

**Appendix for the General Faculty Meeting Agenda, April 10, 2007**

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE  
or MODIFICATION OF AN EXISTING COURSE

Department/School: **Department of Fine Arts** Date: **December 8, 2006**

Course No. or level: **ART 231** Title: **Typography**

Semester hours: 3 Clock hours: Lecture: 1 Laboratory: 5

Prerequisites: ART 230: Beginning Graphic Design (*Visual Communication I*)

Enrollment expectation: 15

Indicate any course for which this course is a (an)

modification \_\_\_\_\_

(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Gregory G. Fry

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2007

Date of School/Department approval 1-26-07

**Catalog description:**

This course will consider the problems and practices of typographical theory and presentation in the area of visual design. Specific considerations will include acquiring a general knowledge of typography and its use as related to design, exploration of that knowledge by traditional methods and with computer applications, and self-exploration encompassing creative problem solving.

**Purpose:**

1. **For Whom (generally?):** Visual Arts, Graphic Design Specialty students that have completed ART 230 moving into an intermediate level of understanding concepts of graphic design. Student background should include a moderate level

of understanding of both graphic design principles and computer system and application usage.

2. **What should the course do for the student?** This course is designed to push the issues of typographical aesthetics and pragmatic usage. Conceptual exploration beyond conventional usage of type and structure will allow students to further integrate type into standard and possible experimental design formats. Content includes study, research, and exploration of the fundamentals of typography through pragmatic and creative investigation for the student that has computer design basics and needs to explore design as it relates to type structures.

**Teaching method planned:**

The teaching method will include lecture and lab. This will be comprised of exercises, projects, quizzes, and critiques. Much of the work will be done on the computer, although, traditional methods and hand skills are also addressed.

**Textbook and/or materials planned (including electronic/multimedia):**

1. Thinking In Type: The Practical Philosophy of Typography,  
By Alexander White, from Allsworth Press

***Suggested Texts:***

2. Stop Stealing Sheep & Find Out How Type Works,  
By Erik Spiekerman and E.M. Ginger, from Adobe Press

Use of existing design software (Adobe Illustrator, Photoshop, etc...). Integration of Blackboard may also be used depending on the Faculty teaching the course.

**Course Content:**

The content of this course is designed to address the awareness of typographical issues and how they relate to design. These issues can have associations from page layout design to web design. This class is designed for the intermediate designer on computer systems and applications.

This course will cover issues of the evolution of typography, anatomy of typography, syntax and communication, legibility, typographic technology, educational and case studies in the field, and type specimens. The class will be lecture, critique and a great deal of studio.

**Course Rationale:**

This course is necessary because today students need a clear understanding of typographical usage. It is critical for students to have a strong foundation in typography due to the complex communications environment they are finding themselves. The intent of this course is for the students to consciously understand how typographical forms work, how they relate to visual design, and its association to communication. Both form and syntax need to be clearly considered within the complexities of student design work.

This will allow for control over typography as they move forward into advanced coursework. This course has already been taught as a Special Topics class and has shown to improve not only the quality in the student portfolios but also their conceptual and pragmatic skill in the overall design process.

9/03

**Art 231: Typography**

Course Syllabus: Fall 2006

Course Time: MWF: 12:30-2:20

Email: gfry@fmarion.edu

Instructor: Greg Fry Office: HFAC 103 / Phone: 661-1684

Office Hours MWF: 2:30-3:30 and TTH 1:00-2:00

**Objectives:**

This course will consider the problems and practices of typographical theory and presentation in the area of visual communications.

**Specific considerations:**

Gaining a general knowledge of Typography, exploration of that knowledge by traditional methods, contemporary methods on computer applications (Apple Platform), and self-exploration encompassing creative problem solving.

**Prerequisites:** ART 206

*It is recommended that you have at least taken Art 206. This will give you enough control over the computer and applications to be able to work effectively on assignments.*

**Description:**

This class is designed for the beginner and the intermediate designer in typography and computer system / applications.

This course will cover issues of the evolution of typography, anatomy of typography, syntax and communication, legibility, typographic technology, educational and case studies in the field, and type specimens.

The class will be lecture, critique and studio based.

You are expected to have basic art materials on hand to do a number of hands on exercises and projects. The following is a list of materials you will need to get on your own and have in class.

**Materials:**

- Clean black portfolio / binder for assignments and lecture notes. This needs to include sleeves.
- Process Book: for thumbnails and roughs
- Scale (ruler)
- Eraser: It's not a bad idea to have different types.
- Technical pen (fine and bold), ink, and small brush
- Graph Paper
- X-acto knife
- Pencils (colored and art)
- Jump Drive
- CD's: R or RW
- Black Matt Board
- Every attempt will be made to provide you with what you will need for the course, but there will be some supplies that you will need to purchase. You will be notified in advance of any items you will need to purchase.
- These materials are available at Wal-Mart, Hobby Lobby, Office Depot, Bookstore, etc... It is strongly recommended that each student maintain a second removable Hard Disk for a backup to insure the security of data in the event of an accident.

***Loss of data will not be considered a valid excuse for late projects or exercises in this class. See details on the Mac Lab Policy.***

**Attendance:**

Attendance is required. This is a course in which your participation is very important to your understanding of both the concepts and processes involved, therefore, attendance is mandatory and imperative. Attendance is taken each class period. If you are not in class you are absent.

It is the responsibility of the student to let the instructor know ahead of time of any upcoming reasons that may cause an absence. If you are absent and unable to inform the instructor prior to the absence then let the instructor know the reason as soon as you are able to attend the class again.

After three (3) absences the student will automatically be placed on compulsory attendance. Four (4) absences constitutes an automatic drop of the student with no credit or a failing grade. Keep in mind absences do have an impact on the final grade: a factor of 15 points. The more you miss the more severe the impact.

**Late Arrivals:** Being late to class or leaving early is regarded as inconsiderate of your instructor and peers. Avoid coming in late and leaving early. If you are unable to consistently be on time for class or stay for the entire period, it would benefit you to register for another class. If there are specific reasons for the late you need to let the instructor know why.

- One late arrival or departure to a scheduled class period will be tolerated. Every additional following late will drop your grade down a letter grade.

Example: After the second late arrival you will go from an +A to an +B.

**Grading:**

Grading will be based on the completion of assignments on time, the degree of creative problem solving demonstrated in the assignments, and the degree of understanding application capabilities. The quality of the exercises / projects and the execution involved to transform your ideas into professional graphic design presentations. Attendance and class / critique participation will also be taken into consideration at the end of the semester (see above).

It is expected that at least one hour outside of class for every hour spent in class. The outside time also includes lab time that you are expected to put in. Time spent being used effectively will be monitored in class.

Exercises and projects need to be reviewed at the time they are due. If you are unable to make it to class, you should give the work to the instructor early or give it to a peer to turn in for you.

Late work will not be accepted. In some cases there may be specific circumstances that prevent you from getting work in on time and acceptance will be left to the discretion of the instructor, unless there was previous discussion with the instructor. The student is responsible for getting the work turned in. If you miss a course quiz, test, or critique it generally cannot be made up at another day or time.

**Grading Assessment:**

Tests, exercises, and projects. There may also be pop quizzes given. This is left to the discretion of the instructor. All tests may be a combination of true or false, multiple choice, short answer and fill in the blank.

**Grading Assessment Continued:**

1. There will be six exercises worth 60 points each:

Total for exercises is 360 points

2. Midterm Project: Total for project is 190 points

3. Final Project: Total for project is 200 points

4. Quizzes: There will be two (2) quizzes worth 25 points: Total for quizzes is 50 points

5. Final Test: Total for project is 150 points

6. Final portfolio: 50 points

- This includes everything for the semester. The more complete and comprehensive the better you will do on points.

- Neatness and organization is a factor here.

- No other courses should be in this folder.

- As a requirement a clean black binder or professional portfolio is required.

**Total Possible Points: 1000**

There is no extra credit for this class and no incomplete grades will be given.

**Criteria for Grading**

*Process:* Research, concept, and motivation (finding information and ideas).

*Realization:* Visual organization, communication, color, drawing, kinetics, craftsmanship, production, exams, and quizzes.

*Professionalism:* Attendance, deadlines, verbal articulation, written articulation, participation in and outside the class, and presentation.

**The final grading scale will be:**

A	•100-90%
+B	•89.9-86.5%
B	•86.4-80%
+C	•79.9-76.5%
C	•70-76.4%
+D	•69.9-66.5%
D	•60-66.4%

**Required Books:**

Typographic Design: Form and Communication, 3rd edition  
by Carter, Day, and Meggs, from John Wiley & Sons, Inc.

**Suggested Texts:**

Visual Quick Start Guide to Illustrator CS2  
for Macintosh & Windows.

by Elaine Weinmann and Peter Weinmann from Peachpit Press.

