APPENDIX to General Faculty Agenda, April 8, 2008

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

Department/School Mass Communication Date February 19, 2008

Course No. or level MC 325 Title Introduction to Sports Broadcasting

Semester hours 3 Clock hours: Lecture 3 Laboratory None

Prerequisites: Speech 101

Purpose:
For Whom? (generally)

1. This course is designed for Mass Communication majors choosing to specialize in the Broadcast Journalism track. It will be open to all students interested in sports journalism.
2. What should the course do for the student?
   The student will be introduced to the art of sports broadcasting; and will learn to differentiate between the demands of different media: radio, television and internet audio. The course will incorporate hands-on experience and provide an opportunity for students to critique their own work as well as those of historically recognized sports broadcasters. The course may be a catalyst for students anticipating a career in sports broadcasting and/or graduate work in mass communication.

Enrollment expectation: 10-15

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

Modification: None
(proposed change in course title, course description, course content of method of instruction)

Substitute: None
(The proposed new course replaces a deleted course as a General Education program requirement)

Alternate: None
(The proposed new course can be taken as an alternate to an existing course)

Teaching method planned:
This course will be divided into three sections. The first section will involve readings and class lectures corresponding with the chapters in the text.

The second section will be participation. Since sports broadcasting appeals to so many students, a primary emphasis will be placed on 'practical' experience. Students will listen

and critique/discuss different sports broadcasters and memorable sports calls (e.g., the 1951 call of Bobby Thompson's home run; the 1960 call of Bill Mazeroski's World Series winning home run; and the 1988 World Series home run by Kirk Gibson). Students will have the opportunity to record a live sporting event for critique and possibly (if it is good enough) for use as a future resume tape. This will wed theory with practice for an appreciation for sports announcing.

The third section will involve research. Each student will research and write a ten page paper on a sports announcer.

Textbook and/or materials planned (including electronic/multimedia):
The Art of Sports Broadcasting: How to Build a Successful Career. Tom Hedrick. Diamond Communications, 2000.

Electronic material: Classic radio and television sports' calls.

Name of person preparing course description: Garry Griffith

Department Chairperson's/Dean's Signature: _____

Provost's Signature: _____

Date of Implementation: _____

Date of School/Department approval: _____

Catalog Description:

> 325 Introduction to Sports Broadcasting (3) (Prerequisite Spco 101) provides instruction in multiple facets of broadcasting sports, including play-by-play, color commentary, interviewing and sports talk. The course provides an opportunity to develop oral and composition skills required in obtaining the first job as well as career guidance. The course will consist of assigned reading, research, analyzing historic audio clips and student-produced recordings.

Course Content:

> While sports broadcasting has become a coveted career, this course will familiarize students with the dedication, discipline and perseverance required to be a successful sports announcer. Students will learn the preparation needed to compete for jobs just as athletes learn, prepare and compete for a place on the team.
>
> The assigned readings will introduce students to topics such as the fundamentals of sports announcing, the history of radio and television sports announcing, the skill-sets association with play-by-play, color commentary and sports talk programs; and resume building. Guest speakers, lectures by the professor and critically listening to sports

recordings will support the readings. Students will also be required to record at least one live sporting event and write a 10-page research paper. The course will equip students with a foundational understanding of the sports broadcasting profession through theory, research and practical experience

SYLLABUS FOR INTRODUCTION TO SPORTS **BROADCASTING**

Week 1 Introduction to course
The Fundamentals (what it takes to be a successful sports announcer)
Chp. 1

Week 2 Preparation (how to prepare for games in the various sports)
Chp. 2

Week 3 Radio play-by-play
Chp. 3

Week 4 Television play-p-by-play
Chp. 4

Week 5 Other sports – hockey, golf, Olympic Sports
Chp. 5

Week 6 Joe Castiglione on Baseball
Chp. 6

Week 7 Interviewing Techniques
Chp. 7

Week 8 Jocks in the Booth (former coaches and players as sportscasters)
Chp. 8

Week 9 Women and Minorities
Chp. 9

Week 10 Talking' Sports (how to do sportstalk)
Chp. 10

Week 11 The 6 & 11 Sports/Sportscaster (TV sportscasts)
Chp. 11

Week 12 Getting the Job/Making the Tape
Chp.12

Week 13 Politically Correct (Being careful how to say things and approach people)
Chp. 13

Week 14 Let Me Hear You! Memorable Calls and Students' Tapes

Week 15 Review, Wrap-up, and Papers

FRANCIS MARION UNIVERSITY
DESCRIPTION OF PROPOSED NEW COURSE

Department/School Political Science and Geography Date February 13, 2008

Course No. or level POL 320 Title Constitutional Law

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 the study of American constitutional law. Through this course students will gain knowledge of the role of the Supreme Court in the constitutional system. In addition, through an analysis of select case Supreme Court cases, students will focus on the language of the law and develop a greater understanding of how the constitutional interpretation by the Supreme Court has altered the powers of the various branches and levels of American government.

Enrollment expectation 25 students

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

Teaching method planned: Lectures, discussions, analysis of Supreme Court decisions.

Textbook and/or materials planned: Otis H. Stephens, Jr. and John M. Scheb II. *American Constitutional Law: Sources of Powers and Restraints*, Fourth Edition. Thomson Wadsworth, 2008.

Name of person preparing course description T. Alissa Warters

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation Fall 2008

Date of School/Department approval

Catalog description: Study of the institutional aspects of American constitutional law. Topics include judicial review, separation of powers and federalism.

Course Content: See attached sample syllabus

Francis Marion University
POL 320: Constitutional Law

Professor:
Alissa Warters, Ph.D.
Phone: 661-1616
Email: twarters@fmarion.edu

Course Description: Study of the institutional aspects of American constitutional law. Topics include judicial review, separation of powers and federalism.

Textbook: Otis H. Stephens, Jr. and John M. Scheb II, *American Constitutional Law: Sources of Power and Restraint*, 4th Edition, (Thomson Wadsworth, 2008).

Examination Policy: There will be two examinations, a midterm and a final (see course schedule for dates). Exams will contain both closed-ended and open-ended items. Make-up exams will not be provided. Students who miss the midterm exam for legitimate reasons (i.e. medical, legal, family emergency) may rely solely on their final exam. However, all students must take the final exam. Failure to do so for any reason will result in a grade of "incomplete."

Case Briefs: Students must brief SIX of the cases indicated on the course schedule. All assigned cases are reprinted in the textbook or are available on-line through www.findlaw.com. The process of briefing cases will be discussed in class. Briefs must be typed, single-spaced. Case briefs will be turned in as we read the cases. They will be due the next class period after the case is discussed in class. Please see course calendar for the cases you will brief and their due dates. Please see attached handout on how to brief a case and the rules for briefing a case. Late case briefs will not be accepted.

