

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School School of Education

Date October 1, 2022

Course No. or Level EDUC 426

Title: Seminar in Autism and Neurodiversity

Semester hours: 1

Clock hours: 15

Lecture 15

Laboratory 0

Prerequisites: None

Enrollment expectation: 20

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

modification \_\_\_\_\_

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

substitute \_\_\_\_\_

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

alternate \_\_\_\_\_

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

Name of person preparing course description Jared Stewart-Ginsburg

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

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

Date of Implementation Fall 2023

Date of School/Department approval 11/28/22

Catalog description:

**Purpose:**

**1. For whom (generally)?**

- a. This course is designed for students interested in learning about autism and neurodiversity. This course fits within the program of study for the interdisciplinary Autism collateral and minor.

**2. What should the course do for the student?**

- a. At the completion of the course, the learner will be able to:
- i. Describe the definition, incidence, prevalence, and history of autism and neurodiversity

- ii. Explain one topic related to emergent trends in neurodiversity
- iii. Articulate societal and media portrayals of autism and neurodiversity

**Teaching method planned:** Observation and Classroom Implementation

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

- Various texts and materials are planned; see syllabus for a specific list.

**Course Content**

This course is designed for teacher candidates in the interdisciplinary Autism collateral and minor. Throughout the course, students will critically reflect on incidence, prevalence, history, and contemporary understandings of neurodiversity through the lens of disability rights and self-advocacy. Students will examine media portrayals of autism, advocacy, and emerging trends in supporting autistic individuals.

**A course outline is attached.**

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



EDUC 426: SEMINAR IN AUTISM AND NEURODIVERSITY  
Francis Marion University  
School of Education  
Semester: xx  
Credit Hours: 1  
Course Times: TBD

Instructor: TBA

## COURSE INFORMATION

### Course Description (1 Credits)

Neurodiversity and neurodivergence are terms developed by autistic activists and self-advocates to reframe neurological differences as normal variation. The movement of neurodiversity seeks to amplify the strengths and talents of neurodiverse individuals to innovate and shape society. This course will provide students with the knowledge, understanding, and skills to engage with and advocate for neurodiverse individuals. In this seminar, we will explore the history and etymology of autism and neurotypes, current policy guiding services for neurodivergence, research and innovation with neurodiverse students, and portrayal of neurodiversity in media.

## COURSE ASSIGNMENTS

This course is based on 100 points. Therefore, every point you earn is worth 1% of your final grade. This adds to the transparency of the grading system across the semester. Along with each assignment, you will find brief descriptions of assignments. **Refer to Blackboard for the complete descriptions, templates, and rubrics.** You will receive explicit instruction in *each* assignment to prepare you for success.

Advocacy Activity	20
Interview Activity	20
Media Review	10
Reflection Journal	20
Class Discussions	10
Topical Paper	20
<b>TOTAL</b>	<b>100</b>

## REQUIRED READINGS

*Note: Other readings may be assigned as deemed necessary. All readings will be provided to you as PDF files via Blackboard.*