Visual Quick Start Guide to Photoshop CS2  
for Macintosh & Windows.

by Elaine Weinmann and Peter Weinmann from Peachpit Press.

**Laptop Computer Policy:**

- Laptop computers are not an excuse not to come to class on open studio work days. You will still be responsible for attendance as indicated in the syllabus.
- You may use the laptop to take notes and do group assignments in class.
- When you are not taking notes or working on assignments please lower the cover down.
- If you are taking notes, the instructor may request for the student to immediately send an e-mail of notes taken to the instructor. If the notes are not satisfactory then points may / will be deducted from the students grade.
- No laptop or desktop computers will be allowed during a student presentation except by the student giving the presentation.
- When quizzes or tests are given close the laptop.
- Quizzes and tests may only be taken on lab computers.
- If you are using your own laptop for assignments, make certain that it comes up on our lab machines correctly for grading.
- Please use common sense and discretion when dealing with laptop computers in class.

**Mac Lab Policy:**

•Support for application usage is limited to the Mac Lab. The instructor will not trouble shoot file problems that occur from different versions of applications or different system versions. This is the sole responsibility of the student. If you are using your own software or hardware be sure to test all files well in advance of all due dates on exercises and projects. It is recommended not to use higher versions of applications. In many applications going down versions can also create problems with the files. The best policy would be

to use only the software in the Mac Lab.

•Keep in mind that a portion of your grade depends on the work I see you doing in class. Meaning that if you come in with all the work completed then the instructor is limited on how much input can be given to the creative process and in fact has no way to verify that the work was done by the student. The best policy is if you are using outside hardware and software that you are able to transfer files to the Mac and work during class time.

*“The whole duty of typography, as with calligraphy, is to communicate to the imagination, without loss by the way, the thought or image intended to be communicated by the Author.”*

Thomas James Cobden-Sanderson

**Art 231: Typography Course Schedule**

## Academic Dates

**August**

W	23	Introduction; Review Syllabus; Read Chapter 1
F	25	Review basics in the Mac lab
M	28	Chapter 1; Exercise 1
W	30	Studio time

**September**

F	01	Studio time
M	04	Studio time
W	06	Chapter 2; Critique Exercise 1
F	08	Exercise 2
M	11	Studio time
W	13	Studio time
F	15	Studio time
M	18	Chapter 3; Critique Exercise 2
W	20	Exercise 3; <b>Quiz 1:</b> covers chapters 1, 2, and 3
F	22	Studio time
M	25	Studio time
W	27	Studio time
F	29	Chapter 4; Critique Exercise 3

**October**

M	02	Midterm Project
W	04	Studio time
F	06	Studio time
M	09	Studio time
W	11	Studio time
F	13	Chapter 5; Critique Midterm Project
M	16	Exercise 4
W	18	Studio time
F	20	Studio time
M	23	Chapter 6; Critique Exercise 4
W	25	Exercise 5; <b>Quiz 2:</b> covers chapters 4, 5, and 6
F	27	Studio time
M	30	Studio time

**November**

W	01	Chapter 7; Critique Exercise 5
F	03	Exercise 6
M	06	<b>No Class:</b> Fall Break
W	08	Studio time
F	10	Studio time
M	13	Chapter 8; Critique Exercise 6
W	15	Final Project
F	17	Studio time
M	20	Studio time
W	22	<b>No Class:</b> Thanksgiving
F	24	<b>No Class:</b> Thanksgiving
M	27	Studio time
W	29	Studio time

**December**

F	01	Final work day
M	04	Presentation and the turning in of the Final Project; Turn in Portfolios
W	05	<b>No Class:</b> Reading Day

**Final Test Time: Thursday the 7th 11:45-1:45**

*This is comprehensive and covers questions from all the chapters. This test will also involve application usage.*

(This is only and tentative schedule. The syllabus is always subject to change by the instructor)

### **Graphic Design Computer Lab Policy**

Department of Fine Arts

Francis Marion University-Hyman Fine Arts Center, Room 113

#### **Who can use the lab:**

1. Students currently enrolled in Graphic Design, Technology in the Arts, or permission of a Graphic Design professor(s)

#### **General lab policies:**

1. No food or drinks in the lab. (not on the floor or in your backpack, leave outside room or shelves by door)
2. Place all backpacks, bags, purses, etc., under the tables.
3. Respect the rights of others working in the lab.
4. Obtain approval for any visitors. No friends, children, or relatives allowed workstation use. Follow campus liability and safety regulations.
5. Keep printouts to a minimum. (Print material for graphic design courses only)
6. If you encounter a technical problem, write it down in lab binder, and inform a professor or lab assistant.
7. Do not work on computer when instructor is lecturing unless directed to do so.
8. All software and disks (floppy, zip, jump drive, CD) used in the lab must be approved by the instructor.
9. Inappropriate/illegal (harassing, pornographic, obscene, inconsistent with FMU policies) use of the Internet access (e-mail, bulletin boards, chat rooms, WWW, etc.) is prohibited.
10. No personal email use during class and send e-mail from your personal accounts only. (email printing & downloads prohibited)
11. In order to operate a particular computer or accessory (printer, scanner, camera) the student must receive instruction and go through a check with an instructor.
12. Availability of the Graphic Design lab will be posted each semester.
13. Hard drive files and folders are not to be reconfigured or cables changed. (connected and unconnected)
14. When students are waiting for scanning or printing limit your use to one half hour. (use the printer and scanners only when ready to scan or print)
15. Data should be stored in the class folder on the hard drive. Before leaving the workstation transfer your files to a zip disk or CD and trash files from computer. All other data will be erased. **BACK UP YOUR PERSONAL FILES!**
16. All non-essential data will be randomly erased to keep workstations operating correctly. **BACK UP FILES!**
17. Follow all Francis Marion University computer use policies. (FMU Website)
18. No headphones or portable CD players during class unless during tutorials for class.
19. No cell phone use in lab at any time. **Turn them off prior to entering the lab.**
20. Printing from web only when instructed for class projects or use.
21. Installation of music, games, movies, external files or other applications on any computer in the lab is prohibited.
22. Follow instructions of lab assistants.
23. Always sign-in during non-class lab hours.
24. The Graphic Design lab is to be used for visual image making, layout, photo manipulation, typography and multimedia design for Graphic Design courses, not for other courses or personal use.
25. **BACK UP FILES!**

Lab administrators reserve the right to terminate access for users who continually violate stated policies. If these policies are not followed the student will be dropped from course and not allowed use of the lab. It is most important to have patience, understanding, and tolerance. We are all learning and growing together.

Update 07/25/06.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School** Department of Art **Date** 02-13-07

**Course No. or level** 331 **Title** Interactive Communication I

Semester hours 3 Clock hours: Lecture 1 Laboratory 5

Prerequisites ART 330: Intermediate Graphic Design (*Visual Communication II*)

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification none  
(proposed change in course title, course description, course content or method of instruction)

substitute none  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate none  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Charles Jeffcoat

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2007

Date of School/Department approval 1-26-07

**Catalog description:**

Working with graphic design for hypertext, web, and interactive environments. Emphasis is on the thoughtful composition of the user interface and design elements within an interactive environment.

- Purpose:**
1. **For Whom (generally?)**  
Visual Arts, Graphic Design Specialty students continuing to move through intermediate level courses desirous of gaining a basic understanding of interactive and web design.

2. What should the course do for the student?

This course will educate students in the fundamental and basic areas of web and interactive design. It is designed push their knowledge of graphic design and composition further for use in both print and interactive projects. Students will learn to construct thoughtful interfaces with purposeful and user-friendly solutions to interactive problems. This course is needed not only to further the skill of the student, but also to broaden his field of potential employers.

Teaching method planned:

The teaching method would include lecture and lab. This would be comprised of exercises, projects, quizzes, and critiques. Much of the work will be done on the computer, although, mind mapping, thumbnails, site maps and research will be required as well.

Textbook and/or materials planned (including electronic/multimedia):

Visual Quickstart Guide: CSS, DHTML, and AJAX, Fourth Edition,  
By Jason Cranford Teague, from Peachpit Press

Course Content: ( Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

The content of the course is designed to gain an awareness and understanding of web based design issues and how they relate to graphic design as a whole. These issues can be addressed through building upon a working knowledge of basic html, and moving towards dynamic html. This class is constructed with the assumption that the student possesses intermediate design and computer systems/application skills.

This course will cover issues of the history of web design, thoughtful and user friendly interfaces, syntax and communication, comprehensibility, technology, educational and case studies in the field, and successful interactive design. The class will consist of lectures, critiques and a great deal of studio time.

This course has previously been taught as "Graphic Design for Hypertextual Environments" (ART 431) and has shown to improve not only the quality in the student portfolios but also their conceptual, pragmatic and digital media design skills in design as a whole.