Please note: The first brief you turn in is "practice" and will not be graded. You will submit the brief to the instructor for comments and modify your following briefs accordingly.

Attendance and Participation: Regular attendance and participation are essential to success in this course (see grading formula below). The class role will be taken on a regular basis. Students who are unprepared for class, who have not read their assigned cases, who are unable to answer questions about them, will be penalized as if they were absent or tardy.

Also, to make sure that everyone is keeping up with their reading, the instructor will periodically give unannounced quizzes.

Grading Formula: Midterm = ¼; Final Exam = ¼; Case Briefs = ¼; Attendance and Participation = ¼ of final grade in course.

Grading Scale: The grading scale for the course is: 90-100 = A; 85-89 = B+; 80-84 = B; 75-79 = C+; 70-74 = C; 60-69 = D; 0-59 = F.

Standard of Conduct: To succeed in this course all students must follow the code of student conduct detailed in the Student Handbook . This includes students doing their own work in class, which includes not committing plagiarism or cheating. Each student is responsible for informing his/herself about these guidelines and the procedures for adjudicating cases of academic dishonesty.

Note: The professor reserves the right to make changes to this syllabus, as they become necessary.

Disability Services can be reached at 661-1844.

COURSE CALENDAR: Topics, Assigned Cases, and Textbook Chapters.

Date	Topic	Chapter	Case
--	Course Intro.		
--	Judicial Review	1	Marbury v. Madison
--	Judicial Review	1	Scott v. Sanford
--	Judicial Review	1	Ex Parte McCardle
--	Judicial Review	2	Baker v. Carr
--	Congress	2	McCulloch v. Maryland
--	Congress	2	Watkins v. U.S.; Barenblatt v. U.S.
--	Congress	2	Gibbons v. Ogden
--	Congress	2	N.L.R.B. v. Jones-Laughlin Steel
--	Congress	2	Heart of Atlanta Motel v. U.S.; Katzenbach v. McClung
--	Congress	2	United States v. Lopez
--	Congress	2	South Carolina v. Katzenbach
--	Congress	2	Boerne v. Flores
	MIDTERM EXAM		
--	The Presidency	3	The Prize Cases
--	The Presidency	3	Ex Parte Milligan
--	The Presidency	3	U.S. v. Curiss-Wright
--	The Presidency	3	Korematsu v. U.S.
--	The Presidency	3	Youngstown v. Sawyer
--	The Presidency	3	United States v. Nixon
--	The Presidency	3	Clinton v. Jones
--	The Presidency	3	Rasul v. Bush
--	Bureaucracy	4	Schecter Poultry Co. v. U.S.
--	Bureaucracy	4	Mistretta v. U.S.
--	Bureaucracy	4	I.N.S v. Chadha
--	Federalism	5	United States v. Darby Lumber Co.
--	Federalism	5	Garcia v. San Antonio M.T.A.
--	Federalism	5	South Dakota v. Dole

GRADED CASE BRIEFS

1: Baker v. Carr
2: South Carolina v. Katzenbach
3: Korematsu v. U.S.
4: Rasul v. Bush
5: I.N.S v. Chadha
6: South Dakota v. Dole

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

Department/School: MIS/Business **Date: November 14, 2007**

Course No or level: 377 **Title: Decision Support Systems**

Semester Hours: 3 Clock Hours: Lecture: 3 Laboratory:

Prerequisites: MGT 373 and MIS 225

Enrollment expectation: 10 – 15

Indicate any course for which this course is (an)

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

substitute: This course will added to the list of required courses for Management Information Systems majors in the Bachelor of Business Administration Program in place of MIS 337 Business Systems Analysis and Design
(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 the person preparing course description Hari K Rajagopalan, Assistant Professor of Management

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/ Department approval

Catalog Description:
An analytical, information technology based, approach to the process of management decision-making. Considerations of decision-making productivity via the integration of computer-based data management technologies within a modeling environment. A generalized approach for the use of information as inputs to quantitative and qualitative models for the purpose of aiding user decision-makers in gaining a better understanding of the ramifications of their decision-making options. Emphasis is placed on the development of 'user friendly' systems for productive solutions to real-world business problems.

Purpose: 1. For Whom (generally)
The decision support systems course is primarily designed for MIS student who wish to create applications to support managers making analytical decisions.

2. What should the course do for the student?
Students will learn and put into practice skills and techniques to create decision support systems in Microsoft Excel. They will also hone their analytical and programming skills in this course.

Teaching method planned:
This course is a combination of lecture, hands-on programming that teach programming techniques to make effective decision support systems. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

Textbook and/or material planned (including electronic/multimedia):
VBA for Modelers: Developing Decision Support Systems with Microsoft Excel by S. Christian Albright (Thomson) will be the primary text book for this course.

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

Decision Support Systems contain three internal components:
1. A model that allows the user to abstract the reality of some business situation into a mathematical or logical construct that predicts the behavior of the situation.
2. Data for the model that defines the model's parameters and decision values
3. A user-friendly interface between the user that is requesting information and the data-rich model

Therefore the emphasis will be on developing student understanding of computer-based decision support systems as currently developed and utilized by business decision makers. To gain a fundamental student facility, with an Microsoft Office, VBA, Visual Basic 6.0 or VB.Net platform environment, with DSS project design, development, evaluation, implementation, tools and methods

Some of the topics covered in the course will include
1. Data management with Microsoft Excel
2. VBA fundamentals
    a. Working with Rangers
    b. Control logic and loops
    c. Working with Excel Object
    d. Arrays
    e. Variables and Subroutines

f. User Forms
g. Error Handling
h. Working with Files and Folders
i. Importing Data into Excel from a database
j. Working with Pivot Tables
k. Working with Menus and Toolbars
l. Automating Solver and other Add-Ins

3. Business Applications in VBA and Microsoft Excel

A sample syllabus is included with the proposal

Course Syllabus – Fall Semester 2008
MIS 377: Decision Support Systems

Professor: Dr. Hari K Rajagopalan Phone: 843-661-1501
Office: Founders Hall 270 Email: hrajagop@fmarion.edu
Course Days: T Th
Prerequisites: MIS 225, MGT 373

Required Text:
VBA for Modelers: Developing Decision Support Systems with Microsoft Excel by S. Christian Albright (Thomson) ISBN 0-495-10683-6

Course Description:
An analytical, information technology based, approach to the process of management decision-making. Considerations of decision-making productivity via the integration of computer-based data management technologies within a modeling environment. A generalized approach for the use of information as inputs to quantitative and qualitative models for the purpose of aiding user decision-makers in gaining a better understanding of the ramifications of their decision-making options. Emphasis is placed on the development of 'user friendly' systems for productive solutions to real-world business problems.