- Accardo, A. L., Kuder, S. J., & Woodruff, J. (2019). Accommodations and support services preferred by college students with autism spectrum disorder. *Autism*, 23(3), 574–583.  
<https://doi.org/10.1177/1362361318760490>
- Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, N. J., & Hand, B. N. (2020). Avoiding ableist language: Suggestions for autism researchers. *Autism in Adulthood*, 3(1), 18–29.  
<https://doi.org/10.1089/aut.2020.0014>
- Campbell, D. G., Reichle, N. C., & Van Bourgondien, M. E. (1996). The Autism Survey: An evaluation of reliability and validity. *Journal of Autism and Developmental Disorders*, 26(6), 621–634. <https://doi.org/10.1007/BF02172351>
- Devita-Raeburn, E. (2016, August 10). *The controversy over autism's most common therapy*.  
<https://www.spectrumnews.org/features/deep-dive/controversy-autisms-common-therapy/>
- Link, B. G., & Phelan, J. (2014). Stigma power. *Social Science & Medicine* (1982), 103, 24–32. PubMed. <https://doi.org/10.1016/j.socscimed.2013.07.035>
- Lord, C., Charman, T., Havdahl, A., Carbone, P., Anagnostou, E., Boyd, B., Carr, T., de Vries, P. J., Dissanayake, C., Divan, G., Freitag, C. M., Gotelli, M. M., Kasari, C., Knapp, M., Mundy, P., Plank, A., Scabill, L., Servili, C., Shattuck, P., ... McCauley, J. B. (2022). The Lancet Commission on the future of care and clinical research in autism. *The Lancet*, 399(10321), 271–334. [https://doi.org/10.1016/S0140-6736\(21\)01541-5](https://doi.org/10.1016/S0140-6736(21)01541-5)
- Maenner, M., Shaw, K., Baio, J., Washington, A., Patrick, M., DiRienzo, M., Christensen, D., Wiggins, L., Pettygrove, S., Andrews, J., Lopez, M., Hudson, A., Baroud, T., Schwenk, Y., White, T., Rosenberg, C., Lee, L.-C., Harrington, R., Huston, M., & Dietz, P. (2020). Prevalence of autism spectrum disorder among children aged 8 years: Autism and developmental disabilities monitoring network, 11 sites, United States, 2016. *MMWR. Surveillance Summaries*, 69, 1–12. <https://doi.org/10.15585/mmwr.ss6904a1>
- Mintz M. (2017). Evolution in the understanding of Autism Spectrum Disorder: Historical perspective. *Indian journal of pediatrics*, 84(1), 44–52. <https://doi.org/10.1007/s12098-016-2080-8>
- Nevison, C., & Zahorodny, W. (2019). Race/Ethnicity-resolved time trends in United States ASD prevalence estimates from IDEA and ADDM. *Journal of Autism and Developmental Disorders*, 49(12), 4721–4730. <https://doi.org/10.1007/s10803-019-04188-6>
- Pearson, J. N., Stewart-Ginsburg, J. H., Malone, K., Manns, L., Mason Martin, D., & Sturdivant, D. (2022). Best FACES forward: Outcomes of an advocacy intervention for Black parents raising autistic youth. *Exceptionality*, 1–14. <https://doi.org/10.1080/09362835.2022.2100392>
- Sandoval Gomez, A., & McKee, A. (2020). When special education and disability studies intertwine: Addressing educational inequities through processes and programming. *Frontiers in Education*, 5. <https://www.frontiersin.org/article/10.3389/educ.2020.587045>
- Silberman, S. (2016). *Neurotribes: The legacy of autism and the future of neurodiversity*. Avery.
- Stone, W. L. (1987). Cross-Disciplinary Perspectives on Autism. *Journal of Pediatric Psychology*, 12(4), 615–630. <https://doi.org/10.1093/jpepsy/12.4.615>
- Trump, C. E., Pennington, R. C., Travers, J. C., Ringdahl, J. E., Whiteside, E. E., & Ayres, K. M. (2018). Applied Behavior Analysis in Special Education: Misconceptions and guidelines for use. *TEACHING Exceptional Children*, 50(6), 381–393.  
<https://doi.org/10.1177/0040059918775020>
- Visuri, I. (2018). Rethinking autism, theism, and atheism: Bodiless agents and imaginary realities. *Archive for the Psychology of Religion*, 40(1), 1–31. <https://doi.org/10.1163/15736121-12341348>

Walsh, C., Jones, B., & Schonwald, A. (2017). Health care transition planning among adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47(4), 980–991. <https://doi.org/10.1007/s10803-016-3020-1>

## COURSE SCHEDULE

*As with all things in life and in education, this course schedule is subject to change. Changes to the course will be announced in class and on Blackboard.*

