in 1972 by Mrs. Bobbie R. Pigott of Wichita, Kansas, in memory of her late husband, who attended Marietta College with the Class of 1917. The income from the fund is devoted each year to scholarships for deserving (academically and financially) students majoring in athletic training, petroleum engineering or music theatre. These were three strong areas of interest to Clark Pigott.

The Jack E. Prince Academic Merit Scholarship Fund was established in 2001 by Eric S. Dobkin, Class of 1964 and Barbara Berman Dobkin, Class of 1965. The scholarship honors Emeritus Professor of Economics Jack E. Prince, who taught at Marietta College from 1954 until his retirement in 1985. The purpose of this fund is to provide an annual award to an entering freshman student. The scholarship will be renewed for up to three additional years provided that the recipient maintains at least a 3.0 grade point average (or its equivalent). The recipient need not demonstrate financial need.

The Jack E. Prince Scholarship Fund was established in 1985 by friends and former students of Professor Prince who taught in the Department of Business & Economics at the College from 1954 until his retirement in 1985. Income from the fund will be awarded to those students majoring in the social sciences who by their junior year have been active in student government and/or other services to the College community.

The David Putnam Memorial Scholarship Fund, established in 1971 by the late Miss Hazel Putnam Roach of Athens, Ohio, and the late Mrs. Aldine (Wescott) R. Flegal of Zanesville, Ohio, is available for general scholarship aid. The fund honors David Putnam (1769-1856), the first preceptor of Marietta's Muskingum Academy, and the great-grandfather of the donors.

The Douglas Putnam Fund, established in 1953 by Douglas Putnam, valedictorian of the Class of 1881, is available for general scholarship aid. The fund honors Douglas Putnam (1806-1894), grandfather of the donor and secretary of the College trustees for 60 years.

The Jerry and Linda Rebrook Memorial Scholarship was established by their son Jason, Class of 1996 and his spouse Erin Conroy Rebrook, Class of 1999. During their time as students Jason and Erin observed

and benefitted frm the generosity of other members of the Long Blue Line who provided funds for scholarships, internships and employment. This is their opportunity to express their gratitude to the College for their educations and a way to enable future students to enjoy a similar educational experience. Recipients must be majoring in petroleum engineering and have demonstrated financial need. An incoming freshman must have a high school GPA of 3.0 on a 4.0 scale; upperclass students must maintan a GPA of 2.6 on a 4.0 scale. Scholarships are renewable as long as the GPA requirement is met and the student makes satisfactory progress toward graduation.

The Renner Scholarship, was established in 1986, by Charles V. Renner, Class of 1936 in memory of his parents,Lucille Schmidt Renner and Tony E. Renner of Parkersburg, West Virginia. The scholarship is to be awarded to students from Parkersburg High School, Parkersburg South High School, or Parkersburg Catholic High School.

The Ralph B. and Lena Hardman Richardson Scholarship was created by Marilyn Hardman Self in memory of her uncle and aunt, Ralph B. Richardson, Class of 1912 and Lena Hardman Richardson, Class of 1914. The award is to provide scholarships to students who demonstrate financial need.

Rickey Scholarships are awarded to students interested in physics at Marietta College. Recipients are selected on the basis of excellent academic achievement, and the scholarship is renewable on an annual basis provided the recipient continues to major in physics and maintains a grade-point average of at least 3.000. The award may include a summer study stipend for physics research. The Rickey Scholarships were established in 2000 by David M. Rickey, Class of 1978 and Jan Nielsen, and the J&D Family Foundation.

The J. J. Riggs Scholarship Fund was established in 1981 by Mr. Riggs, Class of 1948. Income from this fund provides financial assistance to worthy students from Wood and Pleasants Counties, West Virginia, with particular emphasis on deserving graduates of St. Mary's High School, St. Mary's, West Virginia, the donor's alma mater.

The Ford Rinard Memorial Scholarship Fund – The purpose of this fund is to provide financial assistance to a junior or senior student with a major in the Business & Economics department. Preference will be given to students with demonstrated financial need and without regard to class standing. This fund shall be utilized to benefit students from the Appalachian states of Ohio, West Virginia, Pennsylvania, Kentucky, or the Carolinas.

The Walter and Joan Rinard Scholarship was established in their honor in 2001. The scholarship is awarded annually to petroleum engineering students in good academic standing with demonstrated financial need.

The Bob and Karen Roberts Scholarship was established by Mr. Roberts, Class of 1979 and his spouse. Recipients must be rising sophomores, juniors or seniors majoring in petroleum engineering. Recipients must hold a minimum GPA of 3.0 on a 4.0 scale. Scholarships may be renewed if the recipient maintains at least the minimum GPA and makes satisfactory progress toward an undergraduate degree in petroleum engineering. Recipients must be recommended by the chairman of the Department of Petroleum Engineering and Geology.

The Roberts Fund was established in 1995 by the will of Anna Elizabeth Roberts Peaker, Class of 1928. Mrs. Peaker was a resident of Williamstown, West Virginia, and later moved to DeLand, Florida. Annual income of the fund provides assistance to worthy students of Marietta College, particularly students from Wirt and Wood counties of West Virginia.

The Galen and Ruth Roush Endowed Scholarship was established by the GAR Foundation of Akron through a gift to Campaign 150 in 1985, income from which is to be awarded annually to a student or students from the Akron area who need financial assistance.

The Jean-Jacques Rousseau Award for French was established in 2000 by the *Cercle Français* of Marietta, Ohio, to recognize outstanding students in French as well as student engagement in the promotion of French and Francophone studies at Marietta College.

The Edward B. Ruby, Leon A. Ruby, Rosalind Ruby, Samuel R. Ruby, and Richard G. Ruby Scholarship Funds were established by their parents, Victor M. Ruby, M.D., Class of 1942, and Sonia Bender Ruby of Atlantic City, N. J., to honor their children, who are members of the Marietta College classes of 1967, 1969, 1972, 1972, and 1974, respectively. In the above order of their names, awards are made to deserving students in biology, mathematics, psychology, chemistry/physics, and physical education/sports medicine. Recipients shall have completed a full year at the College.

The Joseph and Betty Rutter Scholarship was established in 2014 by Mr. and Mrs. Joseph Rutter. Mr. Rutter graduated from Marietta College in 1948 and is grateful for the education he received. The Rutters have lived in Ohio for most of their lives – in Marietta since 1986 – and desire to assist others who aspire to a liberal arts education as offered by Marietta College. Scholarships are limited to $10,000 each and are awarded to students who are graduates of recognized public high schools in the states of Ohio or West Virginia, with preference given to graduates from Washington, Monroe, and Noble counties in Ohio. Preference is given to students majoring in Science. Recipients must have a demonstrated financial need and incoming freshman recipients must have a high school GPA of 3.0. Upperclass students must hold a minimum GPA of 2.6. Scholarships may be renewed annually provided the recipient maintains at least a 2.6 cumulative GPA and continues to make satisfactory progress toward an undergraduate degree.

The Lewis and Marie Ryan Scholarship Fund was established in 1986 from a trust of the late Lewis D. Ryan, Class of 1922, of Wichita Falls, Texas. The fund's income benefits deserving Marietta College students majoring in mathematics and/or science (or who propose to enter the College to so major), and whose academic standing is in the upper 10 percent of the class, and who, without such financial assistance, might not be able to attend Marietta College.

The Charlene C. Samples Creative Writing Scholarship was established by former Board of Trustee member Charlene C. Samples, Class of 1977. Ms. Samples established this award to foster and reward creative writing and to recognize the value of writing in the pursuit of any successful career. This scholarship is open to incoming freshmen and upperclass students and is renewable for four years. Applicants will annually submit a portfolio demonstrating their writing skills. Portfolios will be read and evaluated by a Writing Review Committee, which will make recommendations for awards.

The John E. Sandt Memorial Scholarship Fund was established in 1989 under the will of the late Mr. Sandt, teacher and administrator at Marietta College for 43 years. Income from the fund provides scholarship assistance to students of the College for tuition and for defraying living expenses while enrolled. Mr. Sandt taught mathematics, education, and astronomy, was the College's first dean of men, and in 1961 was named bell master to oversee the ringing of the chimes in Erwin Hall.

The Frederick W. Schafer Scholarship Fund was established in 1989 from a bequest by the late Mr. Schafer of Laguna Hills, California, for a scholarship in his name. He was a member of the Class of 1929.

The Henry Benedict Schwartz Scholarship was created by a bequest of Henry C. Schwartz, Emeritus Professor of Languages, who taught from 1959 until his retirement in 1980, to honor the memory of his father. The scholarship is awarded to worthy students majoring or minoring in a Romance Language.

The Science Scholarship Fund, established in 1951 by a friend of the College, provides partial tuition scholarships for the coming year, as circumstances direct. They are awarded to needy and worthy students in the sophomore through senior classes majoring in the sciences.

The Jack M. Scott Memorial Scholarship was established in 1970 from memorial gifts made by friends of the late Mr. Scott, Class of 1952, who served the College as director of college-high school relations from 1954 to 1962, director of admissions from 1962 to 1968, and director of services from 1968 until his death in 1970. Income from the fund provides aid to a deserving student.

The Captain Douglas Milton Seeley and J. Philip Seeley Scholarship Fund was established in 1998 by Dorothy Seeley in honor of her son, Douglas, Class of 1964, and husband. The purpose of this fund is to provide financial assistance to a deserving student who demonstrates financial need to attend Marietta College. The recipient should be a Veteran, the spouse of a Veteran, or the dependent child of a Veteran. (An eligible Veteran is defined as an individual that served or is serving on active duty, other than training, within the Armed Services of the United States, who received an honorable discharge as verified by form DD214 or other comparable government document, or is serving on active duty.) Preference will be given to a first-year student who is a resident of Washington County or Ohio.

The Sesquicentennial Scholarship Fund derives from general gifts made by alumni and friends to the endowed scholarship objective of Campaign 150, concluding with Marietta College's 150th anniversary in 1984-85.

The Joseph A. Sheehan '36 Scholarship Fund was established in 1993 in memory of Mr. Sheehan by Sara M. Sheehan (Mrs. Joseph A. Sheehan) and their daughter Anne S. Schick. The income from this fund is awarded annually to current students who are in need of financial assistance. Mr. Sheehan, Class of 1936, was a thirty-six-year employee of IBM which provided a matching grant to the scholarship fund.

The William M. Sheppard Scholarship honors William M. "Shep" Sheppard, a Marietta College professor and administrator whose high standard of ethics and passion for the craft of journalism inspired students over several decades. Mr. Sheppard served as the faculty adviser for the *Marcolian* and the *Mariettana* for many of those years. This scholarship will be awarded each year to the student selected to be the editor of the College newspaper, the *Marcolian*, for the following academic year. The student chosen each year shall be referred to as the **Sheppard Editor of the Marcolian**. The scholarship will be presented at the annual Honors Convocation each spring.

The Robert and Shirley Showalter Scholarship was established in 2001 to provide financial assistance to a Williamstown, West Virginia, high school graduate. The award may be given to an incoming freshman or a transfer student and is renewable annually as long as the recipient makes normal progress toward graduation and maintains a minimum grade point average of 2.5. Robert E. Showalter, Class of 1959, is a graduate of Williamstown High School.

The Merrill L. Shutts Memorial Scholarship honors Mr. Shutts who graduated from Marietta College with a degree in sociology in 1937. During his time on campus, Mr. Shutts was a proud member of the football team and continued to support the team throughout his life. In recognition of his commitment to the value of a liberal arts education and life's lessons learned on the football field, his daughter Dianne Shutts Cary and her husband A. Bray Cary, Jr., established this scholarship in Mr. Shutts' name. Recipients must engage in a course of study leading to an undergraduate degree consistent with a career in the social service sector, and must have documented financial need. First preference will be given to students graduating from Williamstown High School in Williamstown, West Virginia; secondary preference will be given to students from other Wood County, West Virginia high schools; third preference will be given to students from counties contiguous to Wood County. Scholarships may be renewed annually for a maximum of three years.

The Smart Arts and Sciences Scholarship Endowment was established by David B. Smart, Class of 1951, in memory of Harry L., Helen B. and Dorice E. Smart. Its purpose is to encourage the study of the liberal arts disciplines of Economics, English, History, Modern Languages, Philosophy, Political Science, Religion, Biology, Chemistry, Geology, Mathematics and Physics. It is awarded to students majoring in one of these fields and maintaining at least a 3.33 (B+) GPA.

The Frank Edward Smith Memorial Scholarship was established in 1997 by Franklin L. and Reatha Sue Smith, Marietta residents, in memory of their son. The income from the fund provides scholarship assistance, renewable for four years, to students who demonstrate financial need, a strong high school record, citizenship, morality, service and work ethic. Preference is given to graduates from Marietta High School or other Washington County (OH) high schools.

The Lemotto Smith Scholarship Fund was established in 1988 from a trust of Lemotto Smith. Income from the fund benefits deserving graduates of St. Mary's High School, St. Mary's, West Virginia, who have achieved a cumulative high school GPA of 3.25 or higher and plan to attend Marietta College.

The Nellie Best Speary Memorial Fund, established in 1945 under the will of the late C. Frederick Speary, provides an income from which a partial tuition grant is awarded annually to a worthy student.

The Warren G. Steel/Dwayne D. Stone Annual Scholarship was established in 2002 by Trustee David W. Worthington, Class of 1966, and his wife, Beverly, to honor Emeriti Professors Warren G. Steel and Dwayne D. Stone. Income from the fund provides scholarship assistance to students who demonstrate financial need and who are majoring in geology.

The Max, Martha, and Alfred M. Stern Fund was established in 1958 in memory of Mrs. Stern and her late husband and son, Max and Alfred M. Stern of Cincinnati. Income from the fund may be used for grants or loans to students, favored consideration to be given any worthy individual with serious sight impairment, or worthy students evidencing interest in the advancement of good local government; otherwise, to students the College considers qualified to receive such grants or loans.

The Harry G. and Violet Straley Scholarship Fund was established in 1994 by the late Harry Goff Straley, Class of 1930, of Charleston, West Virginia. Income from the fund will be awarded to students with good academic standing at the College, with preference given to students from West Virginia.

The Study Abroad Grant is awarded on a competitive basis to a full-time student to help offset the cost of studying abroad in a duly recognized program for one or two semesters, or for a summer program with a minimum of six hours of transferable credit. The selection committee consists of the faculty involved in foreign language instruction along with two members of the faculty from other departments. The selection committee is the sole interpreter of the conditions of the grant and may, depending on circumstances, reassign the grant to an alternate, who is to be named at the time of the original selection. For additional information, consult with the modern languages department chair.

The William M. Summers Memorial Scholarship Fund, established in 1967 by a friend of the honoree, assists worthy and needy students of Marietta College in the fields of economics and business administration. The fund honors the late William M. Summers of Marietta, a member of the Class of 1926 and a trustee of the College from 1950 until his death in 1969.

The James D. and Agnes B. Sweeney Scholarship Fund was established in 1993 by James D. Sweeney, Class of 1931, of St. Mary's, West Virginia. The scholarship may only be awarded to qualified applicants from Pleasants County, West Virginia, seeking admission to Marietta College. The recipients shall be advised in writing that it is the desire of James D. and Agnes B. Sweeney that said recipients make contributions to the scholarship fund as they are financially able do so.

The Tarr Family Scholarship was established in 1989 by Mr. and Mrs. Warren W. Tarr and daughter, Christine Tarr Gabreski, Class of 1970. Scholarships are awarded annually to students from western Pennsylvania who exhibit qualities of academic achievement and financial need. In making scholarship awards, preference will be given to students from the Titusville, Pennsylvania, area.