Course Objectives
To develop student understanding of computer-based decision support systems as currently developed and utilized by business decision makers. To gain a fundamental student facility, with an Microsoft Excel, VBA, Visual Basic 6.0 or VB.Net platform environment, with DSS project design, development, evaluation, implementation, tools and methods

Method of Instruction
The course is hands-on, computer intensive, group intensive and instructor intensive. Major emphasis is on the student's DSS product output that falls within the range of classroom instruction. Learning will be maximized via instructor/student/student group and hands-on computer/student interactions. Students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

Grading

Projects and assignments	50%
Exams	50%

Letter grades will be computed according to this scale

A	90 and above	D	60-69
B	80-89	F	Below 60
C	70-79		

Attendance Policy
Students are expected to attend every class on time. You are allowed only four absences (for Tuesday – Thursday class) during the entire semester regardless of the reason. If you exceed that number you will withdrawn from the course. If you are absent you are still responsible for doing all assigned work.

Course Work Policy
This course simulates a realistic work environment which an MIS student might find himself or herself to be in. Therefore all assignments and project submissions are due on time, just as they are in the workplace. Late assignments will not be accepted under any circumstance. There are no make up exams, if you miss an exam I will assign a zero as your grade for that exam. However, I do drop the lowest exam grade from your exam total. All

assigned readings is to be completed before class begins. Quizzes or exams may be given on reading assignments, with advance notice. Take notes in class.

Academic Honesty
Cheating devalues the degrees of all graduates of our programs and creates an atmosphere in which the most devious rather than the most worthy are rewarded. This is not the kind of society we should be striving to create for ourselves.

If you are in doubt about an action, don't assume, ask me. What I expect from you:

- Honesty in your own affairs.
- I expect you to let me know if someone else is cheating. You can do so anonymously if you want. Be as specific as possible. Give me as much evidence as you can as soon as possible. Don't tell me after grades have been posted that someone cheated last week because, by then, it will be too late for me to investigate.

An accusation by a student is not a conviction. If an accusation is made, I will conduct my own investigation and decide whether cheating has occurred and whether there is enough evidence to prove it. My standard of evidence is high. If I believe cheating has occurred, I will follow FMU procedures for giving a fair hearing.

Some things are specifically forbidden in this course.

- **While Taking Tests:** Using unauthorized materials during a test including books or notes. **Communicating with someone during the test including answering a cell phone call or a page**. Looking on another student's test or material.

A person whom it is determined has cheated will receive an F in the course in addition to whatever other punishments the university considers appropriate. This might seem "harsh". However, cheating is a serious offense because it undermines the value of

everything we strive to accomplish at Francis Marion University. We demonstrate the magnitude of the offense with the magnitude of the consequences.

Miscellaneous Information

1. Please keep in mind that this is a business class. Participation is encouraged, but please do not cross the line to "disruptive." Use appropriate language and avoid talking among yourselves.
2. Please arrive on time. Late arrivals count as absences. You may find that the door is locked if you arrive late. If this happens, please do not further disrupt the class by knocking on the door.
3. You are expected to stay for the entire class period, if you need to leave the class you will need to inform me about it and get permission.
4. It is your responsibility to obtain information, assignments, and changes to the syllabus if you do not attend class.
5. The syllabus is subject to change.
6. Silence your cell phones and other electronic devices. <u>You may not use them any time during class.</u> Using a cell phone for any purpose will result in you being asked to leave for the class period and you <u>will not get attendance for that class period.</u>

Weekly Class Schedule

Week 1	Introduction to Course VBA and Excel Fundamentals	Chapters 1 – 4
Week 2	Getting started with VBA Working with Ranges	Chapters 5, 6
Week 3	Control Logic and Loops Working with Other Excel Objects	Chapters 7, 8
Week 4	Arrays More on Variables and Subroutines	Chapters 9, 10
Week 5	User Forms Error Handling	Chapters 11, 12
Week 6	Working with Files and Folders Importing Data into Excel from a Database	Chapter 13, 14
Week 7	Working with Pivot Tables Working with Menus and Toolbars	Chapters 15, 16

Week 8	Automating Solver and other Add-In	Chapter 17
	Test 1	
Week 9	Blending Application	Chapters 19, 20
	Product Mix Application	
Week 10	Employee-Scheduling Application	Chapters 21, 22
	Production-Planning Application	
Week 11	Logistics Application	Chapters 23, 24
	Stock-Trading Simulation Application	
Week 12	Capital Budgeting Application	Chapters 25, 26
	Regression Application	
Week 13	Exponential Utility Application	Chapters 27, 28
	Queuing Simulation Application	
Week 14	Option-Pricing Application	Chapter 28, 29
	Portfolio Optimization Application	
Week 15	Final Exam	

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

Department/School: Management/Business **Date: November 14, 2007**

Course No or level: 467 **Title: Supply Chain Management**

Semester Hours: 3 Clock Hours: Lecture: 3 Laboratory:

Prerequisites: MGT 373

Enrollment expectation: 10 – 15

Indicate any course for which this course is (an)

addition This course will added to the list of required courses for Management Information Systems majors in the Bachelor of Business Administration Program

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 the person preparing course description Hari K Rajagopalan, Assistant Professor of Management

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/ Department approval

Catalog Description:
Supply chain management is concerned with the activities performed from initial raw materials to the finished product. The course examines the analytical modeling of various aspects of a supply chain including product flows; the information flows; and the relationships among supply chain participants.

Purpose: 1. For Whom (generally)

The supply chain management course is designed for MIS students to foster students understanding of overall business processes and provide tools and techniques for handling complex business problems which enables them to better understand the systems they will be designing.

2. What should the course do for the student?

Students will learn and put into practice skills and techniques to understand supply chains, model them mathematically and help make data driven decisions about supply chains.

Teaching method planned:

This course is lecture based but includes hands-on mathematical modeling of various parts of the supply chain in Excel. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

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

Modeling the Supply Chain by Jeremy F Shapiro will be the primary text book for this course.