Week	Topics
<b>Foundations</b>	
1	• What is autism and neurodiversity? (Depends on who you ask)
2	• Who is neurodiverse? Incidence and Prevalence
3	• Where are we coming from? Disability Rights and Neurodiversity
4	• What does autism look like across the lifespan? (Early Childhood, School-based, and Postsecondary services)
5	• What's family got to do with it? Family supports and services
6	• How do we intervene? Pathologization and Intervention
7	• What other identities should we consider? DisCrit and Intersectionality
8	• What do we do with our brains? Neuroplasticity and Neurotypes
<b>Applications</b>	
9	• How do we research neurodiversity? Ethnographic Approaches
10	• How do we advocate? Political understandings of neurodiversity
11	• Penguins and Percy Jackson: Media portrayals of neurodiversity
12	• Emerging Trends in Neurodiversity
13	• Emerging Trends in Neurodiversity
14	• DisCrit Revisited: Analyzing our Research
15	• Reflection: Representing our Neuroidentity

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School School of Education Date October 3, 2022

Course No. or Level EDUC 428 Title: Practicum in Autism and Neurodiversity

Semester hours: 2 Clock hours: 30 Lecture 30 Laboratory 0

Prerequisites: None

Enrollment expectation: 20

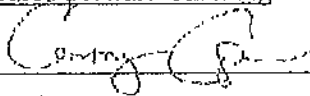
Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
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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 Jared Stewart-Ginsburg

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation \_\_\_\_\_

Date of School/Department approval 11/28/22

Catalog description:

**Purpose:**

**1. For whom (generally)?**

- a. This course is designed for students interested in learning about autism and neurodiversity. This course fits within the program of study for the interdisciplinary Autism collateral and minor.

**2. What should the course do for the student?**

- a. At the completion of the course, the learner will be able to:
  - i. Identify internal and external resources that support families of autistic individuals.

- ii. Demonstrate understanding of how autism and neurodiversity affect and enhance family quality of life.

**Teaching method planned:** Observation and Program Implementation

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

- No texts are required for this course.

**Course Content**

This course is designed for students enrolled in the interdisciplinary Autism collateral or minor and serves as the in-field immersion experience aligned with the Seminar in Autism and Neurodiversity. The goals of the course are to provide opportunities for students to interact with and support family members of autistic individuals. This course requires the completion of a minimum of 30 hours in an autism family advocacy organization. Participants will observe instructional and advocacy settings for family members of autistic individuals, interview family members, and assist with implementing family support events.

**A course outline is attached.**

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



**EDUC 428: PRACTICUM IN AUTISM AND NEURODIVERSITY**  
**Francis Marion University**  
**School of Education**  
**Semester: xx**  
**Credit Hours: 2**  
**Course Times: TBD**

**Instructor: TBA**

**EDUC 42x Course Description (2 Credits):**

This course provides opportunities for students interested in human service fields to gain experience supporting autistic individuals and their families. Through this course, students will partner with autism advocacy and support groups to develop and assist with interdisciplinary autism educational and advocacy programs. Students complete at least 30 hours in a facilitated field experience and will regularly reflect on their experience.

**COURSE SCHEDULE**

<b>Week(s)</b>	<b>Topic</b>
1	Introduction to Family Supports
2-4	Practicum Experience Hours
5	Practicum Experience Hours; Reflection 1 Due
6-9	Practicum Experience Hours
10	Practicum Experience Hours; Reflection 2 Due
11-14	Practicum Experience Hours
15	Practicum Experience Hours; Reflection 3 Due

**COURSE ASSIGNMENTS**

<b>Assignment</b>	<b>Description</b>	<b>Points</b>
Reflections	Students will complete three reflections describing their experience supporting families of autistic individuals.	48
Interview	Students will conduct and summarize an interview with a family member supporting autistic individuals. In their summary, students will describe: (a) when and how the child/youth was diagnosed; (b) how autism has impacted and enriched family quality of life; and (c) what supports the family accesses to support family quality of life.	12
Hours	The student will log 30 hours in related activities designed to support families of autistic individuals.	40



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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School: School of Education