Rationale:

The areas of web and interactive design are a growing, ever changing section of visual communication. While two-dimensional printed pieces will never be replaced, digital communication will continue to occupy larger portions of the discipline of design. This course is a needed addition to the Visual Communications curriculum of the College of Fine Arts at Francis Marion University. The intent is for students to cognitively understand and create solutions to problems presented in interactive communication. The course will further our student's knowledge of interactive communication and web design therefore granting them a wider field of opportunity for future employment. As the field of visual communications encompasses a broad array of problems and solutions, an employee with knowledge of both print and interactive communication would be more advantageous to his employer.

## **art 331** Fall 2007 **Interactive Communication I**

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**Meeting times** Tuesday, Thursday 11:20–2:00

**Instructor** Charles Jeffcoat

**Office** HFAC, room 106

**Office hours** Mon 10:20-11:30 + Wed 10:20 - 12:20 or by appointment

**Voice** 843.661.1679

**E-mail** cjeffcoat@fmarion.edu

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**Required Text** *Visual Quickstart Guide: CSS, DHTML, and AJAX, Fourth Edition,*

By Jason Cranford Teague

ISBN: 032144325X

**Suggested Texts:** Any of the Visual Quick Start Guides: DreamWeaver 8, Flash 8, HTML 4, etc. Be sure these include Macintosh references.

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### **Course Introduction:**

This course in interactive communication will serve as an introduction to basic web design for hypertextual environments. The emphasis is on the role of images and design elements in an interactive environment. A basic understanding of the Apple platform and graphic applications is required. Special consideration will be given to design composition, and the impact it has on site development and design literacy in theoretical and pragmatic relationships.

Prerequisites: 206, 230, and 330 or permission of the department

Lectures in the form of demonstrations, presentations, etc. will focus on the interrelationships of the user and the design.

There will be group and /or individual critiques. This course is visually intensive and grading depends heavily on visual elements completed, however, mastering of software / hardware basics and Apple operating system is required. All lab Policies must be respected or student will be dropped from the course with a grade of "F".

### **Course Objectives:**

This course will be delving into basic issues of the World Wide Web, design, and related applications. Focus will be given to design as it relates to the web. A heavy exploration of application usage can also be expected during the semester both in and outside the class.

Focus on the elements and principles of design will continually be addressed during the semester to build a stronger visual vocabulary that will be translated to design specifically for interactive design.

\_By the end of this course you should have an excellent understanding of good web design versus bad. \_Be able to build a well thought and designed web site. \_Be conscious of the many possible solutions to any given problem and the variety of applications that can be used. \_Solve application and hardware problems. \_Have a better understanding of designing for interactivity and how the process works.

### **Preparation:**

You are required to use time **outside of normal class hours** to complete your assignments. You are expected to work in class on regularly scheduled days. Be sure to have the necessary materials and supplies on hand to complete the assignments.

### **Materials**

\_Process Book: for thumbnails, roughs, mapping, and drawing tools – **mandatory**

\_Pencils (colored and art)

\_Removable or Flash hard drive, CD's: R or RW

You will be notified in advance of any items you will need to purchase.

It is strongly recommended that each student maintain a second removable Hard Disk for backup to insure the security of data in the event of an accident. Loss of data will not be considered a valid excuse for late projects or exercises in this class.

**Critiques:**

The instructor will conduct individual critiques so that you can ask specific questions about the software and receive advice on your assignments. Group in-progress critiques will also be conducted at times determined by the instructor as well as final critiques at the conclusion of each assignment. Failure to present work at these critiques will result in your being counted absent. Your eager and enthusiastic participation in class critiques is demanded and will affect your grade.

**Grading Policy:**

Grading will be based on the completion of assignments on time, the degree of creative problem solving demonstrated in the assignments, and degree of understanding application capabilities, the quality of the exercises/projects and the execution involved to transform your ideas into professional design presentations. Attendance and class participation will also be taken into consideration at the end of the semester.

**You are required to work outside of class time.**

Late work will not be accepted. In some cases there may be specific circumstances that prevent you from getting work in on time and acceptance will be left to the discretion of the instructor. The student is responsible for getting the work turned in on time.

If you miss a course quiz, test, or critique it generally cannot be made up at another day or time. This is left to the discretion of the instructor.

**Grading + Assessment**

*Process:* Research, concept, and motivation (finding information and ideas).

*Realization:* Visual organization, communication, color, drawing, kinetics, craftsmanship, production, thoughtful composition, exams, and quizzes.

*Professionalism:* Attendance, deadlines, verbal articulation, written articulation, participation in and outside of the classroom, and presentation.

The following is a general guideline for evaluating student effort and the instructor's expectations:

A	= 100-90%
B+	= 89.9-86.5%
B	= 86.4-80%
C+	= 79.9-76.5%
C	= 70-76.4%
D+	= 69.9-66.5%
D	= 60-66.4%
F	= 59.9% and below

There will be tests, and projects for this class. Each test and project is worth 100 points, your grade is determined by the average of these at the end of the semester. All tests will be a combination of true or false, multiple choice, and fill in the blank.

**Academic Dishonesty**

Plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university. □

**Laptop Computer Policy**

You may use your laptops to take notes and work while in class. When you are not taking notes please lower the cover down. No laptop or desktop computers will be allowed during student presentations except by the student presenting. If you are using your own laptop for assignments, make certain that it comes up

on our lab machines correctly. If the instructor is not able to easily open the project, points will be deducted.

**Attendance Policy**

Attendance is required. This is a course in which your participation is very important to your understanding of both the concepts and processes involved, therefore, attendance is mandatory and imperative.

It is the responsibility of the student to have the instructor approve, ahead of time, any upcoming reasons that may cause an absence.

After 3 absences the student will automatically be placed on compulsory attendance. 4 absences constitutes an automatic drop with no credit or a failing grade.

Arriving late or leaving early is not permitted. Two tardies equal an absence.

Absences due to illness (with doctor's excuse) or death of a friend or family member are the only accepted excuses. **You are responsible for any material missed in your absence and you are expected to return to class with that day's assignments.**

**\*All projects are due at the beginning of class**

**Classroom Etiquette**

Cell phones, text messaging, instant messaging, and otherwise contacting someone using communication technology is unacceptable. If one of these devices goes off during class you will be asked to leave and not allowed back in, thus counted tardy for the day. If you use one of these devices during a test you will receive an automatic zero. Excessive private discussions, or otherwise disrupting those around you is not permitted.

During the semester we will possibly have outside speakers, your interest and participation is vital to your final grade.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE  
or MODIFICATION OF AN EXISTING COURSEDepartment/School Department of Fine Arts Date January 23, 2007Course No. or level ART 499 Title Senior SeminarSemester hours 1 Clock hours: Lecture 1 Laboratory 0Prerequisites Senior Visual Art and permission of departmentEnrollment expectation 5 – 20

Indicate any course for which this course is a (an)

modification \_\_\_\_\_

(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lawrence P. Anderson

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2007Date of School/Department approval 1-26-07

Catalog description:

***This course is an upper level capstone course to be taken in the fall semester of the senior year and is intended to go hand in hand with the Visual Arts (BA) studies. This required course is an examination of aesthetic, cultural, ethical, and pragmatic issues in preparation for a post-graduate experience and stresses preparation of professional goals for the student.***

Purpose:       1.       For Whom (generally?) *Visual Arts Seniors*  
                   2.       What should the course do for the student? *This course provides senior visual art majors with a point of synthesis for their undergraduate education while preparing for their graduating exhibition. It explores career options, professional concerns, and prepares the art student to realize specific career goals after graduation.*

Teaching method planned:

*The class meetings will involve lectures/presentations, guest presenters, field trips, and discussions. The preparations for the class meetings will involve research, writing, exhibiting your artwork, organizing your life, organizing your graduating exhibition, and personal preparation for a professional career in art/design.*

Textbook and/or materials planned (including electronic/multimedia):

*There are several relevant books on the subject of how to survive as an artist/designer. The required text for this course will be: *The Practical Handbook for the Emerging Artist*, by Margaret R. Lazzari. Other required readings and periodical assignments or subscriptions will be given.*

Course Content:

*This course presents to advanced Visual Arts students important information concerning a professional career as an artist/designer after graduation, provides them with guidance and recommendations concerning preparations for their Bachelor of Arts Exhibition, and serves as a final checkpoint to organize, schedule, present, and successfully pass their thesis exhibition and all other requirements of the Department of Fine Arts, including Exit Interview.*

*This course presents information directed toward a professional career/education in art/design. Each student should consider the preparations required of this course as an extension of their studio emphasis area toward their personal career goals and perspective of art. The career preparations for some students that begin with this course will continue to be professionally relevant throughout a lifetime as a practicing artist/designer. Such professional documents as a personal resume and artist's statement require alterations and upgrading throughout their careers.*

