

**Agenda**  
**Faculty Meeting**  
**February 22, 2011 – 3:45 p.m. – Chapman Auditorium**

**I. Call to order**

**II. Approval of Minutes from the November 23, 2010 meeting**

**III. Elections**

**Faculty Chair**

**At-Large Senate**

**IV. Reports from Committees**

**A. Executive Committee**

**B. Report from the Faculty Senate (*See attachment for proposals. See the appendix for supporting materials.*)**

1. Biology

Item a. concerns adding a new course, BIOL 115.

Item b. concerns changing BIOL 105 from a 4 hour course to a 3 hour course.

Item c concerns changing the prerequisites for BIOL 106.

Items d. and e. concern changes to prerequisites for BIOL 205 and BIOL 311.

Items f. – p. concern changes in the catalog related to Items 1 and 2.

2. Psychology

Item a. concerns the addition of a new course, PSY 332, The Psychology of Relationships.

Item b. concerns the deletion of PSY, 230 Psychology of Family Life.

Item c. concerns changes in course requirements for Psychology Major.

Item d. concerns the addition of a new course PSY 327, The Psychology of Gender.

Item e. concerns wording in the catalog to clarify the application procedures and processes currently employed by the department.

Item f. concerns the wording in the catalog regarding the MSAP internship.

Item g. concerns the wording in the catalog regarding advising in the area of Clinical Psychology.

3. School of Business

Item a. involves organizing the requirements for the Management track.

Item b. concerns removing MGT 308, Management Science and Operations Management.

Item c. concerns changing prerequisites in two courses, MGT 467 and MGT 468.

Item d. concerns changing the prerequisites for MGT 378.

Item e. concerns cross-listing MIS 373 as MGT 373.

Item f. concerns changes to the Four Year Plan for Management Majors.

4. School of Education

Item a. concerns the addition of EDU 780 Assessment of Young Children with Disabilities.

Item b. concerns the addition of EDU 784 Methods for Teaching Young Children with Disabilities.

**V. Old Business**

**VI. New Business**

**VII. Announcements**

**VIII. Adjournment**

## Attachment to the Faculty Agenda – February 22, 2011

### IV. B. Report from the Faculty Senate

#### 1. Proposal from the Department of Biology:

- a. **ADD** on page 80 of the current catalog the new course

**115 Introduction to Biological Science Laboratory** (1:3) (prerequisite/corequisite 105)  
F, S, SU. Practical examination of life science topics through experimental procedure with instruction on laboratory equipment and techniques.

- b. **CHANGE** on page 80 of the current catalog

#### FROM:

**105 Introduction to Biological Science** (4:3-3) F, S, SU. Introduction to the scientific method, biological chemistry, and the molecular and cellular basis of life. Includes cell structure, energetics and metabolism, molecular genetics, Mendelian inheritance, and cell reproduction, with selected applications at the tissue and organ levels of organization.  
Laboratory exercises complement the lecture.

#### TO:

**105 Introduction to Biological Science** (3) F, S, SU. Introduction to the scientific method, biological chemistry, and the molecular and cellular basis of life. Includes cell structure, energetics and metabolism, molecular genetics, Mendelian inheritance, and cell reproduction, with selected applications at the tissue and organ levels of organization.

**Rationale:** This separates the laboratory and the lectures in Biol 105 into 2 separate courses Biol 105 a 3 credit hour lecture course and Biol 115 a 1 credit hour Laboratory course. The laboratory associated with Introduction to Biological Science, the new 115, provides skills that biology majors need in later classes. These skills are not required for nurses and separation will allow pre nursing students to get required biological background without extra hours and with this change we are recommending changes to the pre nursing requirements. The nursing students take many hours in clinical settings and that provide instruction in the practical skills nurses need. The pre-nursing population is different from the biology population and because of the history of the nursing program we have accommodated pre-nursing within the biology program. This change reflects the recognition of the different needs. Some universities have a separate curriculum for pre-nursing which contains a number of subjects not accepted in biological science. A separate curriculum would be a disservice to our students as many students change their major. In Fall 2010 we had 192 prenursing students classified as freshmen. Nursing takes in approximately 90 students per year. This separation will also reduce the number of students repeating the lab when they have already sufficiently mastered the lab skills but not achieved a sufficient grade in the lecture portion of the course.