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

This course looks at modeling the supply chain from start to finish, from the point of procuring raw materials, manufacturing, selling and then finally getting it to the customers. The course is divided into two phases, first phase teaches the theory and the tools and the second phase the application

Some of the topics covered in the course will include

1. Information Technology in Supply Chains
2. Fundamentals of Optimization Models: Linear Programming
3. Fundamentals of Optimization Models: Mixed Integer Linear Programming
4. Unified Optimization Methodology for Supply Chain Problems
5. Overview of Descriptive Models
6. Supply Chain Decision Databases
7. Strategic and Tactical Supply Chain Planning
8. Operational Supply Chain Planning
9. Inventory Planning
10. Supply Chain Decision Making under Uncertainty
11. Beyond Supply Chain Optimization to Enterprise Optimization
12. Organization Adaptation to Modeling Systems

A sample syllabus is included with the proposal

Course Syllabus – Fall Semester 2008
MGT 467: Supply Chain Management

Professor: Dr. Hari K Rajagopalan Phone: 843-661-1501
Office: Founders Hall 270 Email: hrajagop@fmarion.edu
Course Days: T Th
Prerequisites: MGT 373

Required Text:
Modeling the Supply Chain by Jeremy F Shapiro ISBN 0-495-12609-8

Course Description:
Supply chain management is concerned with the activities performed from initial raw materials to the finished product. The course examines the analytical modeling of various aspects of a supply chain including product flows; the information flows; and the relationships among supply chain participants

Course Objectives
To develop student understanding of activities performed in supply chain management and show them how to model this system mathematically and enable them to make data driven decisions in a supply chain.

Method of Instruction
This course is lecture based but includes hands-on mathematical modeling of various parts of the supply chain in Excel. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn

Grading

Projects and assignments	40%
Exams	60%

Letter grades will be computed according to this scale

A	90 and above	D	60-69
B	80-89	F	Below 60
C	70-79		

Attendance Policy
Students are expected to attend every class on time. You are allowed only four absences (for Tuesday – Thursday class) during the entire semester regardless of the reason. If you exceed that number you will withdrawn from the course. If you are absent you are still responsible for doing all assigned work.

Course Work Policy
This course simulates a realistic work environment which any student might find himself or herself to be in. Therefore all assignments and project submissions are due on time,

just as they are in the workplace. Late assignments will not be accepted under any circumstance. There are no make up exams, if you miss an exam I will assign a zero as your grade for that exam. However, I do drop the lowest exam grade from your exam total. All assigned readings is to be completed before class begins. Quizzes or exams may be given on reading assignments, with advance notice. Take notes in class.

Academic Honesty
Cheating devalues the degrees of all graduates of our programs and creates an atmosphere in which the most devious rather than the most worthy are rewarded. This is not the kind of society we should be striving to create for ourselves.

If you are in doubt about an action, don't assume, ask me. What I expect from you:

- Honesty in your own affairs.
- I expect you to let me know if someone else is cheating. You can do so anonymously if you want. Be as specific as possible. Give me as much evidence as you can as soon as possible. Don't tell me after grades have been posted that someone cheated last week because, by then, it will be too late for me to investigate.

An accusation by a student is not a conviction. If an accusation is made, I will conduct my own investigation and decide whether cheating has occurred and whether there is enough evidence to prove it. My standard of evidence is high. If I believe cheating has occurred, I will follow FMU procedures for giving a fair hearing.

Some things are specifically forbidden in this course.

- **While Taking Tests:** Using unauthorized materials during a test including books or notes. **Communicating with someone during the test including answering a cell phone call or a page**. Looking on another student's test or material.

A person whom it is determined has cheated will receive an F in the course in addition to whatever other punishments the university considers appropriate. This might seem "harsh". However, cheating is a serious offense because it undermines the value of everything we strive to accomplish at Francis Marion University. We demonstrate the magnitude of the offense with the magnitude of the consequences.

Miscellaneous Information
1. Please keep in mind that this is a business class. Participation is encouraged, but please do not cross the line to "disruptive." Use appropriate language and avoid talking among yourselves.
2. Please arrive on time. Late arrivals count as absences. You may find that the door is locked if you arrive late. If this happens, please do not further disrupt the class by knocking on the door.
3. You are expected to stay for the entire class period, if you need to leave the class you will need to inform me about it and get permission.

4. It is your responsibility to obtain information, assignments, and changes to the syllabus if you do not attend class.
5. The syllabus is subject to change.
6. Silence your cell phones and other electronic devices. You may not use them any time during class. Using a cell phone for any purpose will result in you being asked to leave for the class period and you will not get attendance for that class period.

Weekly Class Schedule

Week 1	Introduction to Course Introduction to Supply Chain Management	Chapter 1
Week 2	Information Technology in Supply Chain Management Fundamentals of Optimization Models	Chapters 2, 3
Week 3	Fundamentals of Optimization Models	Chapters 3, 4
Week 4	Unified Optimization Methodology for Operational Planning Problems	Chapter 5
Week 5	Overview of Descriptive Models Supply Chain Databases	Chapter 6, 7
Week 6	Test 1 Strategic and Tactical Planning	Chapter 8
Week 7	Operational Supply Chain Planning	Chapter 9
Week 8	Inventory Planning	Chapter 10
Week 9	Supply Chain Decision Making Under Uncertainty	Chapter 11
Week 10	Test 2	
Week 11	Beyond Supply Chain Optimization to Enterprise Optimization	Chapter 12
Week 12	Organizational Adaptation to Modeling Systems	Chapter 13
Week 13	Project Presentations	
Week 14	Project Presentation	
Week 15	Final Exam	

FRANCIS MARION UNIVERSITY
DESCRIPTION OF PROPOSED NEW COURSE

Department/School__Physics & Astronomy_____Date__January 30, 2008____

Course No. or level_210__Title_Introduction to Radiation Protection_____

Semester hours__1____Clock hours: Lecture____1.5_____Laboratory____0_____

Prerequisites_PHYS 202 or Permission of Department_

Purpose: 1. For Whom (generally?)
The course is intended for sophomore physics majors taking the health physics concentration.
2. What should the course do for the student?
This course provides the student with an introduction to the fundamental principles involved in radiation protection

Enrollment expectation____5-10 per year_____

Indicate any course for which this course is a (an)
modification_____
substitute_____
alternate_____

Teaching method planned:
Lecture/discussion/experimentation

Textbook and/or materials planned (including electronic/multimedia):
Fundamentals of Nuclear Science and Engineering. by JK Shultis and RE Faw
Supplemented by excerpts from radiation protection publications

Name of person preparing course description_Derek Jokisch_____

Department Chairperson's Signature_____

Dean's Signature_____

Date of Implementation_Spring 2009_____

Date of School/Department approval_February 14, 2008_____

Catalog description:_**210 Introduction to Radiation Protection** (1) (Prerequisite: 202 or permission of department) S. This course will introduce the fundamental principles

involved in radiation protection including: time, distance, and shielding, activity, radioactive decay, nuclear instrumentation, and the measurement of and units for radiation quantities. Students will also undergo radiation safety training required for future radiation work in the academic laboratory or the workplace.