The Elmer Templeton Scholarship was established in 2006 by Marietta College alumni to honor Elmer Templeton's exceptional career as an educator at Marietta College. The scholarship is intended to provide encouragement and assistance to deserving students who might not otherwise be able to attend Marietta College. Awards may be made to undergraduate students with demonstrated financial need who have graduated from a high school in Washington County, Ohio (secondary location preference to students from other area counties). Each recipient must maintain a grade point average of 3.0 or better and make satisfactory progress toward graduation. Annual individual awards may not exceed $5,000.

The Ira Owen Wade-Mabel Hamilton Wade Scholarships were created in 1983 under the will of Professor Wade, who taught modern languages at Marietta College (1919-1921) and later at Princeton University. The late Mrs. Wade, a member of the Marietta College Class of 1920, also taught languages at a private school in Princeton, New Jersey. Annual income provides scholarships to rising juniors or seniors who have established themselves as superior students in the humanities. In awarding the Wade Scholarships, the College shall, in accordance with Professor Wade's will, consider the following qualities of applicants: scholastic attainment, integrity, responsibility, industry, stamina, and imagination.

The R. Lee and Esther (Sparkie) Walp Scholarship Fund was established in 1999 in memory of Sparkie Walp, a noted American athlete who established the women's physical education movement at Marietta College, and in honor of her husband, R. Lee Walp, who was a distinguished professor at Marietta College from 1931 to 1975, by their family, former students and friends. The scholarship fund was established to provide financial assistance to a female education major during her junior or senior year.

The Charles A. Ward and Kenneth R. Ward Memorial Scholarship Fund is an outgrowth of a fund created in 1942 in memory of Charles A. Ward, Class of 1890, and a trustee of the College from 1914 to his death in 1939. A bequest in 1987 from Marjorie F. Ward, widow of Kenneth R. Ward, Class of 1922, and son of Charles A. Ward, permitted the original fund to be increased and the scholarship renamed to memorialize father and son. Annual income provides assistance to a student or students above freshman rank. Selection is based only on financial need.

The Walter Webber Scholarship was established in 2001 by the Marietta College Board of Trustees to honor the service of fellow trustee Walter E. Webber, Class of 1965, and to provide financial assistance to worthy and deserving students.

The Margaret S. West Student Fund was established in 1966 from a bequest of Margaret S. West, a graduate of the College in the Class of 1913. Income from the fund is used to aid worthy students.

The William O. Whetsell Scholarship was established in 1983 from gifts from former students and friends of the retired professor of physical education (1947-1983); athletic director (1959-1969); coach of varsity sports: basketball (1947-1960), cross-country (1964-1978), golf (1955-1987); and intramurals director (1959-1983). Income from the fund provides educational assistance to worthy men or women who best exemplify the student-athlete philosophy espoused by the honoree. Selections are made by the faculty and coaches of the Department of Health and Physical Education.

The Helen Middleswart Whitaker Scholarship Fund was established in 1987 by the late Ernst Whitaker of Delray Beach, Florida. The scholarships are given annually in memory of Helen Middleswart Whitaker, Class of 1922, Sally Whitaker Schramm, and Sue Whitaker Mori, Class of 1956.

The Albert B. White Fund is derived from two bequests, that of Albert B. White, a member of the Class of 1878, a trustee of the College from 1892 to 1899 and a former governor of the State of West Virginia; and the bequest of his daughter, Mrs. Ethel W. Hiteshew of Parkersburg, West Virginia to perpetuate the memory of her father. The income from the fund provides scholarships for worthy students from West Virginia, particularly those students from Wood County.

The Theodore R. Wieber Memorial Scholarship was established in 1996 by his wife, Mildred L. Wieber and their three children: Theodore, Jr., Lisa A., and Russell E. Wieber. Mr. Wieber was a 1952 graduate of Marietta College and retired as a senior vice president of Exxon International in 1980. Recipients of the Scholarship must be in need of financial assistance, must have appropriate academic ability, and must maintain at least a B average at Marietta College to obtain the scholarship. First preference in awarding this scholarship is given to students preparing to enter the field of business or science.

The Wilkes Family Scholarship was established by James and Margaret Wilkes in 2007 in recognition of their children, Rebecca '80, Tracey, Scott, and Ted '85, as well as many other family connections to Marietta College. Recipients must major in petroleum engineering and/or geology, have demonstrated financial need and an appropriate grade point average (3.0 for incoming freshmen and 2.6 for upperclass students). Scholarships are renewable.

The Wilson-Abels Scholarship for partial and/or full scholarships, was created by Elizabeth Wilson Abels Class of 1937, through a bequest in her will. The award is named for Mrs. Abels and her husband, G. Richard Abels '39. Mrs. Abels directed that the Wilson-Abels Scholarship be awarded to worthy students from the Parkersburg, West Virginia and Belpre, Ohio areas.

The Wittlig Family Scholarship Fund was created from bequests of the Wittlig family. Contributors included: Alfred H. Wittlig, Class of 1921, and his late wife, Constance DeKalb Wittlig; Norman T. Wittlig, Class of 1927; Paul F. Wittlig, Class of 1933, and Laurence P. Wittlig, Class of 1932. Income from the fund is used to aid worthy students.

The William Henry Wolfe Scholarship Program was established by the late William Henry Wolfe of Parkersburg, West Virginia, A.B. Class of 1899, LL.D. 1950, and trustee of the College from 1912 to 1946. This program is being continued in his memory by his family to assist worthy students from Parkersburg and the surrounding area.

The Frederic Jarvis Wood II Scholarship was established in 1990 by Frederic S. and Patricia Wood in memory of their son Frederic Jarvis Wood, Class of 1981. Income from the scholarship is awarded annually to either a worthy or needy junior or senior concentrating on studies in history. The student shall be chosen by a committee consisting of faculty members from the department of history.

The David W. and Beverly S. Worthington Geology Scholarship was established in 2012 by Mr. Worthington, Class of 1966 and Mrs. Worthington as a way to express their gratitude to the College for his education and to help make it possible for future geosciences students to experience the excellence in academics and civic minded opportunity that Marietta College provides. Recipients must be rising sophomores, juniors, or seniors majoring in geology or a related geosciences field. Scholarships may be renewed annually provided the recipient continues to make satisfactory progress toward an undergraduate degree. Financial need is not a consideration or this scholarship.

The Bernadine Haycock Wyckoff and J. Walter Wyckoff Scholarship Fund was established in 1988 and provides help for students in the earth sciences who without, such assistance might not be able to obtain a college education. Mr. Wyckoff was a member of the Class of 1919.

The David F. Young Alumni Scholarship Fund was established in 1985 by former students and friends of Professor Young (1921-1986), Class of 1948, to honor his teaching career in biology, from 1949 to 1986. Two awards are given annually, one to a student majoring in Biology and the other a student majoring in Environmental Science or Environmental Studies. Selection is made by the Department of Biology and Environmental Science in cooperation with the Office of Financial Aid. First preference is given to students who have completed their junior year and have demonstrated outstanding devotion and enthusiasm for the study of Biology, and of Environmental Science or Environmental Studies.

Additional scholarship assistance is provided by annual grants from a number of sources, including:

- The Anadarko Petroleum Corporation Scholarship
- ConocoPhillips Company
- The Chesapeake Energy Corporation Scholarship
- The ChevronTexaco Scholarship
- The John D. and Kim S. McGrew Honorary Scholarship
- Marathon Oil Company
- The Knowlton Foundation
- The Society of Petroleum Engineers Appalachian Scholarship
- The UNOCAL Scholarship

Prizes and Awards

Prizes of varying amounts in both general and specialized fields are provided for students through gifts and bequests to the College, and as annual awards.

The Charles Fritz Absolon Memorial Prize is awarded each year to the outstanding graduating geology major, as determined by the faculty of the Department of Geology. The recipient's name is imprinted on the bookplates of the library books and periodicals purchased that year with income from the Charles Fritz Absolon Memorial Fund. The recipient also receives a certificate of recognition.

The Adair Prize is given annually to the member of the graduating class who has been most outstanding during his or her college career in building morale, esprit de corps, and loyalty to ideals of the College, without particular relation to academic standing. A fund for the prize was established in 1945 by the late Dr. Frank E. Adair, Class of 1910.

The Alpha Delta Kappa Prize, established in 1977 by the local chapter of the national honor society for women in education, consists of an annual award to the student who, in the judgment of the Department of Education, exhibits the qualities necessary for success in the teaching profession.

The Alpha Lambda Delta Awards are given annually by the Marietta College chapter of the National Honor Society for freshmen.

The Alpha Lambda Delta Outstanding Senior Award Is given annually by the Marietta College chapter of the National Honor Society for freshmen to the senior with the highest grade point average.

The Alpha Tau Omega Auxiliary Award is given annually to the freshman member with the highest scholastic standing of that fraternity's pledge class.

The Alpha Xi Delta Prize, established in 1956, is awarded annually to the member of the graduating class who has achieved academic excellence in the Department of Communication and who has exhibited pro-

ficiency in the practical application of oral communication skills. The recipient must have a 3.5 cumulative average and have declared either a major or minor in the department. The faculty of the Department of Communication makes the selection. In addition to the cash award given by the Alpha Xi Delta Women's Fraternity, the Communication Faculty presents the recipient with a year's membership in the National Communication Association.

The Alumni Association Community Service Award, established in 1975, is conferred at Commencement to the graduating senior who has demonstrated continuing involvement as a leader and close participant in an activity deemed to be of value to the community or area. Selection is made by the Faculty Council. The award consists of a check and the placement of the recipient's name on a permanent plaque.

The Theodore Bennett Memorial Fund is awarded to the member of the junior class who is considered by the Department of Mathematics to be most outstanding in the department. The award consists of tuition credit, membership in the Mathematical Association of America, and placement of the recipient's name on a plaque. Dr. Bennett taught mathematics at the College from 1937-70 and chaired the department for 25 years. Additionally, the Department of Music awards an annual tuition credit scholarship to one of its majors in recognition of Dr. Bennett's long and active interest in the piano and organ.

The Harry H. Beren of Marietta, Ohio, Award is given annually to one or more students who excel in the field of petroleum engineering, selected by the chairperson of the Edwy R. Brown Department of Petroleum Engineering. It is funded by the estate of the late Harry H. Beren.

The Beta Beta Beta Prize is awarded annually to the student who is a member of the Beta Beta Beta Honor Society and who, in the judgment of the faculty of the Department of Biology, has shown the most enthusiasm for basic research and done the most meritorious undergraduate research.

The William L. Buelow Juried Prize is awarded each semester to the student who, in the judgment of the faculty of the Edward E. MacTaggart Department of Music, has done the most outstanding work in applied music study. Given anonymously, the individual prize is credited to the winner's tuition if he or she continues applied music study at the College in the following semester.

The Chapin Prize is awarded annually at Commencement to a student of any class for excellence in the study of a foreign language. The selection of the recipient is made by the Department of Modern Languages. Established in 1962 with a fund from the estate of Laura W. Friederich, Class of 1902, the prize memorializes the late George Scott Chapin, professor of modern languages, 1942-49.

The Chi Omega Alice N. Mead Prize, awarded annually at Commencement by the Marietta alumnae chapter of Chi Omega, is presented to a graduating woman who, in the opinion of the faculty of the Department of Education, has done the most meritorious work toward receiving certification as a teacher in science or mathematics at the secondary level. The criteria for the prize were revised in 1986 by the chapter alumnae to honor the memory of Mrs. Mead, Class of 1930, for her leadership and service to the Chi Gamma Chapter.

The Betty Cleland Top Women Athlete Prize was created by former Marietta College president, Dr. Sherrill Cleland, in honor of his late wife, Betty. This annual award is for senior female athletes. The recipient is chosen by the coaching staff based on academic and athletic achievement. The award is announced at the annual athletic hall of fame banquet, and the recipient receives a recognition plaque. Recipient's names are also added to the Betty Cleland plaque in the Ban Johnson Field House.

The Sherrill Cleland Prize in Leadership was established by the Board of Trustees upon President Sherrill Cleland's retirement in 1989 to recognize Dr. Cleland's efforts to instill qualities and skills of leadership as a major component of Marietta College's educational program during his 16 years of personal leadership. It is given annually to the most outstanding of the graduating McDonough scholars majoring in International Leadership Studies or minoring in Leadership Studies, chosen by the staff of The McDonough Center for Leadership and Business from among those nominated by students enrolled in the McDonough Leadership Program.

The Sherrill and Diana Drake Cleland Leadership Award for Experiential Learning was established by Dr. and Mrs. Cleland in 2000 to encourage the study of leadership and recognize its value as part of a liberal arts education in the pursuit of a successful career. Recipients must use this award to participate in leadership experiences off campus, which will enhance their coursework and foster campus leadership activities. Dr. Cleland served as the 14th president of Marietta College from 1973 to 1989.

The Cleland-Lazorik Award, established in 1988, is awarded annually to a senior female athlete for outstanding achievement in athletics and academics. The award is named in honor of former Marietta College President Dr. Sherrill Cleland's late wife, Betty, and former Marietta College Director of Athletics Debbie Lazorik. Selected by the head athletic coaches, the award is announced at the annual Athletic Hall of Fame Banquet, and the recipient receives a recognition plaque and placement of the winner's name on a permanent plaque in Ban Johnson Arena.

The Michael J. Conte Educator as Leader Award was established in 2005 by the Education Department and the McDonough Leadership Program to honor the memory of Michael Conte, an early childhood major and McDonough Leadership certificate candidate. This award is given to an outstanding member of the junior class who is pursuing the leadership minor or certificate and is majoring in education.

The Michael J. Conte Excellence in Leadership Award was established in the Spring of 2005 in memory of Michael J. Conte, Student Body President. The award is given to a sophomore, junior or senior whose contributions to the College have been positive, salutatory and inspirational. The recipient typically maintains a 3.0 cumulative grade point average or better and at the time of the award, demonstrates campus-wide leadership and involvement, and creates a legacy of positive impact on future student leaders.

The Dean's Choice Scholarship was established in 1996 by the School of Accountancy of Ohio University. The Dean of the Faculty and the accounting faculty of the Department of Business & Economics select as the recipient one senior accounting major planning to enter the University's Master of Business Administration Program. The scholarship includes a full-tuition waiver for three quarters. The recipient may also be appointed to a graduate assistantship.

The Delta Tau Delta Robert L. Jones Prize is awarded annually to the student who achieved the highest scholastic standing while a member of the freshman class. The prize was established in 1970. In 1975 it was renamed to honor Dr. Robert L. Jones, a member of the fraternity, who retired that year after teaching history at the College since 1938. In the event of a tie, the candidate whose average is figured on the larger number of credit hours will be the recipient.

The Delta Upsilon Good Citizenship Award, established by the Marietta chapter of Delta Upsilon fraternity, is given annually at Commencement in honor of its members who gave their lives in World War II. The award, a plaque, is made to a member of the graduating class, man or woman, who, in the opinion of the Faculty Council, has shown outstanding qualities as to 1) scholarship, 2) leadership, 3) character, and 4) participation in extracurricular activities.

The Michael S. Dorfman Memorial Prize was established in 1975 by the College's chapter of Alpha Tau Omega fraternity in memory of Mr. Dorfman, a member of the Class of 1975. The award is made annually to the member of the junior class majoring in psychology who, in the judgment of the faculty of that department, is considered most promising as determined by scholarship, ethical standards, and dedication.