Date: November 28, 2022

Course No. or Level: EDUC 430

Title: Self-Regulated Learning

Semester hours: 3

Clock hours: 45

Lecture 45

Laboratory 0

Prerequisites: None

Enrollment expectation: 20

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

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

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

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

Name of person preparing course description Kit SaizdelLaMora and Jared Stewart-Ginsburg

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

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

Date of Implementation \_\_\_\_\_

Date of School/Department approval 11/28/22

Catalog description:

**Purpose:**

**1. For whom (generally)?**

- a. This course is designed for students interested in supporting learners through self-regulation processes (e.g., autistic students, students with learning disabilities), including planning, monitoring, control, and reflection across a variety of supporting perspectives. Learners will explore a variety of supporting perspectives in self-regulated learning and apply these perspectives in educational settings. This course fits within the program of study for the interdisciplinary Autism collateral and minor, as well as the Elementary Education Major concentration in Learning Disabilities.

**2. What should the course do for the student?**

At the completion of the course, the learner will be able to:

- a. Demonstrate a broad and in-depth understanding of the components of self-regulation as they are applied to learning contexts.
- b. Discuss and evaluate the impact of instructional and familial practices on students' self-regulation.
- c. Identify the social and pedagogical factors involved in the development of student self-regulation.

**Teaching method planned:** Lecture and Discussion

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

- Various texts and materials are planned; see syllabus for a specific list.

### **Course Content**

This course is designed for students enrolled in the interdisciplinary Autism minor. This course highlights research, theories, and practices for developing self-regulation skills in learners. Theories span behaviorist to phenomenological with an emphasis on social cognitive theory. Learners will explore a multidimensional conceptual framework for studying and applying self-regulation in educational contexts. Recent research on self-regulatory processes will be reviewed, analyzed, and discussed.

**A course outline is attached.**

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



**EDUC 430: SELF-REGULATED INSTRUCTION**  
**Francis Marion University**  
**School of Education**  
**Semester: xx**  
**Credit Hours: 3**  
**Course Times: TBD**

**Instructor: TBA**

## COURSE INFORMATION

### Course Description (3 Credits)

This course highlights research, theories, and practices for developing self-regulation skills in learners across the lifespan. Students will explore a multidimensional conceptual framework of self-regulated learning, including attachment, self-determination, resilience, and environmental factors. Throughout the course, students will apply principles of self-regulated learning to their future work context supporting learners across the lifespan.

### Objectives

At the completion of the course, the learner will be able to:

- Demonstrate a broad and in-depth understanding of the components of self-regulation as they are applied to learning contexts.
- Discuss and evaluate the impact of instructional and familial practices on students' self-regulation.
- Identify the social and pedagogical factors involved in the development of student self-regulation.

## COURSE ASSIGNMENTS

This course is based on 100 points. Therefore, every point you earn is worth 1% of your final grade. This adds to the transparency of the grading system across the semester. Along with each assignment, you will find brief descriptions of assignments. **Refer to Blackboard for the complete descriptions, templates, and rubrics.** You will receive explicit instruction in *each* assignment to prepare you for success.

Assignments		Points
Reflections	Each week, you will complete reflections from the reading(s) and class discussion for that week.	15
Autobiographical Sketch	Describe what motivates you. Then, select one Self-Regulated Learning sub-processes and reflect on how this process has been incorporated into your educational practices or how you have been impacted by the SRL skill. The sub-processes should be derived from any phase of the SRL cycle: (1) task definition, (2)	10

	planning, (3) performance, (4) adaptation.	
Self-Change Project	You will select one aspect of your own behavior you wish to improve, and then design and implement a self-change project. Using a single subject design, you will incorporate an intervention based on a self-regulation theoretical approach to change a particular aspect of their behavior (e.g., academic learning, health, motor learning).	20
SRL Model Summary	You will create a visual representation of an SRL model in preparation for the class discussion.	5
Environmental Design	You will submit an annotated visual representation of your future work placement (e.g., classroom, clinic) with annotations that describe how the environment will support self-regulation.	20
SRL Application	You will submit an annotated lesson plan, clinical session, or other professional artifact. This artifact should contain components of self-regulated learning. You will highlight and describe how you are applying self-regulated learning in this artifact.	20
Reflection	At the end of the course, you will reflect on your learning by preparing a written summary of how your concept of self-regulation has changed and how you will apply your learning to future contexts.	10
<b>TOTAL</b>		<b>100</b>