Course Content: See attached page.
When completed, forward to the Office of the Provost. 9/00

Introduction to Radiation Protection
PHYS 210

Description and Objectives: Health physics is the profession devoted to protecting people and their environment from potential radiation hazards. This course will introduce the fundamental principles involved in radiation protection. Students will also undergo radiation safety training required for future radiation work in the academic laboratory or the workplace.

Text: Fundamentals of Nuclear Science and Engineering. by JK Shultis and RE Faw

Supplemented by excerpts from radiation protection publications

Topic	Text
Radiation Types	Ch.2
Radiation Laboratory Safety	Suppl.
Laboratory Protocol	
Time, Distance, Shielding	
Nuclear Reactions	Ch. 4
Radioactivity	Ch. 5
Types of Radioactive Decay	
Half-life	
Activity	
Naturally Occurring Radioactive Materials	
Radiodating	
Fission/Fusion	Ch. 6
Nuclear Power Reactors	Ch. 10,11
Radiation Interactions	Ch. 7
Excitation/Ionization	
Radiation Doses and Hazard Assessment	Ch. 9
Absorbed Dose	
Exposure	
Units	
Risk	
Measurement	
Sources of Radiation Dose	
Nuclear Technology in Industry and Research	Ch. 13
Tracer Applications	
Industrial Radiography	
Smoke Detectors	
Food Irradiation	
Medical Applications of Nuclear Technology	Ch.14
Diagnostic Imaging	

Radiation Therapies	

PHYSICS 210 – INTRODUCTION TO RADIATION PROTECTION

Course Syllabus ♦ Spring 2009

FRANCIS MARION UNIVERSITY

Description and Objectives: This course will introduce the fundamental principles involved in radiation protection including time, distance, and shielding; radioactive decay; nuclear instrumentation; and the measurement of and units for radiation quantities. Students will also undergo radiation safety training required for future radiation work in the academic laboratory or the workplace.

Prerequisite: Physics 202 or permission of department

Text: *Fundamentals of Nuclear Science and Engineering*, by Shultis and Faw

Professor: Dr. Derek W. Jokisch 661-4653
djokisch@fmarion.edu Leatherman Science Facility 103A

Office Hours: MWF 10:30-11:20, Th 12:45-3:30 or by appointment

1. Homework is assigned to encourage students to practice working out the problems. Occasionally, homework problems will cover material that has yet to be covered in class so as to encourage the student to read ahead and come to class prepared. Homework will receive one of the following grades:
   1 (honest attempt on <u>all</u> problems regardless of right or wrong answer)
   ½ (honest attempt on most of the assigned problems)
   0 (most of the homework assignment was not completed)
   Homework will be turned in at the beginning of the class period. Late homework will be accepted with a 50% penalty.
2. The university attendance policy will be followed. Please note, though, that you should NOT assume that you would be dropped automatically if you were absent the requisite number of times.
3. There are seven quizzes tentatively scheduled. Quizzes will be 15-25 minutes in length. The lowest quiz grade will be dropped before calculating the final grade.
4. There will be three tests that will be 50 minutes long each. Tests will be comprised largely of multiple choice and problem solving questions. The final exam will be cumulative. Students are expected to take all quizzes and tests on the announced dates.
5. Grading will be based on the following:

			Average Numerical Grade	**Assigned Letter Grade**
Homework	10%		90-100	A
Projects		10%	80-89	B
Quizzes		12%	70-79	C
Tests	48%		60-69	D
Final Exam	20%		0-59	F

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

Department/School __Physics & Astronomy____Date____2/11/2008_____
Course No.___220___Title Computational Methods for Physics and Engineering

Semester hours___3____Clock hours:
Lecture_____3_____Laboratory____0_____

Prerequisites_____Physics 201_____

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_____Larry Engelhardt_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation_____

Date of School/Department approval_____

Catalog description:

220 Computational Methods for Physics and Engineering (3) (Prerequisite: 201) F. An introduction to the computational tools and numerical methods used in physics and engineering. Students will use spreadsheets (e.g. Excel) and numerical packages (e.g. MATLAB) to obtain numerical solutions to a wide variety of physical problems, including nuclear decay, motion with air resistance, rocket launches, heat transfer, and

astrophysics. The numerical methods will include introductory finite difference, least-squares, matrix, and Monte Carlo methods.

Purpose:

This course is intended to expose students in technical fields (engineering and physics in particular) to the computational tools and methods that they will be likely to use in their future studies and future careers. These tools include the use of spreadsheets (e.g. Excel) and programming packages (e.g. MATLAB) to obtain numerical solutions to physical problems. These numerical methods include finite difference, least-squares, matrix, and Monte Carlo methods, at an introductory level. The process of numerically solving problems will also provide the students with an improved understanding of the physical phenomena.

1. For Whom (generally?)

This course is intended for students in technical fields who have taken physics at the introductory level (Physics 201). This prerequisite will also ensure that the students have taken calculus (Math 201), which will be necessary in order for them to understand the numerical methods that are used.

2. What should the course do for the student?

This course will provide the students with very practical computational skills that they will be able to apply to their studies in other courses, as well as in their professional careers.

Teaching method planned:

The course will involve a combination of traditional lecturing (approx. 40% of time) and guided learning while using a computer in the computational physics laboratory (approx. 60% of time). During the lecture time, the numerical methods will be introduced, and after the students have obtained solutions, their results will be discussed and analyzed. During the guided-learning time, the students will learn to use the relevant computational tools, while implementing the relevant numerical methods. The students will be required to complete reports, in which they will document and reflect on what they did and the results that they obtained.

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

Getting Started with MATLAB 7: A Quick Introduction for Scientists and Engineers, by Rudra Pratap, Oxford University Press, ISBN: 0195179374.

Software: Microsoft Excel, MATLAB, Vpython, Kaleidagraph
(This software is already installed on the computers in the computational physics lab.)

Course Content:

Computational Tool	**Numerical Method**	**Physical Systems**
Excel (spreadsheet)	Finite Difference (Euler) method	• Nuclear Decay • 1 & 2 dimensional motion without air-resistance • Comparison with exact solutions (error-analysis) • Including air-resistance • Modeling air-resistance in 1 and 2 dimensions • Comparisons between experiment & theory (least-squares fitting)
MATLAB (software "package" environment)	Finite Difference with different "stages"	• Learning to LOOP • Skydiving (2 stages: Before & after parachute) • Rocket launch (several stages & changing mass) • Heat transfer • Mass on a spring w/friction (using IF statements)

<table>
<tr><td></td><td>Matrix Methods
(using packages)</td><td>• Engineering applications
• Statics (e.g., determining forces on a bridge)
• Circuits (determining currents through various branches of a circuits)</td></tr>
<tr><td rowspan="2">Vpython
(generating real-time animations of solutions)</td><td>Finite Difference
(for many-body problems)</td><td>• The motion of planets around a star</td></tr>
<tr><td>Monte Carlo
(random numbers)</td><td>• Brownian Motion</td></tr>
</table>

Physics 220 – Computational Methods for Physics & Engineering Fall 2008

Instructor: Dr. Larry Engelhardt *Email*: lengelhardt@fmarion.edu
Office: 103H Leatherman Science Facility *Phone*: 661-1452

Office Hours: Monday: 10 AM – Noon, Wednesday, & Thursday: 1 – 4 PM
Additional office meeting times will ***happily*** be arranged by contacting me via phone or email (both given above).