- c. **CHANGE** on page 80 of the current catalog

**FROM:**

**106 Organismal Biology** (4:3-3) (Prerequisite: 103 and 104, or 105) F, S, SU. A survey of the domains of life in an evolutionary framework. Includes Biological evolution and the mechanisms of evolutionary change, a survey of biological diversity with examples of plant and animal structure and physiology, and general ecological principles. Includes laboratory and field experiences.

**TO:**

**106 Organismal Biology** (4:3-3) (Prerequisite: 103 and 104, or 105 and 115, or permission of department) F, S, SU. A survey of the domains of life in an evolutionary framework. Includes biological evolution and the mechanisms of evolutionary change, a survey of biological diversity with examples of plant and animal structure and physiology, and general ecological principles. Includes laboratory and field experiences.

**Rationale:** This changes the description of the prerequisites for the second freshman biology class.

d. **CHANGE** on page 80 of the current catalog

**FROM:**

**205 Human Anatomy** (4:3-3) (Prerequisite: 106 or a grade of B or better in 105 and sophomore status with permission of the department) F, S, SU.

**TO:**

**205 Human Anatomy** (4:3-3) (Prerequisite: 106 or 105 and sophomore status or higher in prenursing major or permission of the department) F, S, SU.

**Rationale:** Prenursing student will no longer be required to take the lab associated with Biol 105 and a grade of C will be required as with other prerequisites. Human Anatomy is a required course for prenursing students.

e. **CHANGE** on page 84 of the current catalog

**FROM:**

**311 Microbiology** (4:3-3) (Prerequisite: 106 or a grade of B or better in 105 and sophomore status with permission of the department) F, S, SU.

**TO:**

**311 Microbiology** (4:3-3) (Prerequisite: 106 or 105 and sophomore status or higher in prenursing major or permission of the department) F, S, SU.

**Rationale:** Prenursing student will no longer be required to take the lab associated with Biol 105 and a grade of C will be required as with other prerequisites. Microbiology is a required course for prenursing students.

**Changes submitted below are all resulting from the new lab course**

f. **CHANGE** on page 78 of the current catalog under the heading **Major**

**FROM:**

A major in biology requires the following:

1. Biology 105\*, 106 and 499

\*Biology 103 and 104 may substitute for 105 with permission from the department.

**TO:**

A major in biology requires the following:

2. Biology 105\* and 115\*, 106 and 499

\*Biology 103 and 104 may substitute for 105 and 115 with permission from the department.

- g. **CHANGE** on page 79 of the current catalog under the heading Environmental Science **Option** in Biology

**FROM:**

Introductory Biology  
Biology 105, 106 .....8

**TO:**

Introductory Biology  
Biology 105, 115, 106 .....8

- h. **CHANGE** on page 81 of the current catalog under the FOUR YEAR PLAN for BIOLOGY MAJORS WITH CHEMISTRY MINOR OR COLLATERAL

**FROM:****Freshman year**

	Fall		Spring
Biology 105 and lab	4	Biology 106 and lab	4
Chemistry 101 and lab	4	Chemistry 102 and ab	4

**Sophomore year**

	Fall		Spring
Chemistry 201 and lab	4		

**TO:****Freshman year**

	Fall		Spring
Biology 105 and 115	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4

**Sophomore year**

	Fall		Spring
Chemistry 201	4		

- i. **CHANGE** on page 82 of the current catalog under the FOUR YEAR PLAN FOR BIOLOGY MAJORS: ENVIRONMENTAL SCIENCE OPTION WITH A

## CHEMISTRY MINOR

**FROM:****Freshman year**

	Fall		Spring
Biology 105 and lab	4	Biology 106 and lab	4
Chemistry 101 and lab	4	Chemistry 102 and lab	4

**Sophomore year**

	Fall		Spring
Chemistry 201 and lab	4		

**TO:****Freshman year**

	Fall		Spring
Biology 105 and 115	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4