Rationale:

*The arts, like all disciplines, are very competitive for anyone following their education. Capstone courses in the visual arts are very popular and encouraged by accrediting organizations. The benefits of offering this course are the integration of subfields, skills, and perspectives of the art major. This course will provide a checkpoint, for*

*faculty and students, to assist the student's linking to the next step in their continued education, creative career (studio artist, freelance, designer), or other art related or non-art related employment. It will provide awareness of how best the student can expand their professional networking, and enhance their marketability. Adding this course to the department requirements will provide students with distinct advantages when entering the job market by integrating and synthesizing the very different facets of their academic career.*

### ART 499 Senior Seminar Syllabus

Offered: Fall Semesters, Fridays: 10:00-11 :50 AM; FAC 102

Lawrence P. Anderson, Professor and Chair

Office: FAC 102; landerson@fmarion.edu

*Office Hours: M-F 8:30-10am & 2-5pm or by appointment*

### **Course Description**

This course is an upper level capstone course to be taken in the first semester of the senior year and is intended to go hand in hand with the Visual Arts (BA) studies. This required course is an examination of aesthetic, cultural, ethical, and pragmatic issues in preparation for a post-graduate experience and stresses preparation of professional goals for the student.

Note: Art 499 is taken within two semesters of graduation. It is offered Fall Semester only. Students who plan to present their BA exhibit and graduate in the Fall, Spring, or following Summer term must enroll in this course the Fall Semester preceding their planned exhibit

ART 499: This course provides senior visual art majors with a point of synthesis for their undergraduate education while preparing for their graduating exhibition. It explores career options, professional concerns, and prepares the art student to realize specific career goals after graduation. Enrollment in the course is required of senior Visual Arts majors approaching graduation. Concurrent with this course, the students major emphasis professor will advise the student on a specific schedule for the proper organization, preparation, and documentation of the graduating exhibition.

### **Purpose**

ART 499 presents to advanced Visual Arts students important information concerning a professional career as an artist after graduation, provides them with guidance and recommendations concerning preparations for their Bachelor of Arts exhibition, and serves as a final checkpoint to organize, schedule, present, and successfully pass their thesis exhibition and all other requirements of the Department of Fine Arts, including Exit Exam.

This course presents information directed toward a professional career/education in art/design. Each student should consider the preparations required of this course as an extension of their studio emphasis area toward their personal career goals and perspective of art. The career preparations for some students that begin with this course, will continue to be professionally relevant throughout a lifetime as a practicing artist/designer. Such professional documents as a personal resume and artist's statement require alterations and upgrading every few months.

### **Text**

There are several relevant books on the subject of how to survive as an artist/designer. The required text for this course will be: *The Practical Handbook for the Emerging Artist*, by Margaret R. Lazzari. Other required readings and periodical assignments will be given.

### **Requirements**

Each BA Visual Art major must enroll in and satisfactorily complete all requirements set forth in ART 499 prior to graduation. Including the following.

Resume (relative to artistic growth over time) is required at the time of the BA exhibition. The final revisions of each must be submitted to the instructor at that time. Fifteen-twenty, labeled, 35mm slides or CD (correct format) of the exhibition artwork/portfolio must also be submitted to the instructor prior to graduation. One work from exhibit will be selected for the gallery collection.

Class attendance is mandatory (final grade is lowered one letter grade for each absence recorded), as well as the completion of all assignments outlined. The completion of all ART 499 requirements, subsequent presentation of a successful BA exhibition (approved by a majority of the Visual Art faculty), the successful completion of the Exit Exam taken during the final semester prior to graduation, and submission of documentary slides/CD usually fulfills graduation requirements.

### **All Requirements Must Be Satisfied Before Graduation**

Attached is a checklist outlining the required components of ART 499: Artist's Statement; Resume, including Exhibition Record; Portfolio; Grant Writing; Exhibition Scheduling; Exhibition Publicity (press kit); Art Exit Interview; Slides/CD. Registration at the FMU Career Development Center is optional.

### **Student Activities**

The class meetings will involve lectures/presentations, guest presenters, field trips, and discussions. The preparations for the class meetings will involve research, writing, exhibiting your artwork, organizing your life, organizing your graduating exhibition, and personal preparation for a professional career in art/design.

### **Measurement of Achievement**

Each student will receive a grade of "Incomplete" until all course and graduation requirements have been met, at which time a letter grade for the course will be

designated.

### **Scope and Sequence**

To prepare for a graduating exhibition and to prepare for a career or continued education in art following graduation, the class meetings will provide pertinent information, discussions, presentations, and/or supplemental handouts, and reading assignments to address the topics below to be completed by each student:

September 3:

Review of all department procedures for the graduating exhibition, Exit Interview, and the course requirements and checklist for ART 499. Survey of students regarding projected date of exhibitions. Introduction to writing an Artist's Statement. Draft exhibition schedule for Fall and Spring. Assignment: outline/rough draft, Artist's Statement.

September 12:

Guest presentation: Roberta Olmstead, Gallery Curator: Review of policy and procedures concerning scheduling, publicity, posters, and press releases for exhibitions. Finalize the fall semester BA exhibition schedule for the Fine Arts Gallery and indicate the fall and spring exhibition schedule.

September 10:

Job search, research information, gallery search, etc. Review rough draft of Artist's Statement.

Discussion: Exhibition design and gallery installation.

Assignment: Reading in text (Exhibition). 2nd Artist's Statement.

September 17:

Review of policy and procedures concerning scheduling, publicity, posters, and press releases for exhibitions.

Discussion: First rough draft, Resume.

Draft exhibition schedule for Fall and Spring

Assignment: Reading in text (Slide/digital image taking). 1st draft - Resume.

September 24:

Photographing and documenting artwork, guest photographer, Elizabeth Tallon.

Discussion: 2nd draft Artist's Statement due.

Assignment: Reading in text

October 1:  
(Research Day - No Class)  
Search web for electronic/multimedia portfolio presentation examples.

October 8  
Visit Digital Imaging, Multimedia design and Prepress business Martin Lawler,  
Owner

October 15:  
(Research Day - No Class) Search web for resume examples

October 22:

Resume Preparation (choosing from among various outlines)  
Discussion: Finalize the fall semester BA exhibition schedule for the University  
Art Galleries and indicate the spring exhibition schedule.  
Assignment: Resume preparation, 1 st draft. Reading in text(Showing Your Work,  
pg. 139-150)

October 29:

Visit Florence Museum of Art and History  
Andrew Stout, Director, behind the scenes preparator presentation.  
Discussion: Showing in non-academic venues.  
Assianment: Resume draft due. Reading in text (Jobs pg. 188194, Exhibit  
Calendar pg. 38-40, Letter of Reference pg. 192-194)

November 5:

Exhibition Calendar. What should be happening now.  
Discussion: Portfolio preparation and what is invoved. Writing Letters of  
Reference. How/where to search for jobs.  
Assignment: 2nd draft resume. Reading in text (The Art Business pg. 233-261)

November 12:

Art as a business.  
Discussion: Pricing your work - how, why, when. Assignment: Reading in text  
(Graduate School pg. 267-279)

November 19:

Professor \_\_\_\_\_; what USC Department of Art does when reviewing  
graduate applications. She will also discuss working and researching as a  
professor and the teaching profession as a possible career.

Discussion: University of South Carolina Department of Art graduate application process.

Assignment: Finalize resume, artist statement.

November 26:

TurkeyDay

December 3:

Showing your work, grants, residences, life outside the academic.

Discussion: Exit Exam review, prepare for exhibit.

December 10:

Last Class

***(This schedule is subject to changes due to program conflicts)***

## **ART 499 Senior Seminar Requirements Checklist**

Instructor: Lawrence P. Anderson

In order to fulfill all graduation requirements of the Department of Fine Arts it is essential that you refer to the respective degree (Visual Arts) requirements. (Apply for Degree Audit from Registrar a semester before graduation or after completing 87 credits.)