## REQUIRED READINGS

*Note: Other readings may be assigned as deemed necessary. All readings will be provided to you as PDF files via Blackboard.*

- Ainsworth, M. (1978). The Bowlby-Ainsworth attachment theory. *Behavioral and Brain Sciences*, 1(3), 436-438. doi:10.1017/S0140525X00075828
- Cage, E. & Troxell-Whitman, Z. (2019). Understanding the reasons, contexts and costs of camouflaging for Autistic adults. *J Autism Dev Disord*, 49 (1899–1911). <https://doi.org/10.1007/s10803-018-03878-x>
- Duckworth, A. & Seligman, M. (2005). Self-discipline outdoes IQ: Predicting academic performance of adolescents. *Psychological Science*, 16(12), 939-944.
- Drake, K., Belsky, J., & Fearon, R. M. P. (2014). From early attachment to engagement with learning in school: The role of self-regulation and persistence. *Developmental Psychology*, 50(5), 1350–1361. <https://doi.org/10.1037/a0032779>

- Estrapala, S., & Grieshaber, J. (2022). Putting the “self” in self-regulation: Strategies for incorporating student voice in self-regulation interventions for internalizing behaviors. *TEACHING Exceptional Children*. <https://doi.org/10.1177/00400599221097071>
- Ghanouni, P., & Quirke, S. (2022). Resilience and coping Strategies in adults with Autism Spectrum Disorder. *Journal of autism and developmental disorders*, 1–12. Advance online publication. <https://doi.org/10.1007/s10803-022-05436-y>
- Harris, K. R., Reid, R. R., & Graham, S. (2004). Chapter 5—Self-Regulation among Students with LD and ADHD. In B. Wong (Ed.), *Learning About Learning Disabilities (Third Edition)* (pp. 167–195). Academic Press. <https://doi.org/10.1016/B978-012762533-1/50008-1>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68–78.
- Lesh, J. J. (2020). Don’t forget about yourself: Words of wisdom on special education teacher self-care. *TEACHING Exceptional Children*, 52(6), 367–369. <https://doi.org/10.1177/0040059920936158>
- Miller, D., Rees, J., & Pearson, A. (2021). “Masking is life”: Experiences of masking in autistic and nonautistic adults. *Autism in Adulthood*, 3(4), 330–338
- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8, (422).
- Raley, S. K., Shogren, K. A., & McDonald, A. (2018). How to implement the Self-Determined Learning Model of Instruction in inclusive general education classrooms. *TEACHING Exceptional Children*, 51(1), 62–71. <https://doi.org/10.1177/0040059918790236>
- Shanker, S. (2013). *Calm, Alert, and Happy*. Canadian Self-Regulation Initiative.
- Smith, B. W., Epstein, E. M., Ortiz, J. A., Christopher, P. J., & Tooley, E. M. (2013). The foundations of resilience: What are the critical resources for bouncing back from stress? In S. Prince-Embury & D. H. Saklofske (Eds.), *Resilience in Children, Adolescents, and Adults: Translating Research into Practice* (pp. 167–187). Springer New York. [https://doi.org/10.1007/978-1-4614-4939-3\\_13](https://doi.org/10.1007/978-1-4614-4939-3_13)
- Souers, K. & Hall, P. (2016). *Fostering resilient learners*. Association for Supervision and Curriculum Development.
- Wigfield, A., Klauda, S. L., & Cambria, J. (2011). Influences on the development of academic self-regulatory processes. In B. J. Zimmerman & D. J. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 33–48). Taylor and Francis. <https://doi.org/10.1007/s11218-018-9431-4>
- Winne, P. H., & Marzouk, Z. (2019). *Learning strategies and self-regulated learning*. <https://doi.org/10.3389/fpsyg.2017.00422>