**Sophomore year**

	Fall		Spring
Chemistry 201	4		

- j. **CHANGE** on page 83 of the current catalog under the FOUR YEAR PLAN for

## BIOLOGY MAJORS: MEDICAL TECHNOLOGY (3+1) OPTION WITH CHEMISTRY MINOR

**FROM:****Freshman year**

	Fall		Spring
Biology 105 and lab	4	Biology 106 and lab	4
Chemistry 101 and lab	4	Chemistry 102 and lab	4

**Sophomore year**

	Fall		Spring
Biology 311 and lab	4		
Chemistry 201 and lab	4	Chemistry 202 and lab	4

**Junior year**

	Fall		Spring
Biology 401 and lab	4	Biology 407 and lab	4

**TO:****Freshman year**

	Fall		Spring
Biology 105 and 115	4	Biology 106	4

Chemistry 101	4	Chemistry 102	4
		<b>Sophomore year</b>	
	Fall		Spring
Biology 311	4		
Chemistry 201	4	Chemistry 202	4
		<b>Junior year</b>	
	Fall		Spring
Biology 401	4	Biology 407	4

k. **CHANGE** on page 142 of the current catalog under the heading Department of Psychology

**FROM:**

**Major**

8. Biology 105

**TO:**

**Major**

8. Biology 105 and 115

l. **CHANGE** on page 143 of the current catalog under the heading FOUR YEAR PLAN FOR PSYCHOLOGY MAJORS

**FROM:**

**SOPHOMORE YEAR**

<b>COURSE</b>	<b>FALL SEMESTER HRS</b>
Literature	3
Social Science	3
Biology 105 and lab	4
Psychology 302	3
Psychology 319	3

**TO:**

**SOPHOMORE YEAR**

<b>COURSE</b>	<b>FALL SEMESTER HRS</b>
Literature	3
Social Science	3
Biology 105 and 115	4
Psychology 302	3
Psychology 319	3

m. **CHANGE** on page 144 of the current catalog under the heading Psychology Courses

**FROM:**

304 Brain and Behavior (3) (Prerequisite: 206, Biology 105) ...  
 305 Introduction to Behavioral Genetics (3) (Prerequisite: 206 and Biology 105 or permission of the department)  
 306 Pediatric Psychology (3) (Prerequisite: 206 and Biology 105 or permission of the department)

**TO:**

304 Brain and Behavior (3) Prerequisite: 206, Biology 105, 115) ...  
 305 Introduction to Behavioral Genetics (3) (Prerequisite: 206 and Biology 105, and 115 or permission of the department)  
 306 Pediatric Psychology (3) (Prerequisite: 206 and Biology 105, and 115 or permission of the department)

n. **CHANGE** on page 134 of the current catalog under the heading PHYSICS

**FROM:****B. Health Physics Concentration**

2. Biology 105, 106, 415 and one course from Biology 301, 401, 402, or 406.

**TO:****B. Health Physics Concentration**

2. Biology 105, 115, 106, 415 and one course from Biology 301, 401, 402, or 406.

o. **CHANGE** on pages 87 of the current catalog under the heading ENVIRONMENTAL SCIENCE OPTION IN CHEMISTRY

**FROM:**

Natural Sciences .....12 hours  
 Biology 105-106 .....8

**TO:**

Natural Sciences .....12 hours  
 Biology 105, 115, 106 .....8

p. **CHANGE** on page 135 of the current catalog under the heading ENVIRONMENTAL SCIENCE OPTION IN PHYSICS

**FROM:**

Natural Sciences .....12 hours  
Biology 105-106 .....8

**TO:**

Natural Sciences .....12 hours  
Biology 105, 115, 106 .....8

2. **Proposal from the Department of Psychology:**

a. **ADD** , on page 145 of the current catalog,

**332 The Psychology of Relationships** (3) (Prerequisite: 206 or permission of department) F, S, or SU. This course is designed to be an exploration of psychological theories and research methods used in the study of couple and family relationships. Perspectives covered may include clinical, developmental, health, learning, motivational, cognitive-behavioral, and evolutionary psychology. The psychological study of couple and family relationships will be covered, processes within these relationships will be examined, and empirically-based strategies used for couple and family intervention and relationship enhancement will be explored.