The Eggleston—Ruby Prize is given annually at Commencement to the member of the graduating class whose special field of interest is biology and who, in the judgment of the faculty in that department, has done the most meritorious work in biology. The prize was established by the late Dr. Victor M. Ruby, Class of 1942, and named in memory of his friend and teacher, Harla Ray Eggleston, head of the Department of Biology from 1915 until his retirement in 1960, and his grandfather, the Rev. Susman Ruby of Marietta. Contributions in memory of Professor Eggleston's son, Arthur G., were added to the funds in 1982.

The Emerson Prize may be awarded annually for the best original poem or group of poems by a student or graduate of the College. The poem or group of poems must be approximately 100 lines in length and submitted to the Department of English faculty no later than April 15. A permanent fund for the prize was established by the will of the late William D. Emerson.

The Robert E. and Sally S. Evans Civic Engagement Internship Award is an annual award established by Mrs. Evans to recognize the lasting legacy Robert E. Evans established in the community through his many civic responsibilities. The Award provides a summer stipend to a deserving Leadership student at Marietta College who is committed to spending the summer in Marietta interning in a non-profit organization.

The Robert E. Evans Internship Award was established by Michael J. '87 and Denise M. Salvino to recognize the substantial contributions of Robert E. Evans to Marietta College and the McDonough Leadership Program. Funds from this endowment assist students in completing experiential learning internships in the for-profit sector prior to graduation.

The Fenner Fowler Memorial Prize is awarded annually to the student who has made the greatest academic achievement in history and contributed the greatest service to the department by his or her junior year. The prize was established in 1956 by the late Mrs. Aline Fenner Kempton, Class of 1912, as a memorial to her parents, William James and Nellie Fowler Fenner.

The William A. and Prudence A. Fields Music Performance Award was established in 1987 by Attorney and Mrs. Fields to recognize excellence in applied music performance. The award may be made each semester by the Department of Music faculty to encourage applied music study with first preference given to voice and piano students. The recipient does not have to major in music, but must participate actively in the College music program and does not have to demonstrate financial need. At the discretion of the Department of Music faculty, the award may be given more than once to the same student.

The Donald F. Frail Memorial Award, established in 1972, is made each year to that physical education major, man or woman, in the graduating class adjudged most worthy by the faculty in the Department of Health, Physical Education, and Recreation. The award was made possible by contributions from alumni, students, parents, colleagues, and friends. It consists of a cash prize and the placement of the recipient's name on a plaque in the Ban Johnson Field House. Coach Frail served as head track and assistant football coach from 1968 until his death in 1972.

The Paul Fulton Memorial Awards are given annually to students majoring in petroleum engineering or geology. Four awards are given to juniors to provide support for student research projects. One award is given to a graduating senior in recognition of his or her completed research project. Award recipients are selected by the trustees of the Southeastern Ohio Oil and Gas Association. The Fulton Awards are supported from income earned by the Paul Fulton Memorial Fund, an endowment established at Marietta College by members of the Southeastern Ohio Oil and Gas Association, Rampp Co., and family and friends of the late Mr. Fulton.

The Grand Lodge of Free and Accepted Masons of Ohio Scholarship provides an annual grant of $1,000 to an able and deserving young person of the senior class from any high school in Ohio.

The Greek Man-of-the-Year Award, a plaque, was established in 1972 by the Interfraternity Council. It is awarded to the senior fraternity man who is deemed by the selection committee to have contributed most to the improvement, strengthening, and functioning of the Greek system at the College.

Panhellenic Council established the Greek Woman-of-the-Year Award, a plaque on display in Andrews Hall, in 1972. It is awarded to the outstanding senior sorority woman who is deemed by the selection committee to have contributed most to the improvement, strength, and overall success of the Marietta College Greek system.

The Rev. Carl A. Grimm Memorial Award, established by his family in 1976, is given annually to a Marietta College student who plans to pursue a fulltime career in religion. Selection is made by the faculty in the Department of Religion.

The Raymond G. Guthrie Prize, established in 1970, honors the late professor of education who taught at the College from 1927 until retirement in 1965. The prize is awarded to the senior seeking teacher certification who, in the judgment of the Department of Education, best represents his or her academic area in preparation for teaching. Funded through contributions of friends and former students of Professor Guthrie, the award consists of a subscription to a professional journal and placement of the recipient's name on a plaque in Erwin Hall.

The Ione Congdon Hammond Memorial Prize is awarded annually to the woman of the graduating class who has shown the most sincere application to and appreciation of English literature during her College study. Each candidate shall have read several of the novels of Dickens under the supervision of her instructor. The prize was established by the late Donald J. Wormer in memory of his wife, Ione Congdon Hammond, Class of 1914.

The William Heacock Memorial Fund was established in 1988 by friends of the late Mr. Heacock, the foremost writer in the field of Victorian pattern glass in America. Each academic year, the student who writes the most outstanding paper in the senior history capstone course receives a $500 award from the Heacock Memorial Fund. Papers are judged in a public forum by members of the History Department faculty.

The Hobba Chemistry Prize is given each year to a senior or junior majoring in chemistry with high academic achievement. The prize, memorializing Ellis Llewellyn Krause (Sc. D. 1955 and Emeritus Erwin Professor of Chemistry at Marietta College) is in the name of Virginia Hobba O'Connor and Irvin Ellis Hobba, his grandchildren.

The Hyde Prizes, founded by the late Hon. William Hyde of Ware, Massachusetts, are given to the two students of the sophomore class with the highest scholastic standing. First and second prizes are applied on tuition for the junior year. In the event of place ties, candidates whose cumulative grade point averages are figured on the larger number of credit hours will be the recipients.

The William Bay Irvine Medal was established in 1963 by the Student Senate on behalf of the student body in recognition of President Irvine's lifetime contribution to the advancement of Marietta College. The medal is awarded annually at Commencement to the outstanding man or woman of the senior class. The recipient is selected on the basis of the degree and extent of involvement in student participating activities, and loyalty and service to Marietta College.

The Jewett Prize is given annually to the two members of the graduating class whose orations, in competition with other aspirants for the prize, are judged most excellent in composition and delivery. These two students will deliver their award-winning orations at Commencement. The prize was established by the will of the late Milo Parker Jewett, a teacher in the Marietta Collegiate Institute from 1833 to 1835, professor of rhetoric at Marietta College from 1835 to 1838, and the first president of Vassar College.

The Kingsbury Prizes, founded by J. Munro Brown of New York City in memory of the late Addison Kingsbury, D.D., of Marietta, are given to the two students of the junior class with the highest scholastic standing. The prizes are applied on tuition for the senior year. In the event of ties, candidates whose cumulative grade point averages are figured on the larger number of credit hours will be determined as the recipients.

The Carleton Knight III Memorial Award was established by the family and friends of the late Carleton Knight III, Class of 1966. The award, which reflects his commitment to the highest standards of professional achievement as evidenced by his own career as writer, journalist, and editor, is given annually at Commencement to a graduating senior who has demonstrated excellence in the mass media program at Marietta College. Recipients are selected by the faculty of the Department of Media Studies.

The E. B. Krause Chemistry Achievement Award, consisting of an appropriate gift and placement of the recipient's name on a plaque in Selby Chemistry Building, memorializes Elwyn Busian Krause, who taught chemistry at Marietta from 1927 to 1960. The award goes to a student who has shown outstanding academic achievement in a first-year chemistry course.

The LaVallee Award in Chemistry, conferred on an outstanding member of the graduating class whose major was chemistry, is given by the Upper Ohio Valley Section of the American Chemical Society. Selection is by the faculty of the Department of Chemistry. The award, a year's membership in the American Chemical Society, memorializes George A. LaVallee of Marietta, a founder of the local section of ACS.

The Maria Leonard Award is presented to the graduating senior member with the highest grade point average. Other senior members who have maintained a 3.5 or better cumulative grade point average receive certificates.

The Ralph M. Lindamood Prize, established in 1984, recognizes the service of Mr. Lindamood, associate professor of physical education (1964-84) and crew coach (1959-84). Created by former students, crewmen, and friends, this cash award is given annually at Commencement to a graduating senior in recognition of that person being selected Outstanding Senior Oarsperson.

The Ronald L. Loreman Prize in Theatre Arts was established in 2005 by members of the Theatre Advisory Board, other alumni and friends of the College. The prize honors Ronald L. Loreman, Emeritus Professor of Communication and Theatre, who taught at the College from 1960 until his retirement in 2004. The monetary prize of $150 is awarded to a senior student who has made an outstanding contribution to the theatre program at Marietta College. Selection of the recipient shall be recommended each spring semester by the faculty members of the Theatre Department.

The Margaret Ward Martin Prize may be awarded annually to the junior or senior submitting the best original piece of creative writing. Manuscripts must be submitted to the Department of English faculty not later than April 15. No person having once received the prize shall be eligible for it again. It is given in memory of Margaret Ward Martin, Class of 1934, by her family, Mrs. Eleanor Ward Lemon, Class of 1930; the late Mrs. Mary Ward Gleysteen, Class of 1932; and the late Mrs. Asa E. Ward, Class of 1902.

The Asa Shinn McCoy Award is given to a member of the graduating class who receives his or her degree summa cum laude or magna cum laude and who is, in the opinion of the Faculty Council, worthy of the honor. A fund for the fellowship to be used for graduate study was established by the late James C. McCoy of Grasse, France, as a memorial to his father, the Rev. Asa Shinn McCoy, valedictorian of the Class of 1849, a clergyman of the Methodist Episcopal Church, and president of the Illinois Female College at Jacksonville.

The Modern Language Travel Award was established in 2013 to promote and recognize students' achievement in a foreign language, as well as dedication and commitment to the study of foreign languages. The grant from the award covers travel expenses for students who plan to enroll in a semester or summer study abroad program with a minimum of 3 hours of transferable credit.

The Robert M. Naddour Award, established in 1983, honors the memory of Mr. Naddour (1959-83), assistant professor of petroleum engineering (1982-83), who died in an automobile accident. Recipients are selected from senior members of the Society of Petroleum Engineers nominated by Pi Epsilon Tau members to the faculty of the Edwy R. Brown Department of Petroleum Engineering who make the final selection. Qualified nominees should demonstrate industry, motivation, and enthusiasm in their academic work and sociability in departmental activities as well as scholarship.

The Dana Rymer Patterson Prize is given each year at Commencement to the graduating senior who, in the judgment of the Department of Art faculty, has performed meritorious work in art, preferably in painting. The cash prize honors the late Mrs. Patterson, a charter member of the Ohio River Valley Chapter of the National Society of Arts and Letters and its national vice president (1964-66). The prize was established in 1984 by her husband, the late Dr. Merrill Reeves Patterson, dean of the College (1948-67).

The Merrill Reeves Patterson Award is presented at Commencement each year to the graduating English major who, in the judgment of the Department of English faculty, has performed meritorious work in English literature, preferably with attention to Shakespeare. The medal, first awarded in 1980, honors the late Dr. Patterson, Hillyer professor and chairman of the Department of English (1939-67), dean of the College (1948-67), director of academic advising (1967-72), and mentor to countless students who affectionately called him "Dean Pat."

The Outstanding Faculty Award, established by the student body governing board in 1984, is presented each year to the member of the faculty who demonstrates excellence in teaching and College involvement as determined by a selection process administered by the Student Senate. Nominated faculty members are judged, among other things, on presentation of course material, fair and ethical teaching practices, rapport with students, and extent of involvement in College activities. A faculty member may receive the award more than once.

Andi Parhamovich '00 Memorial Award. This award was established by the Parhamovich family in memory of their daughter and sister. Andi Parhamovich graduated from Marietta College in 2000 with a desire to find the best way she could to help people. While working in Iraq in 2007 teaching the people there about democratic voting, Andi and several of her bodyguards were killed in an attack on her three-vehicle convoy. This annual award was established to provide assistance to the graduating female senior with the highest grade point average in the Department of Media Studies .

The Phi Alpha Theta Key is awarded annually by Gamma Mu Chapter of Phi Alpha Theta, the national history honor society, to the member of the graduating class who, in the judgment of the faculty members in Phi Alpha Theta, has done the most meritorious work in history.

The Sharon Roush Memorial Prize was established in 1983 by friends and relatives of Ms. Roush, a member of the Class of 1982 who died unexpectedly on April 21, 1983. The income is awarded by the Department of Psychology each year to a student who, like Ms. Roush, has high moral integrity and also has distinguished her or himself in the field of psychology.

The Schmidt Prize is given annually to the member of the graduating class who, regardless of academic standing, demonstrated the strongest desire to complete his or her education at Marietta College despite severe obstacles of any nature. The prize was established in 1963 with a permanent fund given in memory of the late Stephen N. Schmidt, Class of 1918, and Mrs. Margaret E. Schmidt, by their four sons: Robert S. Schmidt, Class of 1951; Charles D. Schmidt, Class of 1953; John D. Schmidt, Class of 1955; and Thomas E. Schmidt, Class of 1959.

The Stephen Schwartz Prize in Poetry, sponsored by the Academy of American Poets' university and college poetry prize program, is awarded annually to the student whose poem is judged the best of those submitted for the local campus contest. Endowed by Laura Baudo, the prize is named in honor of Stephen W. Schwartz, emeritus professor of English.

The Kenneth E. Showalter '50 Special Collections Research Award is presented annually to an undergraduate or graduate student who creates the best research paper or project using the primary sources of the Slack Research Collections of the Legacy Library. The award is made annually by the Director of the Library and the staff of the Legacy Library's Special Collections Department in consultation with faculty members in departments using the collections and upon the recommendation of an award committee.

The Sigma Sigma Sigma Mabel Lee Walton Memorial Award was established in 1974 by the Marietta chapter of that sorority in recognition of its lifelong national president. The award goes to the member of the senior class who throughout his or her college career has shown concern for and made efforts to help the handicapped. Additional consideration is given to students planning to make special education their careers.

The Lillian Sinclair Graduate Student Award was established in 2005 to honor the graduate student who has shown the greatest persistence in overcoming obstacles to finish his or her degree. The directors of the graduate programs will select the student deserving of this award. The award memorializes Lillian Sinclair, Class of 1923, registrar from 1926 to 1967, and recipient in 1978 of the Distinguished Alumna Award.

The Sally Snead Macatol Fellowship was established in 1999 by her husband Dr. Fortunato Macatol, and friends of the honoree, to encourage applied music study and/or ensemble participation to those students who work hard, and add so much to the performing areas of the music department. Each year, a maximum of equal cash stipends are awarded by the music department faculty in memory of Sally Snead Macatol, wife, mother of four children, and Registered Nurse, who returned to school and earned a B.A. in music from Marietta College in 1993. She was a pianist and vocalist who participated in the Concert Choir and Oratorio Chorus for a number of years.

The SPE Award is made annually to a member of the Marietta College student chapter of the Society of Petroleum Engineers who has contributed significantly to the professional activities of the chapter and to the student attitude and esprit de corps of the Edwy R. Brown Department of Petroleum Engineering. Selection is made by the department and the directors of the Appalachian Petroleum Section of the SPE.

The SPE Student Chapter Award is given annually by the student chapter of the Society of Petroleum Engineers. The award, a set of technological monographs, is presented to the student majoring in petroleum engineering who has the highest cumulative grade point average in all his or her courses during the freshman year.

The Burton E. Stevenson Prizes may be awarded annually for essays devoted to some phase of American literature. Topics should be assigned by the instructor in American literature or the head of the Department of English. Manuscripts must be submitted to the Department of English faculty not later than April 15 of the current year. Recipients of prizes are not eligible to compete again. The prizes were established by the late Burton E. Stevenson, Lit. D., –1955.