1. Exhibition Scheduling
  - Emphasis area professor approval
  - Request Exhibition Form completed and signed by the emphasis faculty, gallery curator ART 499 instructor, and finally Department of Fine Arts Chair.
  - This should be done by mid-semester
2. Slides of Current Artwork
  - Samples properly labeled due December 20, Fall semester - May 10, Spring Semester
  - Slide work needs to begin early to guarantee correct procedure
3. Resume
  - Outline including Exhibition Record
  - First Draft
  - Second Draft
4. Artists Statement
  - Outline
  - Rough Draft
  - First Draft
  - Second Draft
  - Final Draft to be posted during exhibition
  - Copy submitted to Department of Art Office
5. Letters of Recommendation from Faculty and Employers
  - Include names on Resume
  - Optional registration with USD Career Development Center
6. Graduating Exhibition Publicity
  - News Release (short bio) Rough Draft
  - Final News Release with blw photo submitted to Department of Art Poster/postcard design approved by Chair/Gallery Director Printed poster/postcard delivered to Department of Art (3)three weeks before exhibit
7. Art Exit Interview
  - Receive orientation
  - Date of interview
8. Portfolio
  - Hard copy portfolio check before graduation

9. Graduating Exhibition

Matting and framing of artwork

Work with emphasis professor to finalize selections for exhibit

10. Selection of art for FMU  
Collection

Work with emphasis professor and Chair for this selection

## FRANCIS MARION UNIVERSITY DESCRIPTION OF PROPOSED NEW COURSE

Department/School Political Science and Geography Date February 14, 2007

Course No. or level POL 338 Title Politics and Film

Semester hours 3 Clock hours:                      Lecture 3                      Laboratory

Prerequisites POL 101 or POL 103

Purpose:            1.        For Political Science majors and minors, and any other students interested in this topic.

                         2.        The course should expose students to a different approach to the familiar film viewing experience. Students should be able to recognize, understand and appreciate the numerous political messages which appear in mainstream American films. Students should be able to identify and analyze the political symbols, images, themes, and purposed of various well-known films from different eras.

Enrollment expectation 25 students

This is a new course, and not a modification, substitute or alternate for another course.

Teaching method planned: Lectures, discussions, viewing and analysis of films

Textbook and/or materials planned: Ernest Giglio. *Here's Looking at You: Hollywood, Film and Politics*, 2005; and Terry Christensen and Peter Haas. *Projecting Politics: Political Messages in American Films*, 2005.

Name of person preparing course description Dr. Kevin J. Lasher

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2008

Date of School/Department approval                      February 16, 2007

Catalog description: Focuses on the relationship between films and components of the American political system. Primary emphasis is on the political messages, symbols, and values contained within particular well-known films. Additional emphasis is on theoretical approaches for studying political films.

Course Content:            See attached sample syllabus

POLITICS AND FILM  
 Political Science 338  
 Instructor: Dr. Kevin J. Lasher

Spring Semester 2008  
 Francis Marion University

Office: FH 139  
 Phone: 661-1618

Course Description: This course will examine the interaction between politics and film from different perspectives. First, the course will consider a variety of theoretical approaches that address the relationship between politics and film. Second, it will examine the political content of films, especially the political messages, symbols, and values contained within particular well-known films. Students will view a series of films related to the course and participate in discussion and analysis of each film. Finally, the course will investigate the development of the film industry, with emphasis on the relationship between the Hollywood-based film industry and the American political system.

Course Obligations: Each student will take two exams (each worth 25%) -- one around the seventh week of class and one on final exam day. Students will complete a series of short analyses of films (worth 25%) viewed in class. Finally, students will make a classroom presentation comparing the political views of two films of their choosing.

Course Prerequisite: Political Science 101 or 103

Textbooks: Ernest Giglio. *Here's Looking at You: Hollywood, Film and Politics* (New York: Peter Lang Publishing, Inc., 2005) and Terry Christensen and Peter Haas. *Projecting Politics: Political Messages in American Films* (Armonk, NY: M.E. Sharpe, 2005).

Grading Scale: The final course grade is based on the following scale.

Course Average	Final Grade
90-100	4.0
87-89.99	3.5
80-86.99	3.0
77-79.99	2.5
70-76.99	2.0
67-69.99	1.5
60-66.99	1.0
0-59.99	NC

Attendance: I support the University attendance policy. Students are expected to attend all class meetings. If a student is absent more than four class meetings (including exam days), the student will be dropped from the course. This policy will be rigidly enforced. All absences are unexcused absences. The four absences allowed are designed to take care of situations such as illness, physician's appointments, etc. Students should use absences carefully so that an illness late in the semester will not result in exceeding allowable absences and being dropped from the course.

#### Course Outline and Assignments\*

Week One	Studying Political Films Christensen and Haas, Ch. 1-3; Giglio, Ch. 1-3
Week Two	Studying Political Films Christensen and Haas, Ch. 1-3; Giglio, Ch. 1-3
Week Three	The Political Environment of Film Christensen and Haas, Ch. 1-3; Giglio, Ch. 1-3
Week Four	<b>FILM: Citizen Kane</b>
Week Five	Images of America and American Politics Christensen and Haas, Ch. 4-11
Week Six	Images of America and American Politics Christensen and Haas, Ch. 4-11
Week Seven	<b>FILM: Pleasantville</b>
EXAM #1	
Week Eight	Hollywood Goes to War Christensen and Haas, Ch. 6-7; Giglio, Ch. 8-10
Week Nine	<b>FILM: Seven Days in May</b>
Week Ten	<b>FILM: Apocalypse Now</b>
Week Eleven	Politicians in Film Giglio, Ch. 6-7

Week Twelve

Politicians in Film  
Giglio, Ch. 6-7

Week Thirteen

**FILM: The Candidate**

Week Fourteen

**FILM: The Seduction of Joe Tynan**

FINAL EXAM

\* Two additional films will be shown in the evenings during the semester.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE  
or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology Date 9/27/06  
 Department/School \_\_\_\_\_ Date \_\_\_\_\_  
 Department/School \_\_\_\_\_ Date \_\_\_\_\_  
 Course No. or level 610 Title Interviewing, Observation, and Case Formulation

Semester hours 3 Clock hours: Lecture X Laboratory \_\_\_\_\_

Prerequisites None

Enrollment expectation 10

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
 (proposed change in course title, course description, course content or method of instruction)

substitute 530  
 (The proposed new course replaces a deleted course as a General Education or program requirement.)

The purpose of this change is to renumber the course at the 600-level and revise the course description to reflect that change and to more accurately describe course content.

alternate \_\_\_\_\_  
 (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Farrah M. Hughes

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation August 2007

Date of School/Department approval \_\_\_\_\_

Catalog description:

(This description is a revised version of the description for PSY 530).

**610 Interviewing, Observation, and Case Formulation** (3) F. Introduction to fundamental skills used in clinical/counseling interviews, including interview and observation techniques used for clinical data gathering. Particular emphasis is on case conceptualization to inform treatment planning, case report writing, and basic counseling techniques. Particular attention is also given to ethical and professional issues in counseling. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

- Purpose:
1. For Whom (generally?)  
This course is for graduate students in the Master of Science program in Applied Psychology, clinical/counseling option.
  2. What should the course do for the student?  
This course prepares the student for advanced training in counseling skills and theories of therapy.

Teaching method planned: Lecture, discussion.

Textbook and/or materials planned (including electronic/multimedia):

- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). American Psychological Association.
- Hackney, H. L., & Cormier, S. (2004). *The professional counselor: A process guide to helping* (5<sup>th</sup> ed.). Allyn & Bacon.
- Nystul, M. S. (2005). *Introduction to counseling: An art and science perspective* (3<sup>rd</sup> ed.). Allyn & Bacon.

Course Content:

The course content will be largely the same as it was for the existing course, PSY 530. However, the newly-numbered PSY 610 will replace the PSY 530 course and will emphasize assessment and observation in the case conceptualization process and ethical issues to a greater degree than was covered in PSY 530.

**When completed, forward to the Office of the Provost.**

9/03

## Course Syllabus

### **PSY 610 - Interviewing, Observation, & Case Formulation**

Francis Marion University

Fall 2007

**Class Time:** Tue 6pm-9pm

**Place:** CEMC 228A    **Instructor:** Ronald T. Murphy, Ph.D    **Office:** CEMC 109D

**Phone:** 661-1643    **Email:** rmurphy@fmarion.edu

**Office Hours:** M-W 10am-11:30am, 3:30pm-4:30pm; Tues 5pm-6pm; and by appointment

**Course Description:** This course is considered to be the beginning course in applied training in the Master's in Applied Psychology program. The course will focus broadly on developing competence in basic interviewing/observation skills and case conceptualization to inform treatment planning. Areas of emphasis include understanding the patient-therapist interaction process, professional roles and responsibilities (e.g., ethics), and report writing. Skills rehearsal is an important part of the learning process in this course.

Students must be enrolled in both Psy 610 and Psy 600C. Psy 610 will provide training in concepts and skills involved in basic counseling, and Psy 600C will provide an opportunity for skills practice in realistic or actual psychotherapeutic contexts.

**Course Objectives:** 1) Learn skills of verbal and non-verbal communication necessary for competent clinical interviewing. 2) Learn basic skills of non-directive psychotherapeutic interaction. 3) Learn basic skills of motivational interviewing. 4) Learn to identify and provide case conceptualization for client problems and needs during the clinical interview. 5) Learn to apply professional standards of behavior to therapeutic interactions. 6) Learn to conduct competent intake interviews and produce professional reports.