b. **DELETE** from page 142 of the current Catalog, **PSY 230 Psychology of Family Life** and its course description.

c. **CHANGE** item 4 under MAJOR on page 142:

**FROM**

4. Neither of the following Psychology courses may be counted toward the Psychology major: 230, 316

**TO**

4. PSY 316 may not count toward the Psychology major.

**Rationale:** The Psychology Department wishes to replace PSY 230, which does not count toward the major, with a more rigorous, upper-level course that would count toward the major for elective credit. The Psychology of Relationships (PSY 332) meets this goal and presents a course that focuses on the psychological study of significant relationships, including intimate relationships and those within the family. A New Course Form and syllabus are attached. No additional faculty or equipment will be required



d. **ADD** on page 144 of the current catalog,

**327 Psychology of Gender (3) (Prerequisite: 206)**

F, S, or SU. Overview of the major areas and findings regarding gender in the field of psychology. Topics addressed include gender theory, gender identity development, history of gender, gendered communication, and competition between and within the sexes.

e. **CHANGE** the wording on Catalog page 213

**FROM:**

To be guaranteed timely consideration for acceptance into the Master of Science in Applied Psychology program, all of the above materials must be submitted by:

Fall Admission: March 15\*

Spring Admission: October 15

\*NOTE: Applicants for the School Psychology Option are only accepted for fall admission. Students applying for admission into the School Psychology Option must plan on beginning their studies during the Summer II session, which begins in July.

Application materials received after the application deadlines may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission.

To receive an application or for any questions, please call the FMU Graduate Office at 843-661-1284. For more information about the program and to view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at <http://www.fmarion.edu/academics/Psychology>.

**TO:**

To be guaranteed timely consideration for acceptance into the Master of Science in Applied Psychology program, all of the above materials must be submitted no later than:

Fall Admission: March 15\*

Spring Admission: October 15

\*NOTE: Applicants wishing to enter the School Psychology option at the MSAP level are only accepted for the Fall Admission Application Cycle and must begin their first courses during the Summer II Session, which begins in July. Applicants with a previously obtained master's degree who are applying for only the SSP portion of the School Psychology Option may apply during either the Fall or Spring Application Cycle.

Complete applications are reviewed as received in a rolling admissions process until the above noted deadlines. Applicants should submit their application materials as early in the application cycle as they are able to assemble a complete application packet.

Application materials received after the application deadlines may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission.

To receive an application or for any questions, please call the FMU Graduate Office at 843-661-1284. For more information about the program and to view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at <http://www.fmarion.edu/academics/Psychology>.

**Rationale:** The changes outlined above are recommended in order to clarify the application procedures and processes currently employed by the department. No changes in policy or procedure are proposed. No additional resources are required. Applicants occasionally have not realized that they could have applied earlier in the application cycle, received acceptance/rejection feedback earlier, or that summer II start dates were required for the master's portion of the program. Additionally, applicants who have obtained a master's degree in school psychology at a previous time from another university and who wish to extend their education to the specialist degree level frequently have required additional information regarding their application options. It is hoped that this change in wording will clarify the requirements and facilitate the application process.

f. **CHANGE** the following sentence on page 212 of the current catalog

**FROM:**

Clinical/counseling students should be aware that their internship also requires a full-time, six-month commitment that may require them to take a leave of absence from other employment.

**TO:**

Clinical/counseling students should be aware that their internship also requires an intensive, capstone internship experience that may require them to take a leave of absence from other employment.

g. **CHANGE** the following sentence on page 212 of the current catalog

**FROM:**

After being admitted to the program and prior to enrolling in classes, students must meet with the Graduate Coordinator of the Clinical/Counseling Psychology, or the Graduate Coordinator of School Psychology (as appropriate) in the Department of Psychology for advising.

**TO:**

After being admitted to the program and prior to enrolling in classes, students must contact the Graduate Coordinator of the Clinical/Counseling Psychology, or the Graduate Coordinator of School Psychology (as appropriate) in the Department of Psychology for advising.