The Tau Pi Phi Prize is awarded annually by Gamma Chapter of Tau Pi Phi, the national business honorary, to the member of the graduating class who compiled the highest scholastic average in business, economics, and management courses while at Marietta College. The winner must be a major in the Brachman Department of Business & Economics. The prize was established in 1956.

The Way-Weigelt Award, established in 1954, is awarded annually to a senior male athlete who, in the judgement of the head athletic coaches, has best demonstrated qualities of scholarship, leadership, character, and sportsmanship in addition to participation in athletics. The award memorializes James W. Way, Class of 1955, and Henry G. Weigelt, Class of 1957. The award is announced at the annual Athletic Hall of Fame Banquet, and the recipient receives a recognition plaque and placement of the winner's name on a permanent plaque in Ban Johnson Arena.

The Ralph White, Jr. Memorial Professional Development and Travel Award was established in 2016 by the White family to assist students with interests in writing and photography and who wish to participate in experiential education opportunities such as internships, study abroad, and professional conferences. Preference is given to students with Junior standing in a digital media or broadcasting related major.

The William O. Whetsell Student Community Service Award is presented annually to the Marietta College junior who demonstrates a record of marked distinction in service to the College, the local community, and, in a scholarly fashion, attempts to link the service performed with an academic field or discipline. This award is presented by The McDonough Center for Leadership and Business in honor of the late William O. Whetsell. His lifetime of service is an example to our faculty, staff, and students who value community service as an integral part of the contemporary liberal arts education.

The Willard Awards recognize the achievements of students in the theatre program. Certificates are awarded by the Theatre faculty to students of every class who excel in theatre activity. The winners of the awards for performers and technicians in the plays produced during the year are determined by balloting among the students participating in the productions. The Willard Awards evoke the name of the late Willard J. Friederich, a faculty member from 1946 to 1979, who established the theatre program at Marietta College.

The Robert G. "Red" Williams Music Award, an annual award, established in 1987 by Donna Lou Sisk Williams, Class of 1933, in memory of the late Robert G. "Red" Williams, Class of 1933. The Williams Award is given to a freshman who has demonstrated excellence in music performance in high school and will continue to participate in music performance at Marietta College. It is not necessary for the recipient to be a music major. In selecting recipients, preference will be given to students from Kanawha County, West Virginia or Washington County, Ohio.

Group Scholarship Bowls are awarded each semester in four categories. Women: 1) Best Academic Record, and 2) Most Academic Improvement; Men: 1) Best Academic Record, and 2) Most Academic Improvement. Winning of a particular bowl for three consecutive award periods results in that bowl being retired to the winning group for permanent possession. A new bowl is then entered in competition.

Student Support Services

Marietta College believes that it is important that all students achieve their potential. To this end, the College provides several support services, which are open to all students.

The Academic Resource Center (ARC)

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

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

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

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

Services for Students with Disabilities

Amanda L. Haney-Cech, Director
Andrews Hall - Third Floor; (740) 376-4467

All services for students with disabilities are coordinated through the Academic Resource Center (ARC). Recent documentation of a student's disability from a licensed psychologist, psychiatrist, or physician should be provided to the ARC's Disabilities Specialist who is responsible for reviewing documentation, interviewing the student for the current functional impact and determining reasonable accommodations or adjustments for coursework at the College. The request process continues with each faculty member at the outset of each academic course to discuss individual class-specific needs and to facilitate arrangements for specific classroom accommodations. On-going individualized guidance is available from the Disabilities Specialist to include referrals to outside agencies for testing and assessment as necessary. Additionally, adaptive/assistive technology (such as the Kurzweil 3000 Scan/Read System, and Dragon Naturally Speaking Dictation Software) and other personalized services are available based upon documented needs. Other services available include tutoring, study skills assistance, access to adaptive and assistive technology and personalized services based upon documented needs.

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

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

Auxiliary Services

Laurie McKain, Director of Auxiliary Services
(740) 376-4380

The Auxiliary Services Department at Marietta College is responsible for a variety of functions on the Campus of Marietta College. Auxiliary Services oversees College vending, dining services, bookstore, and, mailroom. Auxiliary Services liaisons with the laundry vendor that is available in all residence halls to make sure all operations run well and manages Conference Services which brings outside events to Campus i.e. concerts, conferences, camps, etc.

Marietta College Police Department

Jim Weaver, Chief of Police
The Gathering Place, Annex, (740) 376-3333

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

also assist motorist with vehicle unlocks, jump starts or changing a tire. Marietta College Police Officers also provide evening campus escorts to or from academic buildings, vehicle, or resident halls (a 15 minute advance notification call is appreciated, if using this service).

The Campus Writing Center

Amanda L. Haney-Cech, Director
Website: www.marietta.edu/academics/writing/index.html
Thomas Hall - Room 221

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

The Center is a place of learning, and is open to all writers across the college community who desire to improve their writing confidence and self-editing skills. Writers seeking help with the brainstorming, researching, drafting, or revising stages of their papers are welcome. The Writing Center is located in Thomas Hall 221, and some support for writers is also available in the Academic Resource Center on the third floor of Andrews Hall (Fall semester only) and Legacy Library Room 219 (both Spring and Fall semesters). Please visit http://www.marietta.edu/Academics/resources/writing_center/ to make an appointment or to submit your paper to the eTutoring Writing Lab. Hours of operation, writing workshop information, and additional locations are also posted on this site, so visit often!

The Career Center

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

The Career Center at Marietta College is staffed by professionals who prepare students for successful futures by providing career advising; access to experiential education; state-of-the-art job search and graduate school resources and programs; and the necessary tools to transition from Marietta College to the World of Work.

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 resume 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.

Internships

Internships offer students an opportunity to apply what they are learning to the world of work, to gain practical skills and competencies, and to explore different career options. Internships may or may not be done for academic credit. Those for academic credit require advanced planning and supervision by a faculty member who assigns a grade. Academic internships often start with reflection, reading, and instruction before the experience and may end with a written or oral presentation. (See Academic Internships, p. 117.) Some majors require internships, but students in any major can benefit from these opportunities. The Career Center provides students seeking an internship (with or without credit) with the following:

- Resume, cover letter and interview preparation.
- Advice, research assistance, contacts, and internship leads.

The Career Center also maintains several online databases of internship leads and contacts.

Please note: International students must secure employment authorization from the Education Abroad Office before participating in an internship.

Office for Diversity and Inclusion

Andrews Hall, Room 111 (740) 376-4505 or (740) 376-4899

The Office for Diversity and Inclusion supports the mission of Marietta College by providing a wide range of programs, activities, and opportunities that enhance the experiences of the entire campus community. Dedicated to creating and sustaining a welcoming and supportive environment for everyone, the Office develops and collaborates on programming that raises and awareness and appreciation of diversity as a source of value added. Services provided by the Office include, but are not limited to, addressing the academic, professional, social and individual needs of students and employees with regard to the broad spectrum of our shared cultural diversity; engaging with student organizations and employee initiatives; and sponsoring and/or supporting programs that help all members of the campus community develop valuable knowledge and skill sets that are essential to a positive experience at Marietta College and beyond.

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

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

Health Services: The health center functions as an outpatient facility serving the medical needs of the students. Most services, including office visits, are covered in the health services fee. However, students will be responsible for any charges associated with lab work, X-rays, pharmaceuticals, supplies, and injections. Payment may be made at the time of service or billed to the student account.

The center is open Monday through Friday during the academic year. Qualified health-care providers, including a medical doctor, a physician assistant, and a nurse, staff the center.

Marietta College requires a complete health record to be on file in the center. A completed form helps us in providing the very best care possible.

Counseling & Psychological Services: The Center for Health and Wellness offers counseling and psychological services to enhance one's abilities to make more informed personal and academic decisions. Counseling can encourage one to engage in new ways of thinking about academic, career, and personal issues. There is no charge to full time students for counseling sessions. Issues that might be discussed at the Center for Health and Wellness include: adjustment to college life, study skills, time management, assertiveness, relationships with family, roommates, friends or significant others; eating, weight, and body image issues; drug or alcohol problems; self-esteem issues; experiences of grief or loss; adjusting to a different culture or language; feelings of depression or hopelessness; feelings of anxiety or panic; sexuality, sexual identity, or sexual orientation; motivation or achievement; coping with traumatic events or memories; or managing symptoms of a mental or physical illness or disability.

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

Student Organizations and Activities

Whatever our students' abilities and interests are, there is a place for them at Marietta. Marietta College has one of the oldest chapters of Phi Beta Kappa. Membership of Phi Beta Kappa is arguably one of the highest honors that can be awarded an undergraduate student. This section describes not only the various honor societies with chapters on the campus, but also the range of co-curricular activities from which a student can select.

Honor Societies

Phi Beta Kappa was founded in 1776 at the College of William and Mary in Williamsburg, Virginia. It is the oldest national academic honor society in the United States. The Gamma of Ohio chapter at Marietta College was established in 1860; it was the third chapter in Ohio and the 16th in the nation.

To be considered for election to membership, a student must be of good character and must have achieved a scholastic record of outstanding excellence in a broad program of studies, a significant part of which must lie within the area known as the liberal arts and sciences. Normally, students are elected during the spring semester of their senior year. In addition, the highest ranking eligible member of the junior class may be elected during the spring semester.

Membership in Phi Beta Kappa is conferred as the result of an election by the local chapter. There is no list of precisely specified requirements which, if met, will result in automatic election to Phi Beta Kappa. The chapter does have certain minimum criteria for consideration for election which are given below.

To aid in evaluating breadth of education, the Marietta chapter of Phi Beta Kappa groups academic areas, departments, and courses in the liberal arts and sciences into three broad categories. These categories, or groups, are similar to, but not identical with those used in the College Catalog to specify the General Education distribution requirements for graduation from Marietta College. The chapter, in most cases, uses the disciplinary prefix to determine in which group courses belong.

Group A: art, English literature, linguistics, modern languages, music, theatre.
Group B: communication, economics, political science, psychology, sociology, history, philosophy, religion.
Group C: astronomy, biology, chemistry, environmental science, geology, mathematics, physics.

The criteria for consideration for election to Phi Beta Kappa are as follows:

1. The student must take at least 60 hours of work in residence at Marietta College.
2. The student must achieve a grade point average sufficient for graduation with honors (3.5 or better) and must graduate in the upper tenth of the class.
3. Because election to Phi Beta Kappa emphasizes breadth and depth of scholarship, the student's record must display evidence of both.
4. At least 63 hours of the student's coursework should be in liberal arts and science disciplines.
5. Students must take at least one math or logic course.
6. The chapter encourages students to take at least one foreign language and to engage in in-depth programs of study such as study abroad, investigative studies, and honors research.

The student must display breadth of education by completing, in addition to Writing 110 and Communication 101, at least fifteen credit hours of course work in each of groups A and B and fourteen credit hours in group C. Courses from at least three departments or areas in each group must be included, and not more than six credit hours (or eight in the case of laboratory courses) from a single department may be counted. Advanced courses in areas outside the student's major group are encouraged. No course for which the grade is below C may be counted. Mathematics 113, 114, 123; Computer Science 110; Art 245; and Music 303 are also not counted.

Courses that are not included among the offerings of the departments listed in groups A, B, and C, such as Leadership, Honors and Gender Studies courses also may be eligible for consideration by the chapter under the intent of criterion 3. Any such course will be evaluated individually. The chapter will determine whether the course qualifies as liberal arts or sciences and, if so, the appropriate group in which to place it.

The chapter reserves the right to elect students who do not quite meet every aspect of criterion 3, but whose records clearly display evidence of breadth and depth consistent with the intent of the criterion. Students desiring additional information should contact one of the officers of the Marietta College chapter. (Chapter President: Dr. Kathryn N. McDaniel)

Alpha Delta Sigma, a national honor society sponsored by the American Advertising Federation, recognizes and encourages scholastic achievement in advertising studies. Students that are dues-paying members of the AAF college chapter, have achieved senior status on or before the nomination due date and have completed at least two senior- or junior-level advertising courses, and have a minimum GPA of 3.25 (on a 4.0 scale) in all advertising studies and all other courses are eligible for membership. Advisor: Lori Smith

Alpha Epsilon Rho is the national honor society for electronic media students. Members of AERho emphasize superior scholarship and creative participation in broadcast, corporate, and digital media production and activity. Membership in AERho exemplifies excellence of work, demonstrated leadership qualities, and service to the organization, the community, and the industry. (Faculty Advisor: Marilee Morrow)

Alpha Lambda Delta, a national honorary for first-year students, installed its chapter at Marietta College on March 28, 1989. First year students who have achieved a 3.5 GPA or better and are in the top twenty percent of their class after two semesters are eligible for mem-

bership. Alpha Lambda Delta encourages superior scholastic achievement among college students, continued academic excellence beyond the first year, and collegiality among honors students. (Advisor: Dr. Suzanne Walker)

Alpha Psi Omega, national honorary dramatic fraternity, installed its Eta Alpha chapter at Marietta in 1937. Students who have shown special aptitude, participation, and interest in all forms of dramatic work are eligible for membership. Advisor: Dr. Jeff Cordell

Beta Beta Beta, national biological society, was founded in 1922. The Iota chapter, the sixth oldest of more than 250 active chapters, was installed at Marietta in 1926. Students selected for membership must meet the scholastic standards and have completed the amount of work in biology established by the society. Tri-Beta promotes sound scholarship, dissemination of scientific truth, and research. (Faculty advisor: Dr. Steven Spilatro)

Kappa Alpha Omicron (KAO) is an honor society in Interdisciplinary Environmental Science and Studies. KAO promotes and encourages new students to enter environmental fields while providing a foundation to support the expansion of environmental research and contacts, both here and abroad. The Delta Chapter of KAO is affiliated with Marietta College. To be eligible for induction, students must have sophomore standing or higher, a minimum overall GPA of 3.0, a minimum GPA of 3.2 in the applicant's major, completion of at least three courses within environmental science or environmental studies (two of which must be 200-level or higher) with a minimum GPA of 3.2. (Advisor: Dr. Eric Fitch)

Kappa Delta Pi, an international honorary in Education, installed its Psi Zeta chapter at Marietta in 1997. It was founded March 8, 1911, at the University of Illinois. It recognizes scholarship and excellence in education, promotes the development and dissemination of worthy educational ideas and practices, enhances the continuous growth and leadership of its diverse members, fosters inquiry and reflection on significant educational issues, and maintains a high degree of professional fellowship. Kappa Delta Pi elects those to membership who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions. Invitation requires a student of at least sophomore standing to have a 3.0 GPA and to have been admitted into the Education Program through the Education Department. (Faculty Advisor: Dr. Tanya Judd-Pucela)

Kappa Mu Epsilon, national honorary mathematics society, installed its Ohio Epsilon chapter at Marietta in 1960. Credit for two mathematics courses numbered 200 or higher and registration in another mathematics course numbered 200 or higher, with a 3.0 in all mathematics courses completed, and be in the upper 35% of one's graduating class are required for membership. The chapter generates interest in mathematics by co-sponsoring visiting speakers and offers free tutoring to mathematics students who need help at introductory levels. (Faculty Advisor: Dr. John Tynan)

Kappa Pi, the international Art honorary was established in 2004. Requirements for membership are: twelve credit hours in art history, graphic design, or studio art; a 3.0 GPA in all art classes; and an overall 3.0 GPA. (Faculty advisor: Prof. Jolene Powell)