**Required Texts:**

1) Nystul, M. (2006). *Introduction to counseling: An art and science perspective (3<sup>rd</sup> ed.)*. Boston: Pearson.

2) Hackney, H., & Cormier, S, M. (2005). *The professional counselor: A process guide to helping. (5th ed.)*. Boston: Pearson.

In addition, there will be a number of readings from this book: Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing (2<sup>nd</sup> ed.)*. New York: Guilford. I will put the book or specific chapters on reserve, but it is definitely an invaluable resource for counselors. Other readings, usually journal articles, will be assigned on a regular basis.

**Learning Process:** Lectures are given based on the assumption that YOU HAVE DONE THE ASSIGNED READING FOR THAT DAY. The lectures will be used to review the chapter IN GENERAL, note what topics will be covered in the exams, review some specific topics in detail, enhance the assigned reading, clarify complex or confusing topics, provide additional material, and answer questions about the reading. It would be a serious misuse of our time and your money for the instructor to repeat the book material. The goal is for class discussion to expand upon the basic readings, and be able to review special topics of interest and real-world issues, e.g., cultural relevance, specific mental disorders, or specific treatment applications. This can only be done if students come to class prepared; otherwise the material covered can only be the basic information that is required to be imparted to students. Also, in this class learning is accomplished by active participation of the students. Students are expected to answer questions, offer opinions or share experiences, and ask questions. Also, students will be assigned to 2 or 3-

person groups and will work in these groups to review course content and address conceptual questions or practical applications related to class topics.

**Missed Classes:** Class attendance is REQUIRED for both Psy 610 and 600C. If you must miss class due to a unavoidable catastrophe (which you will be asked to document, e.g., physician's note), you are responsible for getting all information from any class you miss, including syllabus modification, announcements, assignments, and lecture material. If you miss 2 classes, INCLUDING excused absences, I will consult with Psychology Department Chair regarding your ability to continue in the class. Students with more than 2 absences will be asked to drop the course or receive a grade of F. There are two reasons for this policy. First, graduate school administrators and potential employers will assume that because a class is on your transcript, you have been exposed to a certain level and amount of material. If you miss too much class, your transcript will be a misleading indicator of your true knowledge level. Second, most students earn the grade on the transcript through hard work and regular attendance, and it would be unfair to allow someone to get the same "credit" for much less work.

**Coming Late:** To avoid the disruption caused by latecomers and a "snowball effect" of more students coming later to class, no one will be allowed into the class 5 minutes after class begins, NO EXCEPTIONS. You will be asked to leave if you come later than five minutes. For test security reasons, you will not be allowed to take an exam if you show up late for an exam and if any student has already taken the exam and left.

*Please Note:* Just because you missed a few minutes of class does not mean you are not responsible for what is announced or discussed. In addition, please do not call the professor to get information about what happened in class (announcements, assignments, etc.). When teaching multiple courses involving many students, teachers cannot respond to each student who requests for information given when they were absent from a class. The appropriate way to get this information is to GET IT FROM ANOTHER STUDENT, and THEN talk to the professor who can fill in gaps or correct misinformation.

**Course Requirements and Grading:** Final grade will be based on performance on two exams (50% of final grade), three counseling interview reports (30%), and class participation (20%). The specifics of these requirements are described below.

A. Exams (50% of final grade). There will be two exams, one given as a midterm and one given during finals period. They will be mostly multiple choice and short answer format, covering material from the lectures and all assigned reading. The comprehensive final will cover material from the entire course. There are NO MAKE-UP exams. Only extreme catastrophes that you can document should prevent you from taking an exam. If there is an extreme catastrophe for which you can provide documentation, we will come to an arrangement. Also, you can NEVER take an exam earlier or later than scheduled, for test security reasons.

B. Interview Reports (30% of final grade). You will conduct three counseling interviews in a situation or setting that will be determined by you and the professor. The interview should be at least 1 hour long. The report format will be provided by the professor. Each report will be due one week after the interview, with the schedule of interviews flexible and to be worked out with the professor in class. Reports will be graded as to format (25%), thoroughness (25%), integration of class material (25%), and creativity (25%). Late reports are graded down a full grade every day the report is late.

C. Class Participation (20% of final grade). Students are graded on their active participation in class on a 0 to 2 scale: 0 points for absence or only asking clarification questions (or saying something that shows you did not prepare for class); 1 point for contributing to class discussion in a way that indicates you are familiar with assigned material; and 2 points for statements or questions that indicate some conceptual processing of the assigned material (e.g.,

implications, flaws in method or logic, creative idea springing from the reading). You will also be expected to participate in behavioral rehearsal of counseling skills conducted in class. Self-disclosure of personal history (traumatic or otherwise) or emotional states is not required in this class and is not a part of the counseling training provided in this context.

**PSY 610 Course Outline (Fall, 2007)\*\***

<b>Date</b>	<b>Topic</b>	<b>Textbook Readings</b>
<b>Week 1</b>	(No class- FMU classes begin Aug 22)	
<b>Week 2</b>	Review Syllabus Overcoming Roadblocks to Academic Success	
<b>Week 3</b>	Introduction to Counseling	N Ch. 1, H&C Ch. 1
<b>Week 4</b>	Professional, Ethical, & Multicultural Issues	N Chs. 2 & 6
<b>Week 5</b>	Readiness to Change in Counseling	M&R 1,2, & 4
<b>Week 6</b>	Fundamental Counseling Skills	N Ch. 3, H&C Ch. 3
<b>Week 7</b>	Building Motivation to Change	M&R 6 & 7
<b>Week 8</b>	<b>Exam I</b>	
<b>Week 9</b>	Assessment & Diagnosis	N Ch. 4
<b>Week 10</b>	Goal-Setting	H&C Ch. 5
<b>Week 11</b>	Case Formulation	H&C Chs. 6&7
<b>Week 12</b>	No class- FMU Fall Break	
<b>Week 13</b>	Cognitive Behavioral Case Conceptualization	H&C Chs. 8&9
<b>Week 14</b>	Experiential Approaches	N Ch. 8
<b>Week 15</b>	Crisis Intervention & Difficult Counseling Situations	H&C Ch. 12, pp309-326
Final Exam period	<b>Exam II</b>	

\*\*Please note that the schedule and the topics covered, as described above, are tentative and are subject to change without notice.\*\*

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE  
or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology Date 9/27/06

Course No. or level 606 Title Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology

Semester hours 3 Clock hours: Lecture X Laboratory \_\_\_\_\_

Prerequisites None

Enrollment expectation 10

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute 531 \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

The purpose of this change is to renumber the course at the 600-level and revise the course description to reflect that change and to more accurately describe course content.

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Sam F. Broughton

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation August 2007

Date of School/Department approval \_\_\_\_\_

Catalog description:

(This description is a revised version of the description for PSY 531).

**PSY 606: Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology (3)** F. Review of measurement statistics, psychometric theory and examination of intelligence, ability, and achievement tests frequently used in School Psychology practice. Skill development in test administration, scoring and interpretation of test results, use of computer-based scoring and analysis systems, psychological report writing, diagnostic and data-based decision-making. Examination of cultural diversity,

ethical issues, and emerging technology in psychological assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

- Purpose:
1. For Whom (generally?)  
This course is for graduate students in the Master of Science program in Applied Psychology, school psychology option.
  2. What should the course do for the student?  
This course prepares the student for advanced training in psychoeducational assessment and diagnosis, data-based decision-making, and intervention planning.

Teaching method planned: Lecture, discussion, simulation exercises

Textbook and/or materials planned (including electronic/multimedia):

Sattler, J. M. (2001). Assessment of children: Cognitive applications (4<sup>th</sup> Edition). San Diego: Jerome M. Sattler, Publisher, Inc.

Sattler, J. M. (2004). Assessment of children: WISC-IV and WPPSI-III Supplement. San Diego: Jerome M. Sattler, Publisher, Inc.

Lichtenberger, E. O. & Smith, D. R. (2005). Essentials of WIAT-II and KTEA-II Assessment. New York: John Wiley and Son.

Flanagan, D.P. & Kaufman, A.S. (2004). Essentials of WISC-IV assessment. New York: John Wiley and Son.

Kaufman, A.S. & Lichtenberger, E.O. (1999 ). Essentials of WAIS-III assessment. New York: John Wiley and Son.

Test manuals from the various instruments examined during the course. The instructor will supply manuals and test kits from the department's assessment library.

Handouts, selected articles, and sample reports

Instructor constructed PowerPoint presentations

Videotaped administrations of relevant assessment procedures

Course Content:

The course content covers many of the same principles and procedures as in the existing course, PSY 531. However, the newly-numbered PSY 606 will replace the PSY 531 course and will be targeted specifically at knowledge and skills required of students enrolled in the school psychology option of the master's program.