**Rationale:**

A. In order to reorganize the capstone internship experience of clinical/counseling students so that their internship fits within a semester structure, we will need to condense the experience into 16-18 weeks (rather than 24 weeks, or 6 months). This change in internship structure is consistent with other programs in the state and with those who are members in the CAMPP organization (Council of Applied Masters Programs in Psychology). Programs within our state require a minimum 600-hour internship, which is consistent with LPC licensure requirements. We previously had been requiring that our students complete a minimum of 900 hours of internship experience. Because our preliminary practicum experiences are more rigorous and structured, we believe that we can make this change without compromising the quality of our students' training or the integrity of the

program. This change also will have the added benefit of fitting more neatly within the University's semester system, which will assist with more efficient and effective program planning and with more predictable faculty course loads.

- B. Rather than require all students to come to campus and meet with the program coordinators (Sam Broughton for School Psychology and Farrah Hughes for Clinical/Counseling Psychology) in person prior to enrolling in the program, we would like to have the flexibility of advising some students over the phone. In particular, students who are moving from great distances and those who are already familiar with the school and faculty (i.e., FMU alumni) can benefit from this more flexible preliminary advising structure, which is simply to answer initial questions and to discuss program requirements, as well as registration for courses. All students are required to attend an on campus, mandatory orientation session on the first day of classes, which is an intensive program overview and introduction to the University/departmental facilities and faculty.

No additional resources (personnel or otherwise) will be required for these changes.

### 3. Proposal from the School of Business:

- a. Page 151 of the 2010-11 Catalog  
CHANGE the requirement for Management as described below

#### FROM:

b) Management .....	18 hours
MGT 352 Organizational Behavior.....	3
Or	
MGT 373 Management Science.....	3
Plus six hours from:	
MGT 353 Human Resource Management.....	3
MGT 356 Process Improvement and Quality Control.....	3
MGT 357 Management of Service Operations.....	3
NPM 351 Non Profit Management.....	3
Plus six hours from:	
MGT 452 Advanced Human Resource Management.....	3
MGT 454 Entrepreneurship and Small Business Management.....	3
MGT 460 International Management.....	3
MGT 467 Supply Chain Management.....	3
MGT 468 Production Planning and Control.....	3
School Elective.....	3

#### TO:

b) Management .....	18 hours
15 semester hours in one track option: General Management Track, Supply Chain Management Track, Human Resource Management Track	
School Elective.....	3

<b>General Management Track</b> .....	15
Nine hours from:	
MGT 352 Organizational Behavior.....	3
MGT 353 Human Resource Management.....	3
MGT 356 Process Improvement and Quality Control.....	3
MGT 357 Management of Service Operations.....	3
MGT 373 Management Science.....	3
NPM 351 The Nonprofit Sector: Structure and Dynamics.....	3
Six hours from:	
MGT 452 Advanced Human Resource Management.....	3
MGT 454 Entrepreneurship and Small Business Management...	3
MGT 460 International Management.....	3
MGT 467 Supply Chain Management.....	3
MGT 468 Production Planning and Control.....	3
NPM 352 Managing the Nonprofit Organization.....	3

<b>Human Resource Management Track</b> .....	15
MGT 352 Organizational Behavior.....	3
MGT 353 Human Resource Management.....	3
MGT 452 Advanced Human Resource Management.....	3
MGT 454 Entrepreneurship and Small Business Management...	3
MGT 460 International Management.....	3

<b>Supply Chain Management Track</b> .....	15
MGT 356 Process Improvement and Quality Control.....	3
MGT 357 Management of Service Operations.....	3
MGT 373 Management Science.....	3
MGT 467 Supply Chain Management.....	3
MGT 468 Production Planning and Control.....	3

**Rationale:** The management major offers courses which serve different fields. We propose to formally separate the courses into tracks. This gives students clear direction on what they need to take if they wish to specialize or if they want a more general overview. Students who wish to specialize can take either Supply Chain Management or Human Relations Management and students who do not wish to specialize can take the General Management Track.