Lambda Pi Eta is the official communication studies honorary of the National Communication Association. To be eligible for membership, a student must have completed at least 60 semester hours, of which 12 must be in communication studies, have a cumulative GPA of at least 3.0, have a communication studies GPA of 3.25, and be in the upper 35% of one's graduating class. (Faculty advisor: Dr Liane Gray-Starner)

Omicron Delta Epsilon is an economics honorary. Criteria for membership are 12 hours of economics coursework with a 3.0 overall GPA. (Faculty advisor: Dr. Greg Delemeester)

Omicron Delta Kappa is the National Leadership Honorary that recognizes and encourages superior scholarship, leadership, and character. It recognizes achievement in scholarship, athletics, campus and community service, social and religious activities, campus government, journalism, speech, mass media, and the creative and performing arts. Members must be in the upper 35 percent in scholarship of the College and must show leadership in the above areas. Members are usually selected twice a year after the completion of an extensive questionnaire that is used for the consideration of new members. (Faculty advisor: Prof. Debbie Lazorik)

Phi Alpha Theta, national history honor society, installed its Gamma Mu chapter at Marietta College in 1950. The fraternity promotes the study of history and provides recognition for students who have distinguished themselves in this field. Membership requires a 3.0 overall GPA with 12 hours in history with at least a 3.1 GPA. (Faculty advisor: Dr. David Torbett)

Phi Sigma Iota is an honor society whose members are elected from among outstanding advanced undergraduate and graduate students of foreign languages and literature, including Classics, Comparative Literature, Philology, Bilingual Education, and Applied Linguistics, as well as faculties of the institutions honored with a chapter. Phi Sigma Iota honors undergraduate students with at least a B average in their entire college work, as well as in all courses in languages and graduate students with at least a B+ average. (Faculty advisor: Dr. Janie Rees-Miller)

Pi Epsilon Tau, a national honor society for students in petroleum engineering, installed its Zeta chapter at Marietta in 1951. The society's purpose is to foster a closer bond among its members and the petroleum industry, and to maintain the high ideals and standards of the profession. (Faculty advisor: David Freeman)

Pi Kappa Delta is a national honorary forensic society. Marietta's chapter, Ohio Zeta, was established in 1926. Students who have participated in at least five intercollegiate debate and/or individual speech events are eligible for membership. (Faculty advisor: Tomeka Robinson)

Pi Sigma Alpha is the national honor society in political science. Marietta's Psi Nu chapter was established in 2000. The organization promotes the study of politics and provides recognition for junior and senior students who have distinguished themselves in this field. Membership requires a 3.0 overall GPA with 12 hours in political science with at least a 3.1 GPA. (Faculty advisor: Dr. Michael Tager)

Psi Chi is the national honor society in psychology. To be selected for membership, a student must have at least a 3.0 GPA, be ranked in the top 35 percent of his or her class and have completed 12 semester hours in psychology. This organization promotes the study of psychology and recognizes students who have distinguished themselves in the field. (Faculty advisor: Dr. Alicia Doerflinger)

Sigma Delta Pi is the National Collegiate Hispanic Honor Society whose members are elected from among outstanding advanced students of Spanish. Members must have a 3.2 overall GPA, a 3.0 GPA in all coursework done in Spanish, and must have completed or be enrolled in a 300-level course in Hispanic literature or Hispanic civilization and culture. (Faculty advisor: Dr. Richard K. Danford)

Sigma Pi Sigma honors outstanding scholarship in physics, encourages interest in physics, promotes an attitude of service, and provides a fellowship of persons who have excelled in physics. Members must be a physics major or minor with at least a 3.25 overall GPA and a 3.00 GPA in 16 credit hours of physics courses. (Faculty advisor: Dr. Dennis Kuhl)

Sigma Tau Delta confers distinction for high achievement in English language and literature, to promote local interest in literature and the English language on campus, and to foster the discipline of English in all its aspects, including creative and critical writing. (Faculty advisor: Dr. Nicole Livengood)

The Society for Collegiate Journalists is a national honorary society for collegiate mass communications. It is a non-profit organization operating on campuses of fully recognized and accredited colleges, universities, and institutions awarding degrees upon completion of a four-year program. Initiation requires a student to have been active in journalism or broadcasting for one full year at the institution, do it well, and have good grades. (Faculty Advisor: Joan Price)

Tau Pi Phi honors outstanding students in majors in the Business & Economics department. Requirements are 15 hours in courses taught in the department with a 3.2 GPA, plus a 3.2 overall GPA. Members have the opportunity to participate in the annual Tau Pi Phi case competition. (Faculty Advisor: Jeremy Wang)

Fraternity and Sorority Life

The Marietta College Greek community encompasses the seven Greek letter social organizations, two Greek councils, and one Greek honorary society. Recruitment activities for these organizations occur once in the fall (for women's organizations) and once each semester (for men's organizations) and an invitation (known as a bid) is required in order for any interested student to become a member. Each organization hosts their own events, collects donations/goods for philanthropic organizations, performs community service, and contributes to the academic mission of Marietta College.

Social fraternities, with the dates each Marietta chapter was founded, are: Alpha Sigma Phi, 1860; Alpha Tau Omega, 1890; Delta Tau Delta, 1967; and Lambda Chi Alpha, 1925.

Social sororities, with the dates of founding of the Marietta chapters, are: Alpha Xi Delta, 1945; Chi Omega, 1923; Sigma Kappa, 1944.

One Greek Honor Society: Order of Omega, 1991.

Alpha Sigma Phi is a national men's social fraternity that seeks to create a society "to better the man". The organization assists each member in pursuing personal and collective moral, scholastic, and social development through the practice and pursuit of their sacred ritual, first taught by their founders Louis Manigault, Stephen Ormsby Rhea and Horace Spangler Weiser at Yale University on December 6, 1845.

Alpha Tau Omega is a national men's social fraternity that seeks to cultivate the elements of success and utilize those elements to create a positive and rewarding future for today's men. The organization seeks out the values and responsibilities of the modern world and greets them accordingly.

Alpha Xi Delta is a national women's social sorority. A true spirit of friendship among all its members is the most significant purpose of Alpha Xi Delta. The organization also promotes scholarship, community service, campus involvement, and character.

Chi Omega is a national women's social fraternity, whose purposes are friendship, high standards of personnel, sincere learning and credible scholarship, career development, participation in campus activities, and community service.

Delta Tau Delta, an international fraternity, is a social body with a strong emphasis on academics and strengthening of community. Delts seek to enhance their college experiences through various brotherhood, academic, and philanthropic activities. All initiated members must maintain good academic standing within the College.

Lambda Chi Alpha men's social fraternity creates a family relationship among its members. Its mission is to bring together a group of young men who will be congenial, loyal, and helpful to one another. Lambda Chi Alpha recognizes that during their college years a student's first priority must be his scholastics. Members also support their local communities through community service and philanthropic efforts.

Sigma Kappa is a social organization of collegiate and alumnae women committed to promoting the ideals of life-long friendship, intellectual, and spiritual fulfillment and service to the greater good. The Beta Theta chapter builds sisterhood through community involvement and additionally holds two retreats and two formals each year.

Order of Omega is a leadership honor society for members of Greek organizations. The Order of Omega recognizes juniors and seniors who have exemplified high standards in the areas of scholarship, leadership, involvement within their respective organization and within the Greek, campus, and local community. Members of the fraternity and sorority community who meet certain criteria receive an invitation to apply for membership, which is conferred to a small group of individuals each semester.

The Interfraternity Council aids in the growth and development of each fraternity, maintains good relations with the College and Marietta community, sustains an atmosphere of good will and harmony under which each fraternity may effectively function, and provides a medium of communication and cooperation between each group.

Panhellenic Council is the governing body of all four sororities. To be a member of the council, students must be a Greek woman who is nominated to the council by her chapter. The Panhellenic Council is in charge of recruitment, Greek Week, and coordinates the activities of the community of chapters.

Clubs and Organizations

American Association of Petroleum Geologists (AAPG)
American Advertising Federation (AAF)
American Association of Drilling Engineers (AADE)
American Marketing Association (AMA)
Anime Club
Biology Club
Cheerleading Team
Chemistry Club
Circle K International Collegiate Service Organization
College Democrats
College Republicans
Colleges Against Cancer (CAC)
Collegiate Music Education National Conference (CMENC)
CRU Interdenominational Christian Organization
Dance Team
Energy Business Alliance
Geological Society of Marietta College
Interfraternity Council
InterVarsity Christian Fellowship (IVCF)
Kammok Outdoor Adventure Club
Marietta College Athletic Trainers
Marietta College Landman Association
Marietta College Math Club (mc)^2
Marietta College Science Association
Marietta College Teacher Education Association (MCTEA)
Model United Nations
National Association for Music Education (NAfME)
National Broadcasting Society (NBS)
Physician Assistant Student Society
Physics Club
Pioneer Activities Council (PAC)
Pioneer Frontier Spirit Organization
Psychology Club
Public Relations Student Society of America (PRSSA)
Red Cross Club
Scholars Community
Society of Petroleum Engineers (SPE)
Society of Women Engineers (SWE)
Spanish Club
Sports Business Association
Student Alumni Association (SAA)
Student Ambassadors for Enrollment Management
Student Athlete Advisory Committee
Student Diversity Council
Student Government Association (SGA)
Students for Environmental Awareness (SEA)
The Alliance LGBTQA+ Organization
The Marcolian Newspaper
The Mariettana Yearbook
Ultimate Frisbee Club
Up 'Til Dawn Fundraiser for Saint Jude's
WCMO-FM Radio Station
WCMO-TV Television Station
WMRT-FM Radio Station

Recreation and Athletics

Physical education, intramurals, and intercollegiate athletics are conducted for the purpose of giving every student general physical training under experienced supervision.

Marietta College regards varsity intercollegiate athletics as an integral part of the total educational experience of the student. It is the policy of the College to provide a broad and diversified program of intercollegiate sports commensurate with its educational objectives. Marietta's men and women compete under the auspices of Division III of the National Collegiate Athletic Association. At present, the men participate in eight intercollegiate sports: baseball, basketball, crew, cross country, football, soccer, tennis, and track. Women participate in eight intercollegiate sports: basketball, crew, cross country, soccer, softball, tennis, track, and volleyball. Most intercollegiate competition is with the other member schools of the Ohio Athletic Conference: Baldwin-Wallace University, Capital University, Heidelberg University, John Carroll University, University of Mount Union, Muskingum University, Ohio Northern University, Otterbein University, and Wilmington College.

The intramural program includes: basketball, football, soccer, softball, and volleyball. Each participating organization elects a student representative to serve as the liaison with the intramural staff. The Athletic Department administers the intramural program.

Physical education classes offer each student an opportunity to select one or more activities of interest to satisfy College requirements in addition to fulfilling a desire to improve individual skills and body conditioning. The Dyson Baudo Recreation Center, the Boathouse, and the track at Don Drumm Stadium provide facilities for a variety of physical activities including weight training equipment and a fully equipped fitness room.

Music Activities

Oratorio Chorus

In existence for over 75 years, the Oratorio Chorus performs major choral/orchestral works each semester, including its annual performance of Handel's Messiah and is open to both Marietta College students, faculty, and members of the community. No audition is required.

Men's Ensemble

The Men's Choir is open to all students and performs a variety of musical styles suitable for male voices. No audition is required.

Women's Choir

The Women's Choir is open to all students and performs a variety of musical styles suitable for female voices. No audition is required.

Concert Choir

The Concert Choir is a select chorus open to all students by informal audition (no prepared solo is required). Concert tours are scheduled annually during the week following commencement activities in early May. Auditions may be scheduled during Freshman Orientation or the first week of classes in the fall or spring terms.

Musical Theatre Productions

The Marietta College Theatre and Music departments jointly present musical productions with performing roles open to all students by audition. Opportunities are also available for students interested in technical aspects of a production or performing with the pit orchestra.

Wind Ensemble

The Wind Ensemble provides students with the opportunity to rehearse and perform high quality wind band literature with emphasis placed on both individual and group improvement. Both large and chamber ensemble music is programmed for each concert with the intent of providing members with a wide variety of performing experiences. Instructor permission is required to enroll.

Symphonic Band

Symphonic Band offers students on the Marietta College campus an opportunity to continue the development of their instrumental musical skills while attending college. Members represent all majors on the campus and members of the community as well.

Jazz Ensemble

The Jazz ensemble provides exposure to high quality jazz literature with emphasis placed on jazz styles and performance practices. Instructor permission is required to enroll.

Publications, Radio, and Television

Confluence is a literary magazine that carries poems, fiction, art, and photography. It is published jointly by Marietta College and the Ohio Valley Literacy Group. It contains works by students, faculty, and area residents. Its purpose is to provide an outlet for literary works and to give interested students the opportunity to participate in the operations of a magazine.

The Marcolian is a bi-weekly student newspaper. The organization provides hands-on experience in newspaper production and operations. Membership is open to all interested students.

The Mariettana, the Marietta College yearbook, records the activities of the Marietta College community. Students assist with publication of the book, which is supplied to all students.

98.5 WCMO FM is the student radio station of Marietta College. The station broadcast area includes the entire City of Marietta as well as Devola and Vienna, West Virginia. Shows on WCMO are entirely produced by students. Productions range from music and talk shows, to broadcasts of Marietta Varsity Sports.

WCMO Channel 15 aims to create a realistic and challenging learning environment thereby heightening the educational laboratory experience of its students.

WMRT-FM, 88.3, a 9,200-watt stereo station, broadcasts classical and jazz music, The Metropolitan Opera, local news, and some Marietta College sports. The station is staffed by students and broadcasts all year, 24 hours a day.

Directories

Officers of the Corporation

During the 2015-2016 academic year, the following served as officers of the corporation:

George W. Fenton
Chair of the Board of Trustees

Patricia A. Kral Zecchi, '71
Vice Chair of the Board of Trustees

Joseph W. Bruno
President of the College

William H. Donnelly '70
Secretary

Daniel C. Bryant
Treasurer

Trustees of the College

Active Members

The following were members of the Board of Trustees of Marietta College for the 2015-2016 academic year:

Class of 2016

Christopher Cortez '71
Vice President, Military Affairs, Microsoft Corporation, Reston, VA

Patricia Griffin Curtin '69
Retired Associate Justice of the District Court for the Trial Court of the Commonwealth of Massachusetts, Osterville, MA

Barbara A. Perry Fitzgerald '73
Retired Senior Vice President, Store Operations, PetSmart, Scottsdale, AZ

C. Brent McCurdy '68
Retired, Mt. Pleasant, SC

Kathleen Marie Mitchell Murphy '82
President and CEO, Maryland Bankers Association, Annapolis, MD

Cathy A. Percival
Retired Vice President, Medical Director, American General Life Companies, Richmond, TX

Michael J. Salvino '87
Group Chief Executive of Accenture Operations, Charlotte, NC

Dale L. Wartluft '63
Retired, Dunwoody, GA

Class of 2017

Matthew J. Macatol, MD '97
Medical Director, Surgery Department Chair, Marietta Memorial Health Systems, Marietta, OH

Charles W. Sulerzyski
President and CEO, Peoples Bank, Marietta, OH

Jo Ellen Diehl Yeary '76
Retired Vice President and General Counsel, Northeast Natural Energy LLC, Charleston, WV

Patricia A. Kral Zecchi '71
Private Investor, Central Resources, Inc., Denver, CO

Class of 2018

Robert M. Brucken '56
Retired Partner, Baker & Hostetler, LLP, Cleveland, OH

T. Grant Callery '68
Retired Executive Vice President & General Counsel, Financial Industry Regulating Authority (FINRA) Bethesda, MD

George W. Fenton
President, Fenton Art Glass Co., Williamstown, WV

Michael L Moffitt '91
Dean and the Philip H. Knight Chair in Law, University of Oregon School of Law, Eugene, OR

Jason C. Rebrook '96
Executive Vice President, Hilcorp Energy Company, Houston, TX

Elliott L. Thrasher, II MD '62
Retired Orthopaedic Surgeon, Mattapoisett, MA

Class of 2019

Harry (Hap) H. Esbenshade, III
Chairman and CEO, The Mountain Company, Vienna, WV

Michael D. Milone
Retired Executive Vice President, Heinz Company, Naples, FL

Ronald E. Rinard '72
Managing General Partner, Asher Resources Partnership, Dallas, TX

Class of 2020

Andrew D. Ferguson '95
Vice President, Advisory and Brokerage Services, USB Wealth Management Americas, San Jose, CA

James B. Fryfogle '73
Vice President Bulk Supply and Logistics, Plains All American Pipeline, LLC, Houston, TX

Toni M. Robinson-Smith, M.D.
Managing Principal, prn Consultants, LLC, Liberty Township, OH

Edgar L. Smith, Jr.,
Chairman and CEO, World Pac Paper, LLC, Cincinnati, OH

Matthew B. Weekley '81
Partner, Plante & Moran, PLLC, Columbus, OH

Ex-officio

Joseph W. Bruno
President, Marietta College, Marietta, OH

Emeriti/ae Members and Life Associate Members

The following have served as members of the Board and their service has been recognized by appointing them as either Emeriti/ae Members (E) or Life Associate Members (L). The year after the name indicates the year of appointment as a trustee and the second number indicates the number of years of service given.