**When completed, forward to the Office of the Provost.**

9/03

**PSY 606**

**Psychoeducational Assessment: Intelligence, Ability, and Achievement  
Testing in School Psychology**

**Syllabus**

**Instructor:** Sam F. Broughton, Ph. D., NCSP

**Office Location:** CEMC 109B

**Phone Numbers:** (843) 661-1638 (office)  
(843) 661-1628 (office fax)  
(843) 662-6155 (home)

**E-mail:** [sbroughton@fmarion.edu](mailto:sbroughton@fmarion.edu)

**Meeting Time:** Tuesdays 6:00 pm

**Meeting Location:** CEMC 229D

**Required Text:** Sattler, J. M. (2001). Assessment of children: Cognitive applications (4<sup>th</sup> Edition). San Diego: Jerome M. Sattler, Publisher, Inc.

Sattler, J. M. (2004). Assessment of children: WISC-IV and WPPSI-III Supplement. San Diego: Jerome M. Sattler, Publisher, Inc.

Lichtenberger, E. O. & Smith, D. R. (2005). Essentials of WIAT-II and KTEA-II Assessment. New York: John Wiley and Son.

**Supporting Texts:** Flanagan, D.P. & Kaufman, A.S. (2004). Essentials of WISC-IV assessment. New York: John Wiley and Son.

Kaufman, A.S. & Lichtenberger, E.O. (1999). Essentials of WAIS-III assessment. New York: John Wiley and Son.

Test manuals from the various instruments examined during the course. The instructor will supply manuals and test kits from the department's assessment library. Handouts, selected articles, and sample reports

**Catalog Descriptions:****PSY 606**

**Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology (3) F.** Review of measurement statistics, psychometric theory and examination of intelligence, ability, and achievement tests frequently used in School Psychology practice. Skill development in test administration, scoring and interpretation of test results, use of computer-based scoring and analysis systems, psychological report writing, diagnostic and data-based decision-making. Examination of cultural diversity, ethical issues, and emerging technology in psychological assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**PSY 600B**

Students enrolled in PSY 606, PSY630, PSY 616, PSY 631, PSY 639, and PSY 706 must be enrolled concurrently in this practicum. This practicum involves administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling, and/or mental health centers for the experience. A minimum of 50 clock hours is required per practicum.

**Conceptual Framework:**

This course represents the first course in a series of three assessment courses that are designed to provide competence in the total assessment process in addition to the specifics of administration, scoring, interpretation and evaluation of the technical adequacy and utility of norm-referenced tests. It also provides a foundation regarding psychometric theory, measurement procedures and issues, and statistics that will be required knowledge for subsequent psychometric and behavioral assessment courses. Students are expected to master technical knowledge and skills that will allow them to observe, examine, and evaluate children, adolescents, and adults using formal and standardized instruments in such a way that the client's level of functioning, strengths, and weaknesses can be described in relation to appropriate norms or standards. The student also will be required to integrate the data and findings from multiple instruments and sources in reaching conclusions regarding the client's performance, to formulate reasonable and functional recommendations for the teaching or training of the client, and to communicate assessment findings and recommendations orally and in

writing with clarity. This course concentrates on instruments developed primarily to assess the cognitive domain, including intelligence, language, specific or special cognitive, verbal and perceptual abilities, and academic achievement in standard academic subject areas. The student will be expected to integrate information from this course with material acquired in courses on child development and psychopathology in order to be prepared for subsequent courses in the assessment and intervention sequences of courses. PSY 621 Child and Adolescent Psychopathology is a co-requisite for this course.

#### **Examinations:**

There will be a midterm examination and final examination. The midterm will consist of short answer and essay/discussion questions. The final examination will be cumulative and will consist of essay questions and application problems.

#### **Psychological Reports:**

Students will complete three psychological reports based on approved practice administrations completed in the practicum portion of this course (PSY 600B). The reports will be organized as follows:

- Report 1: WISC-IV**
- Report 2: WAIS-III**
- Report 3: An integrated report consisting of an intelligence test, achievement measure, a test of visual-motor integration, and other instruments as indicated by the individual case.**

#### **Grading:**

Each test and report will be scored on a 100 point scale. Scores from each of the tests and assignments will be combined according to the following proportions:

<b>Midterm examination</b>	<b>30%</b>
<b>Final examination</b>	<b>30%</b>
<b>Psychological reports</b>	<b>40%</b>

Grades will be assigned to scores and course averages according to the following criteria:

<b>A</b>	<b>90-100</b>
<b>B+</b>	<b>85-89</b>
<b>B</b>	<b>80-84</b>

C+ 75-79  
 C 70-74  
 F 69 and below

**Course Outline and Assignment Calendar:**

<b>Week 1</b>	<p><b>Unit I: Introduction to the assessment process</b>  <b>Purposes, guidelines, and steps of assessment</b></p> <p><b>Classification and labeling</b>  <b>Ethnic and cultural diversity</b>  <b>Pros and cons of standardized tests</b>  <b>Factors affecting test performances</b>  <b>Theoretical perspectives regarding intelligence and abilities</b>  <b>Ethical responsibilities and standards</b>  <b>Legal issues and relevant laws governing assessment practices</b>  <b>Issues and skills for client interaction and test administration</b></p>
	<p><b>Readings for Unit I: Cognitive Applications</b>  <b>Chapters 1, 2, 3, &amp; 7</b></p>
<b>Week 2</b>	<p><b>Unit I continued</b></p>
<b>Week 3</b>	<p><b>Unit II: Measurement Concepts and Theoretical Issues</b>  <b>Statistics</b></p> <p><b>Sampling, descriptive and correlational</b></p> <p><b>Norm referenced measurement and types of derived scores, transforming scores</b>  <b>Reliability and Validity</b>  <b>Item response theory and differential item function</b>  <b>Factor analysis</b>  <b>Test characteristics and additional statistical concepts</b>  <b>Definitions of intelligence</b>  <b>Theories of intelligence</b>  <b>Hereditary, biological, and environmental influences on measured intelligence</b>  <b>Personality, ethnic, and gender influences</b>  <b>Stability and variability of intelligence</b>  <b>Correlates of intelligence and special abilities</b></p>

	<b>Readings for Unit II: Cognitive Applications Chapters 4, 5, &amp; 6</b>
<b>Week 4</b>	<b>Unit II continued</b>
<b>Week 5</b>	<b>Unit III: The Wechsler Intelligence Scale for Children – IV WISC-IV standardization and norming WISC-IV scoring systems Reliability and Validity of the WISC-IV Intercorrelations and Factor analyses Administering the WISC-IV Assets and Limitations of the WISC-IV WISC-IV subtests, description and analysis Scoring the WISC-IV Methods of interpreting WISC-IV results, descriptions and critiques</b>
	<b>Readings for Unit III: Supplement Chapters 1,2,3,4; WISC-IV Manual; Essentials chapters 1, 2, 3, 4</b>
<b>Week 6</b>	<b>Unit III continued Unit IV: Report Writing Focus, organization and sections of report Clarity, conciseness and writing style Conveying degrees of certainty Interpretations, generalizations, and inferences Communicating classifications and diagnoses Making recommendations Summarizing and drawing conclusions</b>
	<b>Readings for Unit IV: Cog. App. Chapter 21, sample reports</b>
<b>Week 7</b>	<b>Unit V: The WAIS-III WAIS-III standardization and norming WAIS-III scoring systems Reliability and Validity of the WAIS-III Intercorrelations and Factor analyses Administering the WAIS-III Assets and Limitations of the WAIS-III WAIS-III subtests, description and analysis Scoring the WAIS-III Methods of interpreting WAIS-III results,</b>

descriptions and critiques  
 Choosing the WAIS-III versus the WISC-III

Readings for Unit V: Cog. App. Chapter 12 & 13,  
 WAIS-III Manual

Week 8

Unit VI: The WPPSI-III

WPPSI-III standardization and norming  
 WPPSI-III scoring systems  
 Reliability and Validity of the WPPSI-III  
 Intercorrelations and Factor analyses  
 Administering the WPPSI-III  
 Assets and Limitations of the WPPSI-III  
 WPPSI-III subtests, description and  
 analysis  
 Scoring the WPPSI-III  
 Methods of interpreting WPPSI-III results,  
 descriptions and critiques  
 Choosing the WPPSI-III versus the WISC-IV

Readings for Unit VI: Supplement Chapters 5, 6, 7, 8

Week 9

Midterm Examination

Week 10

Unit VII: Assessment of achievement

The nature and measurement of  
 achievement  
 Types of achievement tests  
 The Wechsler Individual Achievement Test- II  
 Standardization and norming  
 Administration  
 Scoring and interpretation  
 Use with Wechsler intelligence scales  
 Woodcock-Johnson III Tests of  
 Achievement  
 Standardization and norming  
 Administration  
 Scoring and interpretation  
 Other achievement batteries and specific  
 area tests