We are not adding any new courses and all these courses are being taught. This is merely an administrative change to make the focus of study more clear to the students. No additional faculty is required.

- b. Page 157 of the 2010-11 Catalog  
**REMOVE** 308 Management Science and Operations Management

**Rationale:** This course is no longer being offered and has been replaced by 373.

- c. Page 159 of the 2010-11 Catalog  
**CHANGE** the following courses in Management

**FROM:**

**MGT 467 Supply Chain Management (3)** (Prerequisite: MGT 373)

**TO:**

**467 Supply Chain Management (3)** (Prerequisite: MGT 355)

**FROM:**

**MGT 468 Production Planning and Control (3)** (Prerequisite: MGT 373)

**TO:**

**468 Production Planning and Control (3)** (Prerequisite: MGT 355)

**Rationale:** 467 and 468 are offered in the Fall and 373 in the Spring. If a student misses this sequence then he/she has to wait an entire year to finish this major. Changing the prerequisite reduces the wait time for students finishing this major. A review of the subject by the faculty teaching the courses indicated that the prerequisite requirement of 373 was not necessary and 355 would suffice.

d. Page 159 of the 2010-11 Catalog

**CHANGE** the following course in Management Information Systems

**FROM:**

**378 Business Decision Support Systems (3)** (Prerequisite: MIS 225, MGT 373)

**TO:**

**378 Business Decision Support Systems (3)** (Prerequisite: MIS 225, MGT 355)

**Rationale:** If a student misses this sequence then he/she has to wait an entire year to finish this major. Changing the prerequisites reduces the wait time for students finishing this major. A review of the subject by the faculty teaching the courses indicated that the prerequisite requirement of 373 was not necessary and 355 would suffice

e. Page 159 of the 2010 – 11 Catalog

**ADD** the new Management Information Systems course in Management Science

373 Management Science (3) (Prerequisite: MGT 355) S. Applications of hypothesis testing, simple linear regression, and multiple linear regression. Coverage of the mathematical structure, the solution procedures, and the application of basic management science models, including linear programming, network modeling and simulation. Study of Project Management. Use of computer software to solve problems. Credit cannot be received for both MIS 373 and MGT 373.

**Rationale:** Management Science is a Management course required for Management Information Systems Majors. We are cross referencing it with MIS so that students do not get confused. It is the same class as MGT 373.

- f. Page 160 of the 2010-11 Catalog  
CHANGE the Four Year Plan for Management Majors

**FROM:**

**Freshman Year**

Course	Fall		Spring	
	Sem. Hrs.	Course	Sem. Hrs.	Course
English 112	3	English 200	3	
Math 111	3	Math 134	3	
Art 101, Mu 101, or Thea 101	3	Computer Science 150	3	
BUS 150	3	POL Science 101 or 103	3	
Science and Lab	4	Science and Lab	4	
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>16</b>	

Management majors are encouraged to take PSY 206/216 as one of the natural sciences required in the General Education program

**Sophomore Year**

Course	Fall		Spring	
	Sem. Hrs.	Course	Sem. Hrs.	Course
ACTG 201	3	ACTG 202	3	
ECON 203	3	ECON 204	3	
BUS 205	3	BUS 206	3	
SPCO 101	3	Literature	3	
Science and Lab	4	History	3	
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>	

Apply for admission to the BBA program after accumulation of 55 hours.

Plan Junior and Senior classes carefully – the courses are not offered every semester

**Junior Year**

Course	Fall		Spring	
	Sem. Hrs.	Course	Sem. Hrs.	Course
Non-Bus Elective	3	Humanities Elective	3	
MGT 355	3	FIN 341	3	
English 305	3	MIS 327	3	
MKT 331	3	MGT 353	3	
MGT 351	3	Non-Bus Elective	3	
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>	

**Senior Year**

Course	Fall		Spring	
	Sem. Hrs.	Course	Sem. Hrs.	Course
Humanities Elective	3	BUS 458	3	
MGT 454	3	MGT Elective (300/400-level)	3	
MGT 352	3	Non-Bus Elective	3	