(E) Penelope E. Adams '72
Richmond, VA, 2001, 10 years

(E) Anna Bowser Bailey '87
Vienna, WV, 14

(L) Alan A. Baker '54, LLD. '99
Houston TX, 1978, 5

(L) Joseph F. Barletta, '59
Napa, CA, 1980, 5

(L) Betsey E. Beach '60
Atlanta, GA, 1981, 10

(L) Robert D. Bedilion '70
Vienna, WV 1997, 6

(L) Thomas R. Benua, Jr. '67
Naples, FL, 1988, 5

(L) Mark F. Bradley
Marietta, OH, 2007, 5

(E) Jerry A. Brock
Marietta, OH, 1982, 20

(L) James D. Buckwell '61
Danbury, NH, 1990, 5

(E) Christine L. Fry Burns, MD '66
Crystal Beach, FL, 1999, 12

(L) Nancy J. Cable '75
Jacksonville, FL, 1996, 7

(L) Thomas G. Carbonar '60
West Los Angeles, CA, 1992, 5

(L) Carolyn Osburn Carlson '58
Boston, MA, 1985, 7.5

(E) Joseph A. Chlapaty, LLD '10
Hilliard, OH, 1998, 14

(E) Frank L. Christy
Vero Beach, FL, 1994, 15

(E) Timothy O. Cooper '73, LHD '05
Thornville, OH, 1994, 10

(E) Eric S. Dobkin '64 LLD. '95
New York, NY, 1986, 16

(L) William H. Donnelly '70
Marietta, OH, 1986, 14

(L) Robert R. Dyson '68, LLD '04
New York, NY, 1976, 3

(L) Ben A. Eaton '62
Fort Worth, TX, 1992, 2

(E) C. David Ferguson, '63 LLD '01
Concord, OH, 1990, 10

(E) John N. Gardner '65, LLD '85
Brevard, NC, 1994, 12

(L) Peggy L. Golden '71
St. Simons Island, GA, 1987, 5

(E) Douglas M. Griebel '74
New York, NY, 1994, 18

(L) Aaron L. Handleman '68
Washington, DC. 1985, 7

(L) Robert C. Hauser '71
Maineville, OH, 2005, 5

(L) John F. Havens
Naples, FL, 1973, 10

(E) Kevin M. Henning '69
Boerne, TX 1988, 14.5

(L) Kathleen Ruddy Henrichs '71
Evanston, IL, 1971, 4

(L) John B. Hexter '67
Pepper Pike, OH, 1983, 5

(E) Nancy P. Hollister
Marietta, OH, 1999, 15

(L) Charles E. Hugel
Melvin Village, NH, 1977, 1

(L) Laban P. Jackson, Jr.
Gulfstream, FL, 1994, 6.5

(L) Henry J. Jelinek, Jr. '68
Oakville, ON, Canada, 1995, 4

(L) Daniel J. Jones '65
Marietta, OH, 2005, 5

(L) Raynald A. Lane '56
Springboro, OH, 1970, 8

(E) John B. Langel '70
Philadelphia, PA, 10

(L) D. Larry Lemasters '62
St. Augustine, FL, 1989, 6

(E) Ross W. Lenhart '66
Pawleys Island, SC, 1993, 10

(E) Georgia E. Lesh-Laurie '60, LHD '08
Olmsted Township, OH, 1979, 15

(L) Thomas F. Lugaric '57
Cedar Grove, NJ, 1984, 5

(L) Timothy J. Maroney '68
Pinehurst, NC, 2003, 5

(L) Creel C. McCormack '71
Atlanta, GA, 1993, 5.5

(E) Virginia Buchanan McCoy
Parkville, MO, 1996, 10

(L) Charles S. Mechem, Jr.
Loveland, OH, 1971, 9

(E) William E. Mildren, Jr.
Sheldon, SC, 1996, 9

(L) Robert P. Monter '62
Xenia, OH, 1997, 5

(L) John R. Murphy'63
Dallas, PA, 2009, 5

(L) Charles H. Nelson '74
Hershey, PA, 1992, 7

(E) William F. O'Grady, Jr., '70
Boynton Beach, FL 2000, 10

(L) J. Roger Porter '66
Woodland Park, NJ, 2007, 5

(E) Leonard M. Randolph, Jr. '65
Blue Ash, OH, 15

(E) Cynthia A. Reece '78
Houston, TX, 2004, 10

(E) Donald G. Ritter '81
Addison, TX, 2004, 10

(L) David H. Rosenbloom '64 LLD '94
Washington, DC, 2003, 5

(L) Samuel B. Ross II
Parkersburg, WV, 1996, 1

(E) Charlene C. Samples '77
Fishers, IN, 2002, 10

(L) Frank M. Schossler, '86
Columbus, OH, 2008, 5

(E) Robert E. Showalter '59
Lexington, KY, 2000, 7

(L) Laura A. Baudo Sillerman '68 , LHD '07
New York, NY. 1991, 5

(L) David B. Smart '51
Ballwin, MO, 2004, 5

(L) Charles W. Snodgrass '65
Alvesta, Sweden, 1981, 5

(L) Mary Beth Rhoads Sommers '75
Sterling, VA, 1975, 4

(L) Jeffrey A. Starner '75
Marietta, OH, 1994, 5

(E) Donald W. Strickland '66
Jaffrey Center, NH, 2005, 9

(L) Kenton C. Tekulve '69 LHD '99
McMurray, PA, 1995, 5

(E) Elsa E. Thompson '56
Marietta, OH, 1986, 13

(L) R. Peter Toohy
Houston, TX, 1971, 5

(L) James J. Tracy '79
Purchase, NY, 5

(L) **Dale W. VanVoorhis '63**
Hiram, OH, 1998, 2.5

(L) **John A. Weisser, Jr. '64**
Westhampton Beach, NY, 1982, 10

(E) **Patricia Loreno Willis '70**
Atlanta, GA, 2001, 12

(L) **David W. Worthington '66**
Naples, FL, 1998, 5

Faculty of the College

The following is a list of faculty members reflecting changes made as of the date of the Catalog for the 2016-2017 academic year. The dates following the title are the year the individual joined the Marietta College staff, not necessarily the date of the current position.

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

Douglas Anderson
Director of the Legacy Library and Professor, 2005.
B.Mus, Ouachita Baptist University, M.Mus, The University of Texas at Austin, M.L.S. Kent State University, Ph.D. The Ohio State University

Nathan P. Anderson
Associate Professor of English, 2007
B.A., M.F.A. Eastern Washington University, Ph.D. Ohio University

Jeanne Arbuckle
Head Women's Softball Coach, Instructor of Health and Physical Education, 1987
B.S. Slippery Rock University

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

Wendy Bartlett
Instructor in Geology, 2008
B.A., B.S. Marietta College, M.S. Texas A.&M. University

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

Joseph Bergin
Head Men's Soccer Coach, 2013
B.A. Marietta College

Janet L. Bland
Provost, McCoy Associate Professor of English, 2005
B.A. University of Washington, M.A. Temple University, Ph.D. University of Denver

Tracy Blasius
Head Women's Soccer Coach and Instructor of Health and Physical Education, 2013
B.A. Gettysburg College

S. Lynn Bostrom
Assistant Professor of Physician Assistant Studies, 2013
B.A. DePauw University, Ph.D. Brandeis University

Ann E. Bragg
Associate Professor of Physics, Director of the Anderson Hancock Planetarium, 2008
B.A. Rice University, Ph.D. Harvard University

Brian Brewer
Head Baseball Coach, Instructor of Health and Physical Education, 1999
B.A. Marietta College, M.Ed. John Carroll University

David J. Brown
Professor of Biology, 2002
B.S., M.S. Ohio University, Ph.D. Duke University

Angela L. Burdiss
Automated Systems and Services Librarian, Associate Professor, 1999
B.S. Bowling Green State University, M.L.S. Kent State University

Dawn L. Carusi
Associate Professor of Communication, 2003
B.S., M.A. West Chester University of Pennsylvania, Ph.D. Ohio University

Jennifer Castle
Assistant Softball Coach, 2012
B.S. Ashland University

Timothy D. Catalano
Associate Professor of English, Hillyer Associate Professor of English Literature, Rhetoric, and Oratory, 2001
B.A. Wilmington College, M.A. University of Dayton, Ph.D. University of Louisville

Brandon Chambers
Visiting Instructor of Communication, 2016
B.A. Marietta College, M.A. East Carolina University

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

Richard E. Crowther, ATC
Associate Professor, Director of Athletic Training Education, 1989
B.S. Bowling Green State University, M.S.

University of Arizona

Samuel Cruz
Visiting Assistant Professor of Spanish, 2015
Ph.D., The Ohio State University

Paul T. Daniell
McCoy Associate Professor of Petroleum Engineering & Geology 2011
B.S. Rensselaer Polytechnic Institute, M.S., Ph.D. West Virginia University

Richard K. Danford
Vice President for Student Life, Associate Professor of Spanish, 1998
B.S., M.A. Ph.D. The Ohio State University

Gregory J. Delemeester
McCoy Professor, Milton Friedman Professor of Economics, Director of Institutional Research, 1986
B.S. Michigan State University, Ph.D. Texas A&M University

Alicia M. Doerflinger
Associate Professor of Psychology, Director of Honors, Director of Investigative Studies, 2007
B.S. Niagara University, M.S., Ph.D. Purdue University

Jason Dougherty
Assistant Professor of Music, 2016
B.A. Brigham Young University, M.A./ Ph.D. University of Colorado Boulder

Donald Duvall
Visiting Instructor of Mathematics, 2013
B.S.E.P., M.S. The Ohio State University

Li E
Visiting Assistant Professor of Chinese, 2016
B.A. Inner Mongolia University, M.A. Peking University, M.A. University of Massachusetts at Amherst, Ph.D. University of Illinois

Ben W. Ebenhack
Associate Professor of Petroleum Engineering, 2010
B.S.P.E. Marietta College, M.S. University of Wyoming

Debra Sue Egolf
Erwin Professor of Chemistry, 1989
B.S. Lebanon Valley College, Ph.D. Pennsylvania State University

Dorothy Erb
Professor of Education, Divisional Coordinator of Social Science, Business, and Leadership Studies, 1991
B.S. Miami University, M.Ed., Ph.D. Ohio University

John Fazio
Assistant Professor of Management, 2014
B.S. Fairmont State University, M.B.A. West Virginia University, D.B.A. Nova Southeastern University

Andrew Felt
Associate Professor of Theatre, 2009
B.A. California State University, San Bernardino, M.F.A. Ohio University

Eric J. Fitch
Associate Professor of Environmental Science, 1997
B.S. St. Meinrad College, M.En. Miami University, Ph.D. Michigan State University

David C. Freeman
Professor of Petroleum Engineering, 1992
B.S. Marietta College, M.S. University of Oklahoma

Veronica Freeman
Instructor in Geology, 2010
B.S. Southwest Missouri State University, M.S. University of Texas at Arlington

Tej Gautam
Assistant Professor of Geology, 2012
M.S,, Ph.D. Kent State University

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

Carole A. W. Hancock
Associate Professor of Education, 2011
B.A. Marietta College, M.Ed., Ph.D. Ohio University

Julie Harding
Assistant Professor of Marketing, 2014
B.S. West Virginia University, M.B.A. University of Louisville

Beverly J. Hogue
McCoy Professor of English, 2001
B.A. Asbury College, M.A. University of Kentucky, Ph.D. Bowling Green State University

Craig Howald
Rickey Associate Professor of Physics, 2004
B.A. Carleton College, Ph.D. Stanford University

Kenneth J. Itzkowitz
Henderson Professor of Philosophy, 1989
B.A. Vassar College, Ph.D. State University of New York, Stony Brook

David L. Jeffery
Professor of Geology, 2003
B.S. Marietta College, Ph.D. Texas A&M University

James R. Jeitler
Associate Professor of Chemistry, 2007
B.S. State University of New York at Buffalo, M.A., Ph.D. Clark University

Michelle E. Jeitler
Instructor in Mathematics, 2010
B.S., M.S. University of Idaho

Grace F. Johnson
McCoy Professor of Management and Accounting, 1989
B.S., M.S. University of South Florida, C.P.A.