Course objectives:

In this course you will learn to use various computational tools and methods; you will apply these skills to the analysis of several physical phenomena; and you will communicate your results through weekly reports.

Weekly reports:

Each week, you will use the computer to obtain numerical results describing a particular physical phenomenon. A large part of the assessment that you will receive in this course will be based on your communication of these results through written reports. These reports will be one to two pages each. Each report should contain a *concise* summary of the method that you used, your results (in the form of one or more graphs), and a summary of your conclusions. Each report will be due the following week.

Assignments and grading:

65% – Weekly Reports (13 reports **x** 5% per report)

15% – Midterm Exam (During the sixth week of the semester)

20% – Final Exam: (During finals week)

Final Grades:

Your final grade will be based on your total score as described above. If you earn one of the percentages shown below, you will receive the grade written on its right.

90%: A 85%: B+ 80%: B 75%: C+ 70%: C 65%: D+ 60%: D

Suggested Text: *Getting Started with MATLAB 7: A Quick Introduction for Scientists and Engineers*, by Rudra Pratap. (ISBN: 3-527-40640-9)

Course Website: http://blackboard.fmarion.edu
Instructions on accessing this account will be provided along with the syllabus.

Course Software:

Throughout the semester, you will use several pieces of software, all of which are available on the computers in the computational physics laboratory (MSB 102):
Microsoft Excel – Spreadsheet software that is widely available on many computers.
KaleidaGraph – Software for producing professional plots (www.kaleidagraph.com)

MATLAB – Numerical package for science & engineering (www.mathworks.com)
Vpython – Open-source (free) graphical programming language (www.vpython.org)

Weekly Schedule:

Week	Topics
1	Introduction to scientific computing Introduction of the Euler method & implementation for nuclear decay using Excel Comparison with exact solution **Report #1**: The Euler method & (qualitative) analysis of numerical errors
2	Falling without air resistance (constant acceleration) Euler method, updating both position and velocity (using Excel) Comparison with exact solution as a function of the time step **Report #2**: Motion w/Euler method & quantitative analysis of numerical errors
3	Falling with air resistance (changing acceleration) Incorporating Newton's 2nd Law (using Excel) Recording experimental data for a ping-pong ball & fitting the data "by eye" (w/Excel) **Report #3**: Determining the value of air resistance for a ping-pong ball
4	Motion in 2 dimensions (updating both components in Excel) Observing the effect of air resistance on distance traveled Comparison between prediction & experiment for the ping-pong ball **Report #4**: Projectile motion with air resistance
5	Least-squares fitting of experimental data Least-squares fitting of (previous) nuclear decay data & (previous) 1D motion data **Report #5**: Least-squares fitting of experimental data
6	Using MATLAB to do looping Implementing double nuclear decay (with different time constants) in MATLAB **Midterm Exam**
7	Least-squares fitting, with interpolation Implementing least-squares fitting in MATLAB for the double decay Determining the two decay constants from the fitting **Report #6**: Interpolation for fitting experimental data
8	Skydiving (motion with air resistance & a parachute) Simulating skydiving in MATLAB Incorporating two stages: Before & after pulling the cord **Report #7**: How much time will you have before you need to pull the cord?
9	Rocket launch Implementing several stages & varying mass (using MATLAB) **Report #8**: Do we need to drop the fuel tank?
10	Heat transfer A cooler full of ice is left outside as the temperature varies **Report #9**: How long will it take before all of the ice melts?
11	Forces on a bridge (several forces in different places) This results in a system of coupled equations, solved using matrices in MATLAB **Report #10**: How much weight can be added before the bridge will break?
12	Motion of a planet around a star

	Animating motion using Vpython & studying the origin of eccentricity **Report #11**: Planetary motion
13	Many-body problem Animating a system with multiple planets using Vpython **Report #12**: Effects of planetary interactions
14	Brownian motion Animating the motion of a Brownian particle using Vpython with random numbers **Report #13**: Brownian motion

FRANCIS MARION UNIVERSITY
DESCRIPTION OF PROPOSED NEW COURSE

Department/School__Physics & Astronomy_____Date__January 30, 2008____

Course No. or level_418__Title_Practical Applications of Health Physics_____

Semester hours__3____Clock hours: Lecture____3_____Laboratory____0_____

Prerequisites_PHYS 417 or permission of department_

Purpose: 1. For Whom (generally?)
The course is intended for senior physics majors taking the health physics track.
2. What should the course do for the student?
This course provides the student with an understanding of advanced topics, techniques and applications of health physics.

Enrollment expectation____5-10 per year_____

Indicate any course for which this course is a (an)
modification_____
substitute_____
alternate_____

Teaching method planned:
Lecture/discussion/experimentation

Textbook and/or materials planned (including electronic/multimedia):
Basic Radiation Protection Technology, 5th Edition, by Daniel Gollnick
Supplemented by other radiation protection publications

Name of person preparing course description_Philip Fulmer_____

Department Chairperson's Signature_____

Dean's Signature_____

Date of Implementation__Spring 2009_____

Date of School/Department approval_February 14, 2008_____

Catalog description:_**418 Practical Applications of Health Physics** (3) (Prerequisite: 417 or permission of department) S. This course will cover applications and more in-depth analysis of health physics principles presented in PHYS 417. Advanced topics will be presented, and the implementation of these principles to real-world applications will be discussed. Emphasis on practical applications of radiological protection principles including design of a radiation safety program, special considerations for various radiation-generating facilities, current trends in waste management, response to radiological incidents, risk assessment, and homeland security.

Course Content: See attached page.
When completed, forward to the Office of the Provost. 9/00

PHYS 418

Description and Objectives: Health physics is the profession devoted to protecting people and their environment from potential radiation hazards. This course will cover applications and more in-depth analysis of health physics principles presented in PHYS 417. Advanced topics will be presented, and the implementation of these principles to real-world applications will be discussed. Emphasis on practical applications of radiological protection principles including design of a radiation safety program, special considerations for various radiation-generating facilities, current trends in waste management, response to radiological incidents, risk assessment, and homeland security.