MGT Elective	3	Non-Bus Elective	3
Business Elective	3		
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>12</b>
<b>Total Hours Required for Degree 120</b>			

**TO:****Freshman Year**

<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 112	3	English 200	3
Math 111	3	Math 134	3
Art 101, Mu 101, or Thea 101	3	Computer Science 150	3
Business 150	3	Political Science 101 or 103	3
Science and Lab	4	Science and Lab	4
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>16</b>

**Sophomore Year**

<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Accounting 201	3	Accounting 202	3
Economics 203	3	Economics 204	3
Business 206	3	Business 305	3
Speech Communications 101	3	Literature	3
Science and Lab	4	Non-Bus Elective	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>

Apply for admission to the BBA program after accumulation of 55 hours.

Plan Junior and Senior classes carefully – the courses are not offered every semester

**Junior Year**

<b>Course</b>		<b>Course</b>	<b>Spring Sem. Hrs.</b>
Management 351	3	Management (300 Level)	3
Management 355	3	Management (300 Level)	3
English 305	3	Management (300 Level)	3
Marketing 331	3	Management Information	
Finance 341	3	Systems 327	3
<b>Total Credits</b>	<b>15</b>	Non-Business Elective	3
		<b>Total Credits</b>	<b>15</b>

**Senior Year**

<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Humanities Elective	3	Business 458	3
Management (400 Level)	3	Humanities Elective	3
Management (400 Level)	3	History	3
Business Elective	3	Non-Business Elective	3

Non-Business Elective	3		
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>12</b>
<b>Total Hours Required for Degree 120</b>			

**Rationale:** This calendar change was to be incorporated into the 2010 – 2011 catalog when they new courses for Management were introduced. It was there in the proposal that passed through Academic Affairs but did not get changed in the catalog

#### **4. Proposals from the School of Education**

a. **ADD**, on pages 209 - 210 of the current catalog,

**780 Assessment of Young Children with Disabilities (3) S.** This course will focus on assessment procedures for use with infants, toddlers and preschool children with disabilities. The course includes information on basic assessment issues, ethics and concerns, use of specialized assessment instruments, and recommended procedures for assessing young children with mild to moderate disabilities. The course is intended to familiarize students with a wide range of assessment approaches and to provide an understanding of the role of assessment in curriculum planning, writing classroom assessment and screening summaries and overall classroom/program evaluation.

b. **ADD**, on page 209 - 210 of the current catalog,

**784 Methods for Teaching Young Children with Disabilities (3) S.** This course emphasizes planning, organizing, implementing, and evaluating programs for young children with special needs. Students will be provided with an understanding of developmentally appropriate programs and practices for young children with special needs. The emphasis of this course is on the actual process of planning, implementing, and monitoring programs for young children with diverse learning needs. Students will explore, plan, and implement curriculum and environments using individually responsive, age-related, and culturally appropriate methods and materials. Students will gain an understanding of the important role of play, active exploration, the construction and representation of knowledge, social interaction with peers and family members, and peers and families as significant others in children's intellectual and linguistic development.

**Rationale for 1-2:** Upon notification of the recent proposal from the State Department of Education (see below) for a new area of special education certification, Drs. Nixon & Bausmith met with local school district special education directors about the need for the two required courses. We were asked to provide these courses for local school personnel and to also notify BabyNet employees of their availability. FMU has also been contacted by school districts outside the Pee Dee area about providing these required courses for their district personnel.

The School of Education has three current faculty members who are qualified to teach these two courses: Assessment & Procedures/Methods for Young Children with Disabilities.

Proposed Amendments to 24 S.C. Code Ann. Regulations 43-62 (Supp. 2009), Requirements for Additional Areas of Certification.

Effective July 1, 2016, all individuals working as Early Childhood Special Education teachers will be required to hold certification in Early Childhood Special Education. Individuals who have three (3) years teaching experience within the last five (5) years with young children with disabilities (birth to six years) will be granted add-on certification in Early Childhood Special Education by completing the following two courses within five years.



1. Assessment of Young Children with Disabilities (3 semester hours)
2. Procedures for Working with Young Children with Disabilities (3 semester hours)