Tanya Judd Pucella
McCoy Associate Professor of Education and Leadership, Director of the Worthington Center for Teaching Excellence, 2006
B.A., M.A., Ph.D., University of Florida

Jacqueline Khorassani
Professor of Economics, 1994
B.A. College of Mass Communication, Tehran, Iran, M.S. University of Oregon, Ph.D. West Virginia University

Marshall C. Kimball
Associate Professor of Music, 2006
B.A. M.M. Ohio University

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

Dennis E. Kuhl
Rickey Professor of Physics, 2002
B.A. College of Wooster, M.S., Ph.D. Michigan State University

Duong Le
Assistant Professor of Finance, 2014
B.S. Foreign Trade University, Vietnam, M.B.A., Ph.D. University of Oklahoma

Nicole C. Livengood
Associate Professor of English, Director of the First Year Seminar and Peer Mentor Program, 2008
B.A. University of Minnesota/Norris, Ph.D. Purdue University

Katrina Lustofin
Associate Professor of Biology, 2008
B.A. State University of New York at Buffalo, M.A. University of California, Davis, Ph.D. University of Illinois at Urbana-Champaign

David Makuch

Associate Professor of Theatre and Technical Director, 2006
B.F.A Ohio University, M.F.A Western Illinois University

Patricia Martin
Assistant Professor of Physician Assistant Studies, 2014
B.S. Townson University, M.B.A University of Baltimore

Bonnie Martinez
Assistant Professor of Chemistry, 2011
B.S, Marietta College, Ph.D. Lehigh University

Ryan K. May
McCoy Professor of Psychology, Divisional Coordinator of Business, Social Sciences, and Leadership Studies, 2002
B.A. Anderson University, M.S., Ph.D. The University of Memphis

Kathryn N. McDaniel
McCoy Professor of History, 2001
B.A. Davidson College, M.A., Ph.D. Vanderbilt University

Cavendish Q. McKay
Associate Professor of Physics, 2006
B.S. Brigham Young University, Ph.D., University of Wisconsin

Robert M. McManus
McCoy Associate Professor of Leadership Studies and Communication, 2005
B.A. Judson College, M.B.A. Olivet Nazarene University, Ph.D. Regent University

David G. McShaffrey
Professor of Biology, 1989
B.S., M.S. University of Akron, Ph.D. Purdue University

Holly Menzel
Instructor in Mathematics, 2004
B.A. James Madison University, M.A., M.S. University of Kentucky

Matthew Menzel
Associate Professor of Mathematics, 2004
B.A. Coe College, M.A., Ph.D. University of Kentucky

Mark A. Miller
Associate Professor of Mathematics, Associate Provost for Academic Administration, 1999
B.S.E. John Brown University, M.S., Ph.D. University of Colorado at Denver

Marilee Morrow
Associate Professor of Mass Media, McKinney Media Center Director, 1998
B.S. Ohio University, M.A. West Virginia University

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

Beth Nash
Instructor of Art, 2002
B.F.A. Kent State University, M.A.L.L. Marietta College

Kimberly Suzanne Parsons
McCoy Associate Professor of Chemistry, 2010
B.S., Ph.D. Ohio University

Kevin L. Pate
McCoy Professor of Chemistry, 2001
B.S. Otterbein College, Ph.D. Yale University

Gamaliel Perruci
McCoy Professor of Leadership, Dean of the McDonough Center, 1999
B.A., M.I.J. Baylor University, Ph.D. University of Florida

Susan Peterson
Associate Professor of Petroleum Engineering, 2015
B.S. Marietta College, M.S., Ph.D. Texas A&M University

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

Roger H. Pitasky
Professor of Mathematics, 1970
A.B., M.S., Ph.D. Rutgers University

Harrison Potter
Assistant Professor of Mathematics, 2014
B.S. Marietta College, Ph.D. Duke University

Jolene Powell
McCoy Professor of Art, 2002
B.A. West Virginia Wesleyan College, M.A. West Carolina University, M.F.A. Boston University

Joan Price
Associate Professor of Media Studies, Journalism 2009
B.S.J. PhD. Ohio University, M.S.J. Northwestern University

Leanne Price
Instructor in English as a Foreign Language, 2009
B.A. Marietta College, M.A. School for International Training

Craig Rabatin
Associate Professor of Petroleum Engineering, 2015
B.S., M.A. West Virginia University

Janie Rees-Miller
Professor of Language and Linguistics, Director of English as a Second Language, 1996
B.A. Oberlin College, M.A. American University of Beirut, Lebanon, M.A., Ph.D. State University of New York, Stony Brook

Chyrsten Regelski
Assistant Professor of Sports Medicine, 2016
B.S. Marietta College, M.S. Ohio University

Sara Alway Rosenstock
Associate Professor of Art and Graphic Design, 2009
B.F.A. New York College of Ceramics, Alfred University, M.F.A. Tyler School of Art, Temple University

Alane K. Sanders
Associate Professor of Communication, 2008
B.A. The Ohio State University, M.A., Ph.D., Ohio University

Md. Rakibul H. Sarker
Assistant Professor of Petroleum Engineering, 2012
B.S., M.S, Bangladesh University of Engineering and Technology, Ph.D. Texas Tech University

Mark Schaefer
Associate Professor of Political Science, 2005
B.A., M.A., Ph.D. West Virginia University

Phillip Schmehl
Head Men's Crew Coach, 2007
B.A. Bucknell University

Jaclyn Schwieterman
Associate Professor of Sports Medicine, 2009
B.S. Ohio University, M.S. University of West Florida

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

Lori Smith
Instructor in Communication and Media Studies, 2004,
B.S.J. Ohio University, M.A. Marietta College

Rick Smith
Assistant Professor of Sports Medicine, 2016
B.S. Florida Atlantic University, M.S.

University of the Incarnate Word

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

Joseph E. Straw
Reference and Instruction Librarian, Associate Professor, 2007
B.A., M.L.S., M.A., Kent State University

Joseph M. Sullivan
Associate Professor of English, 2001
B.A. Loras College, M.A. Marquette University, Ph.D. University of Toledo

Michael E. Tager
Professor of Political Science, 1995
A.B. Cornell University, M.A., Ph.D. University of North Carolina

J. Peter Thayer
Reference & Access Services Librarian, Assistant Professor, 1997
B.P.S., B.S. State University of New York, Utica, M.L.S. State University of New York, Albany

David Torbett
Molly C. Putnam Associate Professor of Religion and History, 2007
B.F.A. New York University, M.Div. Andover Newton Theological School, Ph.D. Union Theological Seminary

John Tynan
Professor of Mathematics, Divisional Coordinator for Natural Sciences, 2001
B.A. Grove City College, M.S., Ph.D. Ohio University

Robert Van Camp
Associate Professor of Computer Science, 2008
B.S. West Liberty State College, M.S. University of West Virginia College of Graduate Studies

Jonathan K. VanderWal
Head Men's Basketball Coach, 2007
B.A. Albion College M.Ed. Defiance College

Andrew Waddle
Head Football Coach and Instructor of Health and Physical Education, 2013
B.A. Wittenberg University, M.A. Liberty University

Suzanne H. Walker
Professor of Communication, Associate Provost for the Undergraduate Curriculum, 1999
B.S. University of Indianapolis, M.A., Ph.D. Indiana University

Merewyn Weinkauf
Instructor in Music, Staff Accompanist, 2004
B.M. East Texas Baptist University, M.M. Baylor University

Kurt Wile
Assistant Professor of Sports Medicine, 2012
B.S. Marietta College, M.S, Ohio University

Xiaoxiong Yi
Associate Professor of Political Science, Director of China Institute, 1989
B.A. Beijing Normal University, China, M.A. Pennsylvania State University, Ph.D. American University

Matthew Young
McCoy Professor of History, 2000
B.A. Kenyon College, M.A., Ph.D. Bowling Green State University

Administrative Adjunct Faculty of the College

Christy Burke
Department of Education Abroad & College Studies, 2007
B.S. Miami University, M.A. School for International Training

Kristin English
Academic Resource Center & Mathematics, 2015
B.S. Marietta College, M.Ed. Marshall University

Keira Hambrick
Academic Resource Center & English, 2013
B.A., B.S. Marietta College, M.A. University of Nevada Reno

Amanda Haney-Cech
Academic Resource Center & First Year Experience, 2008
B.A. University of Cincinnati, M.A.L.L. Marietta College

Hilles Hughes
Career Center & College Studies, 2008
B.A. College of Wooster, M.A. John Carroll University

Tanya Jarrell
Biology and Environmental Science, 1996
B.S. Marietta College, M.S. Ohio University

Michelle Marra
Department of Finance & Business & Economics, 2016
B.B.A. Marshall University

Thomas D. Perry
Strategic Communications and Marketing & Media Studies, 2003
B.A., West Virginia University, M.C.M., Marietta College

Linda Roesch
Instructional Technology & First Year Experience, 2009
M.S.C.E. Arizona State University, M.S. Capella University

Maribeth Saleem-Tanner
Civic Engagement & Leadership Studies, 2013
B.A. Pomona College, M.A. Eastern Mennonite University

Jeff Schaly
Athletics & Sports Management, 2011
B.A. Marietta College, M.B.A. Lynn University

Gi Smith
Strategic Communications and Marketing & Media Studies, 2007
B.A. Ohio University

G. Ryan Zundell
Strategic Communications and Marketing & Department of Media Studies, 1997
B.A., Marietta College, M.A., West Virginia University

Emeriti/ae Faculty of the College

Gustav A. Abrolat, Jr.
A.B., A.M., Ed.D., Emeritus Professor of Education (1961-88)

Paul J. Amash
B.A., M.A., Ph.D., Emeritus Professor of Modern Languages (1969-91)

R. Lester Anderson
A.B., M.S., Ph.D., Emeritus Baldwin Andrews Chair of Natural Science and Professor of Physics (1961-2002)

Mark Bagshaw
B.A., M. Phil., Ph.D., Emeritus Professor of Management and Leadership Studies (1993-2013)

Walter V. Babics
B.A., M.A., Ph.D., Emeritus Professor of Sociology (1968-89)

Neil Bernstein
B.S., A.M. Ph.D., Emeritus Professor of Mathematics (1970-1996)

Steven D. Blume
B.A., M.A., Emeritus Professor of Leadership and English (1968-2001)

David A. Boyer
B.S.Ed., A.M., Emeritus Associate Professor of Sociology (1973-2001)

William L. Buelow
B.M., M.A., Emeritus Professor of Music (1969-2001)

Robert W. Chase
B.S., M.S., Ph.D., Benedum Professor of Petroleum Engineering, (1978-2015)

Sherrill Cleland
A.B., A.M., Ph.D., L.L.D., Emeritus President and Professor of Economics (1973-89)

W. David Cress
B.S., M.S., Ph.D., Emeritus Associate Professor of Petroleum Engineering (1981-2007)

H. Dean Cummings
B.M.E., M.M., Ph.D., Emeritus Professor of Music (1965-97)

Leo H. Daniels
B.A., M.A., Emeritus Associate Professor of Modern Languages (1964-92)

Sue DeWine
B.S., M.A., Ph.D., Emerita Professor of Organizational Communication (2000-07)

Billy Ray Dunn
B.S., M.A., Ed.D., Emeritus Professor of Education (1991-2002)

Richard A. Evans
M.Ed. Emeritus Professor of Mathematics (1966-75)

Richard K. Gardner
Former Director of Libraries, Emeritus Professor

Hans Georg Gilde
B.S., Ph.D., Emeritus Professor of Chemistry (1961-92)

Constance Golden
B.S., M.A., Ed.D, Emeritus Professor of Education (1988-2014)

Alvaro V. Gonzalez
LL.B., M.S., M.A., Ph.D. Emeritus Professor of Modern Languages (1963-90)

Herschel G. Grose
B.S., Ph.D., Emeritus Erwin Professor of Chemistry (1953-85)

G. Whitmore Hancock
B.A., Ph.D., Emeritus Professor of Physics (1968-2000)

Mary Jo Herdman
A.B., M.S., Emerita Professor of Health and Physical Education (1960-91)

Robert S. Hill
A.B., M.A., Ph.D., Emeritus Professor of Political Science (1959-1989)

William H. Hohman
B.S., M.A., Emeritus Professor of Chemistry (1965-2001)

Edmund J. Kaminski
B.A., M.A., Emeritus Professor of Modern Languages (1961-87)

S. Roger Kirkpatrick
B.S., M.S., Emeritus Professor of Geology (1961-98)

Debora A. Lazorik
B.A., M.S., Emeritus Associate Professor of Sports Management (1980-2015)

Barbara P. Clark Martin
B.A., M.A. Emerita Associate Professor of Biology (1968-84)

Barbara J. MacHaffie
B.A., B.D., Ph.D., Emerita Israel Ward Andrews and Molly C. Putnam Professor of Religion (1987-2007)

Fraser G. MacHaffie
B.Sc., B.D., M.A., M.B.A., C.A. (Scot.), C.P.A. Emeritus Professor of Accounting and Management (1982-2011)

John R. Michel
B.A., M.S., Ph.D., Emeritus Professor of Mathematics (1970-2004)

Jerry L. Montgomery
B.S., M.A., Ed.D., Emeritus Professor of Education (1969-2001)

James A. Murtha
A.B., M.A., M.S., Ph.D. Emeritus Professor of Mathematics and Petroleum Engineering (1967-92)

James H. O'Donnell III
B.A., M.A., Ph.D. Emeritus McCoy Professor and Andrew U. Thomas Professor of History (1969-2011)

Mabry M. O'Donnell
B.A., M.A. Ph.D., Emerita McCoy Professor in Communication and Hillyer Professor in English Literature, Rhetoric and Oratory, Director of Forensics (1969-2011)

Edward H. Osborne
B.S., M.B.A., C.P.A. Emeritus McCoy Professor of Business & Economics (1971-2008)

Marybeth Peebles
B.A., M.S., Ph.D. Emerita Associate Professor of Education (2001-2010)

Charles L. Peterson
A.B., M.F.A. D.H.L., Emeritus Professor of Art (1959-1974)

Sidney Potash
B.S., M.B.A., Ph.D. Emeritus Professor of Leadership and Management (1974-2012)

Charles T. Pridgeon, Jr.
B.A., M.A., Ph.D., Emeritus Professor of English (1968-2001)

Albert I. Prince
A.B., A.M., Ph.D., Emeritus Professor of Psychology (1968-91)

Stephen M. Rader
B.S., M.A., Ph.D., Ed.D. Emeritus Professor of Theatre (1991-2009)

Margaret A. Ross
B.M., M.A., M.Ed., Ph.D., Emerita Director of Counseling and Professor (1967-92)

Bernard A. Russi, Jr.
B.S., M.A., Ph.D., Emeritus Professor of Mass Media (1955-87)

Jean Scott
A.B., M.A., Ph.D., LL.D., Emeritus President and Professor of History (2000-2012)

Paul Spear
R.N., B.S., M.S., Emeritus Professor of Sports Medicine (1967-99)

Carol T. Steinhagen
B.A., M.A., Ph.D., Emerita Professor of English and Adamson Flesher Chair in the Humanities (1974-2006)

Michael B. Taylor
B.A., S.T.B. (B.D.), M.B.A., Ph.D., Emeritus Professor of Management (1977-2014)

M. Jeanne Tassé
A.B., M.A., Ph.D., Emerita Professor of Art (1975-91)

Arthur C. Thompson
B.S., M.S., Ph.D., Emeritus Associate Professor of Chemistry (1962-79)

Benjamin Thomas
B.B.A., B.S.P.E., M.B.A., M.S. Ph.D., Emeritus Associate Professor of Petroleum Engineering, (2002-2016)

Almuth H. Tschunko
B.S., M.A.T., M.S., Ph.D., Emeritus Professor of Biology, 1986

Luding Tong
B.A., M.A., Ph.D., Emerita Professor of Chinese, (2000-2016)

Gerald W. Vance
A.B., S.T.B., A.M. Emeritus Professor of Education (1965-80)

Robert G. Walker
B.A., Ph.D., Emeritus Professor of Chemistry, (1972-2009)

K. Wayne Wall
B.S., M.A., Ph.D., Emeritus Professor of Communication (1966-99)

Ronald Wright
B.A., M.F.A., Emeritus Assistant Professor of Art (1994-2009)

Administration of the College

Presidents of the College

Joel Harvey Linsley, D.D., S.T.D.,
1835-46

Henry Smith, D.D., LL.D.
1846-55

Israel Ward Andrews, D.D., LL.D.
1855-85

John Eaton, Ph.D., LL.D.
1885-91

Thomas Dwight Biscoe, LL.D.
Chairman of the Faculty, 1891-92

John Wilson Simpson, D.D., LL.D.
1892-96

Joseph Hanson Chamberlin, A.M., Litt.D.
Acting President, 1896-1900

Alfred Tyler Perry, D.D.
1900-12

Joseph Manley, A.M., LL.D.
Acting President, 1912-13

George Wheeler Hinman, Ph.D.
1913-18

Jesse V. McMillan, Ped.D.,
Acting President, 1918-19

Edward Smith Parsons, L.H.D., LL.D.
1919-36

Harry Kelso Eversull, D.D., LL.D.
1937-42

Draper Talman Schoonover, Ph.D., L.H.D., LL.D.,
1942-45 (Acting President, February-June, 1942)