Text: *Basic Radiation Protection Technology*, 5th Edition, by Daniel Gollnick
Supplemented by other radiation protection publications

Topics Included In PHYS 418

Facility-Specific Health Physics Considerations
- Commercial NRC Facilities
- DOE Facilities
- Industrial Facilities
- Medical Facilities
- Particle Accelerator Facilities
- University and Research Facilities

Design of a Health Physics Program
- Radiation Safety Officer and Organization

- Applicable Regulations
- Operational Health Physics
- Environmental Health Physics
  - Fate and transport modeling
  - Environmental measurements and interpretation
- External and Internal Dosimetry
  - Measurement techniques
  - Accreditation, troubleshooting, dose reconstruction
  - Protective Measures
- Radioactive Waste Management
  - Waste treatment technologies
  - Transportation of radioactive material
- Emergency Preparedness
  - Organizational Structure
  - Response during facility accidents
  - Accident analysis, fault-tree analysis, risk assessment
- Radiological Considerations in Facility Design
  - Shielding
  - Ventilation
  - Ingress/Egress Points
  - Criticality Concerns
  - Radioactive Material Storage

Additional Considerations

- Nuclear terrorism
- Homeland security
- Advanced radiation detection techniques
- Nonionizing radiation

PHYSICS 418 – PRACTICAL APPLICATIONS OF HEALTH PHYSICS

Course Syllabus ♦ Spring 2009

FRANCIS MARION UNIVERSITY

Professor: Dr. Philip C. Fulmer 661-1443
pfulmer@fmarion.edu Leatherman Science Facility 103G

Website: http://swampfox.fmarion.edu/pfulmer

Office Hours: Hours by appointment; regular hours are from 1:00 – 4:00 on Monday.

Required Text: *Basic Radiation Protection Technology*, 5th Edition, by Daniel Gollnick
Supplemented by other radiation protection publications

6. Check my class website to find additional information and links pertaining to this class.
7. Grading will be based on the following:
8. Attendance is expected at all regularly scheduled class times. The University Attendance Policy will be followed, as described in the current catalog. You are expected to take all announced tests when they are scheduled. Make-up tests may be given only at the discretion of the instructor for extraordinary circumstances such as severe illness or emergency. Except in rare cases, failure to notify the professor on the day of the test the reason for absence via phone or e-mail will result in not being allowed to make up a test.
9. Grading will be based on the following:

Assignments/Projects	25%
Tests	50%
Final Exam	25%

Average Numerical Grade	Assigned Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

TOPICS TO BE COVERED IN PHYSICS 418

Facility-Specific Health Physics Considerations
- Commercial NRC Facilities
- DOE Facilities
- Industrial Facilities
- Medical Facilities
- Particle Accelerator Facilities
- University and Research Facilities

Design of a Health Physics Program
- Radiation Safety Officer and Organization
- Applicable Regulations
- Operational Health Physics
- Environmental Health Physics
  - Fate and transport modeling
  - Environmental measurements and interpretation
- External and Internal Dosimetry
  - Measurement techniques
  - Accreditation, troubleshooting, dose reconstruction
  - Protective Measures
- Radioactive Waste Management
  - Waste treatment technologies
  - Transportation of radioactive material
- Emergency Preparedness
  - Organizational Structure
  - Response during facility accidents
  - Accident analysis, fault-tree analysis, risk assessment
- Radiological Considerations in Facility Design

- Shielding
- Ventilation
- Ingress/Egress Points
- Criticality Concerns
- Radioactive Material Storage

Additional Considerations

- Nuclear terrorism
- Homeland security
- Advanced radiation detection techniques
- Nonionizing radiation

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

Department/School___Psychology_____Date_____2/15/08_____

Course No. or level__636_ Title__Individual Counseling and Psychotherapy_____

Semester hours__3____ Clock hours: Lecture___42_____Laboratory_____

Prerequisites___Prerequisite: PSY 610, PSY 630; Prerequisite/Corequisite: PSY 631 (as the course is currently)__

Enrollment expectation____7-10 students_____

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

modification__PSY 636 (change in Catalog description and prerequisites)__
(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___Farrah M. Hughes, PhD_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation_____Fall 2008 (if approved)_____

Date of School/Department approval_____

Catalog description:

Survey of theoretical foundations and techniques of individual counseling and psychotherapy with an emphasis on empirically supported models of psychotherapy, including cognitive-behavioral therapy. The course will provide the student with the opportunity to develop skills in the techniques covered. Attention also will be given to ethical and professional issues in the practice of therapy, as well as issues pertaining to social and cultural diversity. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

Purpose: 1. For Whom (generally?)

Graduate students enrolled in the clinical/counseling option of the Master of Science in Applied Psychology program

2. What should the course do for the student?

The course will introduce the student to theories relating to the assessment and treatment of psychological difficulties in individuals. Students will be aware of issues pertaining to cultural diversity and professional ethics as they relate to the practice of psychotherapy.

Teaching method planned:

Lecture, discussion, student presentation, skill rehearsal

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

Oxford Textbook of Psychotherapy by Glen O. Gabbard (Editor), Judith S. Beck (Editor), Jeremy Holmes (Editor). Paperback: 552 pages. Publisher: Oxford University Press; (2007). In addition, there are a number of readings from journals and other sources. These are either posted on the course Blackboard site as .doc or .pdf files, or are on reserve in Rogers Library.

Course Content:

The course content will remain essentially unchanged from the existing course. The new description is proposed to more accurately portray the material that is covered. Topics are outlined in the attached syllabus. The change in prerequisites is proposed in order to allow students to take the course earlier in their program of study and serve as a foundation upon which subsequent skills are taught.

Course Syllabus
PSY 636- Individual Counseling and Psychotherapy/Psy 600- Intervention Practicum
Spring, 2008
Francis Marion University

Class Time: Mon 6pm-9pm; Practicum every other Mon 5:30pm-6pm
Place: CEMC 228A **Instructor:** Ronald T. Murphy, Ph.D **Office**: CEMC 109D
Phone: 661-1643 **Email**: rmurphy@fmarion.edu
Office Hours: M-W 10:30am-11:30am & 3:30pm-4:30pm; Friday 9:30am-11:30am; and by appointment

Course Description: Psy 636/600 reviews the primary theories and techniques related to psychotherapy with individuals in the Master's in Applied Psychology (Clinical) program. The course aims to provide exposure to a mix of theoretical and practical approaches to psychotherapy. Areas of emphasis include treatment engagement issues such as treatment expectancies, readiness to change, and therapeutic alliance, and review of specific approaches (e.g., psychodynamic, cognitive-behavioral, and solution-focused). Skills rehearsal is an important part of the learning process in this course. Students must be enrolled in both Psy 636 and Psy 600. Psy 636 will provide training in concepts and skills involved in psychotherapy with individuals, and Psy 600 will provide an opportunity for interactions with client in community settings and review and feedback related to these clinical experiences.