Readings for Unit VII: Chapters 17 and 18, WIAT-II  
 Manual,  
 Essentials, Chapters 1, 2 & 4

Week 11

Fall Break (No Class)

<b>Week 12</b>	<b>Unit VIII: Using a battery of tests:</b> <b>The nature and assessment of multiple domains</b> <b>Using referral information to select and assemble a battery</b> <b>Comparing Intelligence and Achievement</b> <b>Dealing statistically and logically with multiple sources</b> <b>Integrating results from multiple sources</b> <b>Reporting results from multiple sources</b>
	<b>Readings for Unit VIII: Handouts, sample reports</b>
<b>Week 13</b>	<b>Unit IX: Assessing Diverse Populations</b> <b>Assessing culturally, and linguistically diverse children</b> <b>Evaluating ethnic, racial and cultural factors</b> <b>Cultural competence</b> <b>Bilingual examinees and interpreters</b> <b>Results of relevant research</b>
	<b>Readings for Unit IX: Chapters 19 and 20</b>
<b>Week 14</b>	<b>Final Exam</b>

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE  
or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology Date 9/27/06

Course No. or level 630 Title Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology

Semester hours 3 Clock hours: Lecture X Laboratory \_\_\_\_\_

Prerequisites None

Enrollment expectation 10

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute 531 \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

The purpose of this change is to renumber the course at the 600-level and revise the course description to reflect that change and to more accurately describe course content.

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Farrah M. Hughes

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation August 2007

Date of School/Department approval \_\_\_\_\_

Catalog description:

(This description is a revised version of the description for PSY 531).

**630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology** (3) (Prerequisite: 610) S. Review of measurement statistics and psychometric theory, and examination of the most frequently used intelligence, adaptive behavior, and achievement tests in clinical/counseling psychology. Skill development in test administration, scoring, and interpretation of test results, as well as psychological report writing and diagnostic skills. Skill development in giving assessment results and feedback to clients. Examination of cultural diversity, ethical

issues, and technology as they pertain to assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

- Purpose:
1. For Whom (generally?)  
This course is for graduate students in the Master of Science program in Applied Psychology, clinical/counseling option.
  2. What should the course do for the student?  
This course prepares the student for advanced training in mental health assessment and diagnosis, as well as treatment planning.

Teaching method planned: Lecture, discussion, simulated practice in class.

Textbook and/or materials planned (including electronic/multimedia):

- Kaufman, A. S., & Lichtenberger, E. O. (2002). *Assessing adolescent and adult intelligence*, 2<sup>nd</sup> edition. Boston: Allyn and Bacon.
- Kaufman, A. S., & Lichtenberger, E. O. (1999). *Essentials of WAIS-III assessment*. New York, John Wiley & Sons.
- Other readings as assigned.

Course Content:

The course content will be largely the same as it was for the existing course, PSY 531. However, the newly-numbered PSY 630 will replace the PSY 531 course and will be designed specifically for students enrolled in the clinical/counseling option of the master's program. This course will specifically address issues related to measurement statistics, psychometric theory, and frequently used intelligence, ability, adaptive behavior, and achievement tests. Students will also develop skills in test administration, scoring and interpretation of test results as well as psychological report writing and diagnosis.

**When completed, forward to the Office of the Provost.**

9/03

**Psychological Assessment: Intelligence and Achievement  
Testing in Clinical/Counseling Psychology  
- PSY 630 -  
Spring 2008  
Francis Marion University**

Instructor: Jane Hart Lewis, MS, LPC, LPCS, NCC

Telephone: 843 679 9200(office) or 843 615 0051(cell)

E-mail: hartlewis@aol.com

Telephone Hours: Call, leave message and I will call you back as soon as possible

Class Time: Wednesdays, 6-9 pm

Classroom: Psychology Department, CEMC 109

**Course Description:**

This course is intended to be the foundation for training in psychological assessment. The course focuses on aspects of psychometric theory and statistics fundamental to the assessment process. With respect to applied training, the course will emphasize basic intelligence testing (i.e., WAIS-III). Other topics related to the assessment of cognitive abilities (with less emphasis) will also be covered. In addition, competent report writing will be stressed as a major course requirement, and giving assessment results and feedback to clients will be covered. Finally, issues pertaining to cultural diversity, ethics, and technology will be addressed as they relate to the assessment process. Students must be concurrently enrolled in PSY 600B.

**Texts:**

Kaufman, A. S., & Lichtenberger, E. O. (2002). Assessing adolescent and adult intelligence, 2<sup>nd</sup> edition. Boston: Allyn and Bacon.

Kaufman, A. S., & Lichtenberger, E. O. (1999). Essentials of WAIS-III assessment. New York, John Wiley & Sons.

Other readings as assigned.

**Course Objectives:**

1. Learn the history of intelligence testing
2. Learn the statistical and psychometric bases of psychological assessment
3. Learn major theories of intelligence

4. Learn how to administer, score, and interpret the Wechsler Adult Intelligence Scale-III (WAIS-III)
5. Establish a basis for ethical practice
6. Learn how to administer and write-up a Mental Status Exam.

### **Requirements and Evaluation:**

**Course:** It is expected that graduate students will attend ALL class sessions. It is further expected that graduate students will come to class on time, having completed the assigned readings for that week, fully prepared to discuss the material in class. Failure to attend class on time, complete the reading, and fully participate in class will have a deleterious impact on your grade. Two in-class essay exams will be required and must be taken on the assigned date at the assigned time. Evaluation Reports will make up a substantial portion of the final grade.

**Practicum:** Each student must participate in an approved practicum experience of approximately 5 hours per week. At all times, students are responsible for conducting themselves in a professional manner. Students will be required to administer, score, and interpret tests under the supervision of the instructor. When appropriate, students will also be asked to observe other professionals, attend staffings, etc. At the beginning of the semester, each student will be required to **videotape** themselves administering the WAIS-III to another student. Students will administer and write-up a Mental Status Examination evaluation.

### **Grades:**

A = 90-100%  
 B+ = 87-89%  
 B = 80-86%  
 C+ = 77-69%  
 C = 70-76%  
 NC = Below 70%

### **Course Grade:**

Midterm	15%
Final Exam	15%
3 Evaluation Reports	50%
Mental Status Exam	20%

As you can see, the three evaluation reports play a major role in your grade. With regard to report writing, the following expectations will be applied. Reports are expected to be written competently and intelligibly according to the rules of standard

written English, professional language, instructions provided in class, and feedback and evaluation provided by the instructor. Appropriate grammar, usage and spelling are required. Poorly written reports will be graded accordingly. Finally, it is expected that *ALL reports will be submitted on the required due date, **without exception.*** Should these expectations appear excessively rigorous, please consider that written reports 1) are professional documents that are commonly maintained within a client's permanent record and 2) are a direct (and often lasting) representation to other professionals of your competence, skill, and professionalism.

Be aware that professional dress is expected during all of your assessment appointments. Professional dress should include tasteful and non-revealing attire. This expectation is highly consistent with the standards for professional practice within the field of mental health.

Finally, it is imperative that psychological test security be maintained. Each student will be responsible for returning his or her test kit intact. If this does not occur, the student will be charged for the missing components. **Each student will also be required to purchase a stopwatch (digital or analog).** You will also need two #2 pencils without erasers.

### Course Schedule:

<u>Date</u>	<u>Topic and Assignments</u>	<u>Reading</u>
Class 1	Introduction Mental Status Exam	MSE Handout Essentials 1, 2, 3
Class 2	Psychometric theory and statistics <b>Practice MSE Due</b>	Handout
Class 3	Uses of intelligence testing <b>Graded MSE Due</b>	Kaufman, 1
Class 4	WAIS-III interpretation <b>Videotape due</b>	Kaufman, 10-11 Essentials, 4
Class 5	WAIS-III interpretation	Kaufman, 10-11 Essentials, 4
Class 6	WAIS-III interpretation <b>Practice Evaluation Due</b>	Kaufman, 12, pp. 218-226

Class 7	<b>Midterm Examination</b>	
	Spring Break	
Class 8	Individual Differences and intelligence <b>Report #1 Due</b>	Kaufman, 4
Class 9	Age-related changes in intelligence	Kaufman, 5
Class 10	Verbal-Performance discrepancies <b>Report #2 Due</b>	Kaufman, 9
Class 11	Other intelligence measures	Kaufman, pp. 640-660
Class 12	Tests of Achievement <b>Report #3 Due</b>	
Class 13	Psychometric theory/ History of Intelligence testing	Handout, Kaufman, 1
Class 14	<b>Final Exam</b>	