William Allison Shimer, Ph.D., LL.D.
1945-47

Administrative Committee
William Bay Irvine, Chair, 1947-48

William Bay Irvine, Ph.D., LL.D.
1948-63

Frank Edward Duddy, Jr., Ph.D., LL.D., L.H.D., Hum.D.
1963-73

Sherrill Cleland, Ph.D., LL.D.
1973-89

Patrick D. McDonough, Ph.D.
1989-95

Lauren R. Wilson, Ph.D.
1995-2000

Jean A. Scott, Ph.D., LL.D.
2000-2012

Joseph W. Bruno, Ph.D.
2012-2016

Officers of the College

As of the start of the 2016-2017 academic year, the following will serve as officers of the College

William N. Ruud
President

Janet L. Bland
Provost and Dean of the Faculty

Daniel C. Bryant
Vice President for Administration and Finance

Richard K. Danford
Vice President for Student Life

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

Angela Anderson
Vice President for Advancement

Whom to See About What

(Area code 740)

Academic Records
Records Office
211 Irvine Adm. Building 376-4723

Academic Resource Center (ARC)
Andrews Hall, 3rd floor 376-4700

Academic Standards Committee Petitions
Records Office
211 Irvine Adm. Building 376-4723

Academic Status
Records Office
211 Irvine Adm. Building 376-4723

Admission, Undergraduate
Office of Admission
Admissions House 376-4600

Admissions Tests for Graduate Study
Career Center
Gilman Center 376-4645

Advancement Office
301 Irvine Adm. Building 376-4704

Advanced Placement Credit
Records Office
211 Irvine Adm. Building 376-4723

Advisor, Change of
Records Office
211 Irvine Adm. Building 376-4723

Alumni
Advancement
304 Irvine Adm. Building 376-4709

Automobile Registration
Marietta College Police Department
Gathering Place Annex 376-4611

Bills, Payment of
Student Accounts
209 Irvine Adm. Building 376-4619

Campus Writing Center
221 Thomas Hall 376-4651

Caps and Gowns
Barnes and Noble Bookstore
Gilman Center, Upper 376-4677

Career Services
Career Center
Gilman Center 376-4645

Catalog, Marietta College
Records Office
211 Irvine Adm. Building 376-4723

Check Cashing
Cashier's Office
209 Irvine Adm. Building 376-4726

Clubs and Organizations
Office of Campus Involvement
111 Andrews Hall 376-4784

Copiers
Printing and Production
Irvine Adm. Building Lower 376-4727

Counseling, Academic
Faculty Advisor or Provost
Irvine Adm. Building 376-4741

Counseling, Personal
Dr. J. Michael Harding Center for Health and Wellenss
Harrison Hall 376-4477

Course Schedule Changes
Records Office
211 Irvine Adm. Building 376-4723

Courses Taken Elsewhere
Records Office
211 Irvine Adm. Building 376-4723

Declaration of Major
Records Office
211 Irvine Adm. Building 376-4723

Deferred Payments, Student Accounts
Student Accounts
209 Irvine Adm. Building 376-4619

Degree Audits
Records Office
211 Irvine Adm. Building 376-4723

Dining Services
Parkhurst
Gilman Center 376-4786

Diplomas
Records Office
211 Irvine Adm. Building 376-4723

Examinations Schedule, Changes
Office of Academic Affairs
Irvine Adm. Building 376-4741

Facilities, Use of
Conference Services
312 Putnam St. 376-4735

Faculty Advisor, Change of
Records Office
211 Irvine Adm. Building 376-4723

Financial Aid
Student Financial Services
206 Irvine Adm. Building 376-4712

Fraternity Information
Office of Campus Involvement
111 Andrews Hall 376-4784

Grade Reports
Records Office
211 Irvine Adm. Building 376-4723

Grading Practices
Office of Academic Affairs
Irvine Adm. Building 376-4741

Graduate Programs:

Master of Arts in Psychology (M.A.P.)
C. Klein
Mills Hall 376-4762

Master of Science in Physician Assistant Studies (M.S.P.A.S.)
M. Collins
208 3rd St. 376-4458

Graduate School Information
Departmental Advisor, or Career Center
Gilman Center, Upper 376-4645

Grants-in-Aid
Student Financial Services
206 Irvine Adm. Building 376-4712

Greek Life
Office of Campus Involvment
111 Andrews Hall 376-4784

Help Desk
Information Technology 376-4860 or 855-376-4860
http://help.marietta.edu

Hometown News Releases
College Relations
Irvine Adm., Lower 376-4717

Honors Programs
A. Doerflinger
405 Mills Hall 376-4975

Housing Questions
Office of the Dean of Students
106 Andrews Hall 376-4784

I.D. Cards
College Police Department
Gathering Place Annex 376-3333

Instruction and Grading
Office of Academic Affairs
Irvine Adm. Building 376-4741

Intercollegiate Athletics
Athletic Director
Dyson Baudo Recreation Center 376-4667

International Programs
Education Abroad
214 Thomas Hall 376-4708

Intramural Sports
Intramural Director
Dyson Baudo Recreation Center 376-4612

Job Placement, Seniors and Alumni
Career Center
Gilman Center 376-4645

Late Registration
Records Office
211 Irvine Adm. Building 376-4723

Leave of Absence/Withdrawal
Records Office
211 Irvine Adm. Building 376-4723

Loans, Student Emergency Loan
Vice President for Student Life
102 Andrews Hall 376-4736

Loans, Short or Long Term
Student Financial Services
206 Irvine Adm. Building 376-4712

Lost and Found
Marietta College Police Department
Gathering Place Annex 376-3333

Mail Service
Mail room
Gilman Center 376-4617

Major/Minor, Changes of
Records Office
211 Irvine Adm. Building 376-4723

Miller Analogies Test (MAT)
Education
101 Erwin Hall 376-4717

Multicultural Affairs
Office of Student Life
111 Andrews Hall 376-4505

News Releases
College Relations
Irvine Adm. Building, Lower 376-4717

Newspaper, Student
The Marcolian
220 McKinney 376-4555

Organizations and Clubs, Student
Office of Campus Involvement
111 Andrews Hall 376-4784

Parking Permits, Parking Tickets
Marietta College Police Department
Gathering Place Annex 376-3333

Payroll, Student
Student Employment
206 Irvine Adm. Building 376-4510

Pre-registration
Records Office
211 Irvine Adm. Building 376-4723

Printing, Off Campus
Printing and Production
Basement, Irvine Adm. 376-4727

Printing, On Campus
Offset
Basement, Irvine Adm. 376-4610

Purchasing for College Organizations
Controller's Office
209 Irvine Adm. Building 376-4613

Readmission
Records Office
211 Irvine Adm. Building 376-4723

Recreation Center
Dyson Baudo Recreation Center
Welcome Desk 376-4554

Registration Information, Academic
Records Office
211 Irvine Adm. Building 376-4723

Room Assignments
Office of the Dean of Students
106 Andrews Hall 376-4784

Scholarships
Student Financial Services
206 Irvine Adm. Building 376-4712

Social Events Calendar
Office of Campus Involvement
111 Andrews Hall 376-4784

Sorority Information
Office of Campus Involvement
111 Andrews Hall 376-4784

Student Accounts
Controller's Office
209 Irvine Adm. Building 376-4619

Student Employment
Student Financial Services
206 Irvine Adm. Building 376-4510

Student Senate
Andrews Hall 376-4418

Study Abroad Programs
Education Abroad
214 Thomas Hall 376-4708

Summer Classes
Registrar
210 Irvine Adm. Building 376-4740

Summer Conferences
Auxiliary Services
312 Putnam Street 376-4380

Teacher Certification
Education
101 Erwin Hall 376-4794

Transcripts
Records Office
211 Irvine Adm. Building 376-4723

Transfer Credits
Records Office
211 Irvine Adm. Building 376-4723

Veterans Administration
Student Financial Services
206 Irvine Adm. Building 376-4512

Washington Semester
M. Tager
316 Thomas Hall 376-4898

Withdrawal from College
Records Office
211 Irvine Adm. Building 376-4723

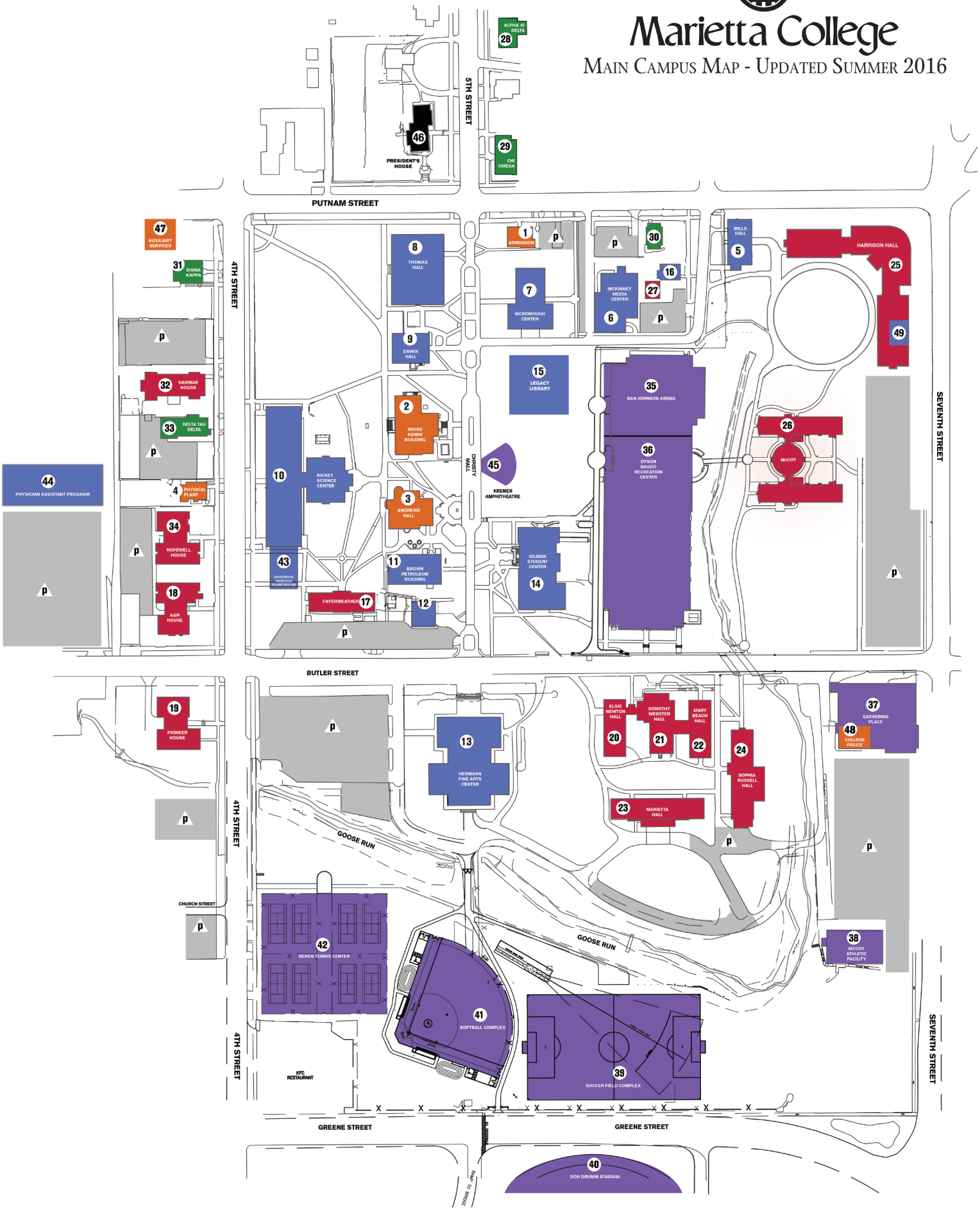
Withdrawal from Course
Records Office
211 Irvine Adm. Building 376-4723

Work Study
Student Financial Services
315 Irvine Adm. Building 376-4712

Writing Center
206 Thomas Hall 376-4651

Marietta College

Main Campus Map - Updated Summer 2016



Administration

1 Admission House

2 Irvine Administration Building
- Advancement
- Alumni Relations
- Business and Administrative Services
- Financial Aid
- Human Resources
- Information Technology
- President
- Print Shop
- Provost
- Registrar
- Strategic Communications & Marketing

3 Andrews Hall
- Academic Resource Center
- Campus Involvement
- Community Living
- Diversity and Inclusion
- Emeritus Chamber
- Fireplace Lounge
- Great Room
- Izzy's/Pitt
- Riggs Board Room
- Student Life

4 Physical Plant

47 Auxiliary Services

48 College Police

Academic

5 Mills Hall
- Department of Communication
- Department of Psychology
- Marietta Fund
- Master of International Corporate Media
- William Chamberlain Gurley Observatory

6 McKinney Media Center
- Department of Media Studies
- WCMO/WMRT Radio Stations
- WCMO-TV Station
- Student Newspaper (Marcolian)

7 The McDonough Center
- Leadership Program
- Civic Engagement Office
- McDonough Auditorium
- Betty Cleland Room
- Gallery

8 Thomas Hall
- Department of English
- Department of History
- Department of Modern Languages
- Department of Philosophy
- Department of Business & Economics
- Honors Program Suite
- The Writing Center
- International Programs Office

9 Erwin Hall
- Department of Education

10 Rickey Science Center
- 3 connected buildings: Rickey, Selby and Bartlett
- Department of Biology and Environmental Science
- Department of Chemistry
- Department of Mathematics and Computer Science
- Physics Department
- E.L. Krause Reading Room

11 Brown Petroleum Building
- Department of Petroleum Engineering and Geology

12 Geology Annex

13 Hermann Fine Arts Center
- Departments of Art and Theatre Arts
- MacTaggart Department of Music
- Friederich Theatre

14 Gilman Student Center
- College Bookstore
- Main Dining Facilities
- Career Center
- Postal Facilities

15 Legacy Library
- Special Collections
- Worthington Center for Teaching Excellence
- Jack and Betty Prince Forum
- Chlapaty Café

16 The Center for Families and Children

43 Anderson Hancock Planetarium

44 Physician Assistant Program
- Master of Science in Physician Assistant Studies Program

49 Michael J. Harding Center for Health and Wellness

46 President's House

Parking

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

Housing

17 Fayerweather Hall

18 Arts & Humanities House

20 Elsie Newton Hall

21 Dorothy Webster Hall

22 Mary Beach Hall

23 Marietta Hall

24 Sophia Russell Hall

25 Harrison Hall
- Health and Wellness Center (see 49)

26 McCoy Hall

27 International Scholars House

32 Harmar House (Alpha Tau Omega)

34 Hopewell House (Alpha Sigma Phi)

19 Pioneer House

28 Alpha Xi Delta House

29 Chi Omega House

30 Putnam House

31 Sigma Kappa House

33 Delta Tau Delta House

Recreation

35 Ban Johnson
- Athletic Department Offices
- Fenton Court
- Gray Conference Room
- Trustee Conference Room

36 Dyson Baudo Recreation Center
- Fitness Center
- Multi-purpose Room
- Department of Sports Medicine

37 The Gathering Place
- Office of Campus Police

38 McCoy Athletic Facility
- Training Room

39 Marietta Field Soccer Complex

40 Don Drumm Stadium
- Football Coaches' Offices

41 Marietta Field Softball Complex

42 Beren Tennis Center

45 Kremer Amphitheatre