Blackboard Site: There will be use of a Blackboard website for this class. The main URL is blackboard.fmarion.edu. Please register with your current email address, so that you can be sent emails with announcements, information, and cancellations. Various materials, required and otherwise, will be posted on the site.

Course Objectives: 1) Learn general issues regarding successful psychotherapy. 2) Learn theoretical underpinnings of the main psychotherapy approaches. 3) Learn basic techniques employed by these approaches. 4) Learn to apply professional standards of behavior to therapeutic and all other professional interactions.

Required Text: Oxford Textbook of Psychotherapy (Paperback) by Glen O. Gabbard (Editor), Judith S. Beck (Editor), Jeremy Holmes (Editor). Paperback: 552 pages. Publisher: Oxford University Press, USA; 1 edition (July 6, 2007) ISBN-10: 0198520654, ISBN-13: 978-0198520658. In addition, there will be a number of readings from journals and other sources. These will either be posted on the course Blackboard site as .doc or .pdf files, or on reserve in Rogers Library.

Learning Process: Each class is run based on the assumption that YOU HAVE DONE THE ASSIGNED READING FOR THAT DAY. Brief lectures by the professor are 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 to review special topics of interest and real-world issues, eg, 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 (as in any graduate class) learning is accomplished by active participation of the students. Lecture, group discussion, and in-class group assignments will be used to maximize learning, retention, and conceptualization. Students are expected to answer questions, offer opinions or share experiences, and ask questions. 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.

Further, at the beginning of each class, a pair of students will briefly present (10 minutes) a summary of material to be covered for that class. This summary should include a thematic or conceptual summary of the chapter ("the big picture"), and key highlights of the assigned readings. Then, the student pair should present a brief role-play of a clinical interaction between a client and therapist that illustrates a main point of the readings (10 minutes).

Class Attendance: Class attendance is REQUIRED for both 636 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 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: Psy 636. Final grade will be based on performance on two exams (50% of final grade), a paper (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 catastrophe 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. Paper (30% of final grade). The paper for this course will be a description of your model of psychotherapy, illustrated with case examples. You will describe in detail your

theoretical orientation and the techniques you will use when conducting individual psychotherapy. The paper should have the following sections, using the headings in the paper exactly as described. For each section, you should provide a brief transcript of an interaction between client and therapist (imagined) that illustrates the particular issue.

1) Theoretical sources of your model/theoretical orientation, i.e., how you are adopting, adapting, or integrating other theories- and WHY
2) Your beliefs about the cause of psychological problems, emotional distress, disorder, symptoms, or maladaptive coping and behaviors (+ case illustration)
3) Relative roles of biology/temperament, personality, peer, culture, environmental (family, social, difficult or traumatic events, positive events) influences on etiology of problems and response to therapy (+ case illustration)
4) Goals of psychotherapy in your approach (+ case illustration)
5) Typical case conceptualization (+ case illustration)
6) Techniques or interventions that are part of your approach (+ case illustrations- demonstrate use of at least 2 different techniques). Include a brief section on how you would handle client's reluctance to engage in treatment, e.g., not doing homework, not self-disclosing, argumentative, etc.

The paper must be a minimum of 15 pages double-spaced, maximum of 17 pages. The paper 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.

Course Requirements and Grading: Psy 600. The Psy 600 Practicum is run in conjunction with Psy 636. For the practicum for this course, students will be assigned to community placements for approximately 4-8 hours per week, with the total number of hours of practicum placement equal to 50 hours. The faculty will facilitate the assignment of students by matching as much as is possible placement site needs and student interests. Students can also find their own placements, but these must be approved by the clinical faculty. Part of the practicum includes in-class review of practicum experiences. This will occur before Psy 636 class for one-half hour every other week. Final grade will be based on appropriate completion of a practicum experience journal (40%), class participation (40%), and the site supervisor's end-of-semester supervision report (20%). The specifics of these requirements are described below.

A. Practicum Experience Journal (40% of final grade). For Psy 600, you will keep a journal in which you will record on a weekly basis your thoughts and reactions to on-site counseling activities engaged in or observed, relation of course material to the activities of yourself or counseling staff, any client behaviors (with NO IDENTIFYING INFORMATION; the definition of this will be reviewed in class), and any in-class review of yours and other students' practicum experiences. The journal will be graded on format (25%), thoroughness (25%),

integration of class material (25%), and creativity (25%). The journal is due on the last day of class.

B. Class Participation (40% 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.

C. Supervisor's Report (20% of final grade). Your community placement supervisor will provide the clinical faculty with a report on your performance in the practicum at his/her site. This portion of the grade will be influenced by your supervisor's report of your professional behavior (including general professionalism, sense of appropriate boundaries, as well as ethical behavior), openness to supervision, and quality of clinical interactions with site clients.

SEE TOPIC OUTLINE BY DATE ON NEXT PAGE

Psy 636/600 Course Outline (Spring, 2008)**

Date	Topic	Readings
Week 1 (Jan 7)	***(No class- FMU classes begin Jan 8)***	
Week 2 (Jan 14)	Review Syllabus Overcoming Roadblocks to Goal Attainment Treatment Engagement: Treatment Expectancies	Greenberg et al. Gonzales et al. Newman
Week 3 (Jan 21)	***No Class***	
Week 4 (Jan 28)	Treatment Engagement: Motivational Interviewing & Treatment Alliance	Castonguay & Constantino Arkowitz & Westra Westra MI Anxiety Manual
Week 5 (Feb 4)	Psychodynamic Approaches	OTP Ch. 1
Week 6 (Feb 11)	Interpersonal Psychotherapy	OTP Ch. 3 Samstag
Week 7 (Feb 18)	**Cognitive-Behavioral Therapy**	OTP Ch. 2 & 11 Beck et al.
Week 8 (Feb 25)	**Exam I** Addiction Therapy	OTP Ch. 19
Week 9 (Mar 3)	Child Therapy	OTP Ch. 29 Kazdin
Week 10 (Mar 10)	**SPRING BREAK WEEK**	
Week 11 (Mar 17)	Brief Solution-Focused Therapy	OTP Ch. 43
Week 12 (Mar 24)	Sexual Orientation, Gender & Cultural Issues	OTP Chs. 34, 35, & 36
Week 13 (Mar 31)	**Topic of Students' Choice I**	
Week 14 (Apr 7)	Topic of Students' Choice II	
Week 15 (Apr 14)	**Ethical Issues**	OTP Chs. 40 & 41
Week 16 (Apr 21)	**Exam II** - Last Day of Classes	

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