Week	Topics	Readings	Assignment
<b>Foundations</b>			
1	<ul style="list-style-type: none"> <li>What is self-regulation?</li> </ul>	<ul style="list-style-type: none"> <li>Shanker (2013)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Autobiographical Sketch</li> <li>Submit Week 1 Reflection</li> </ul>
2	<ul style="list-style-type: none"> <li>How does the environment contribute to self-regulation?</li> </ul>	<ul style="list-style-type: none"> <li>Vogel et al. (2008)</li> <li>Duckworth &amp; Seligman (2005)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Week 2 Reflection</li> </ul>
3	<ul style="list-style-type: none"> <li>How can professionals design with self-regulation in mind?</li> </ul>	<ul style="list-style-type: none"> <li>CAST (2018)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Week 3 Reflection</li> </ul>
<b>Components of Self-Regulation</b>			
4	<ul style="list-style-type: none"> <li>How does sensory integration support self-regulation?</li> </ul>	<ul style="list-style-type: none"> <li>Ayres (2005)</li> <li>Wigfield et al. (2011)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Environmental Design</li> <li>Submit Week 4 Reflection</li> </ul>
5	<ul style="list-style-type: none"> <li>How does self-determination support self-regulation?</li> </ul>	<ul style="list-style-type: none"> <li>Ryan &amp; Deci (2000)</li> <li>Raley et al. (2018)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Self-Change proposal</li> <li>Submit Week 5 Reflection</li> </ul>
6	<ul style="list-style-type: none"> <li>How does attachment theory support self-regulation?</li> </ul>	<ul style="list-style-type: none"> <li>Bowlby &amp; Ainsworth (1978)</li> <li>Drake et al. (2014)</li> </ul>	<ul style="list-style-type: none"> <li>Begin data collection for self-change project</li> <li>Submit Week 6 Reflection</li> </ul>
7	<ul style="list-style-type: none"> <li>How does resilience support self-regulation?</li> </ul>	<ul style="list-style-type: none"> <li>Smith et al. (2008)</li> <li>Ghanouni &amp; Quirke (2022)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Week 7 Reflection</li> </ul>
8	<ul style="list-style-type: none"> <li>How does trauma affect self-regulation?</li> </ul>	<ul style="list-style-type: none"> <li>Souers &amp; Hall (2020)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Week 8 Reflection</li> </ul>
<b>Applications</b>			
9	<ul style="list-style-type: none"> <li>What are models of self-regulation?</li> </ul>	<ul style="list-style-type: none"> <li>Panadero (2017)</li> <li>Winne &amp; Marzouk (2019)</li> </ul>	<ul style="list-style-type: none"> <li>Submit SRL Model summary</li> <li>Submit Week 9 Reflection</li> </ul>
10	<ul style="list-style-type: none"> <li>Self-regulation and autism</li> </ul>	<ul style="list-style-type: none"> <li>Miller et al. (2021)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Week 10 Reflection</li> </ul>
11	<ul style="list-style-type: none"> <li>Self-regulation and neurodiversity</li> </ul>	<ul style="list-style-type: none"> <li>Harris et al. (2004)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Week 11 Reflection</li> </ul>
12	<ul style="list-style-type: none"> <li>Self-regulation and learning disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Estrapala et al. (2022)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Week 12 Reflection</li> </ul>
13	<ul style="list-style-type: none"> <li>Self-regulation in professionals</li> </ul>	<ul style="list-style-type: none"> <li>Lesh et al. (2020)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Week 13 Reflection</li> </ul>

14	<ul style="list-style-type: none"> <li>• Research in self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Contemporary reading assigned (e.g., Cage &amp; Troxell-Whitman, 2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Week 14 Reflection</li> </ul>
15	<ul style="list-style-type: none"> <li>• Self-change presentations</li> </ul>		<ul style="list-style-type: none"> <li>• Present Self-change Project</li> <li>• Submit Final Reflection</li> </ul>

### COURSE SCHEDULE

*As with all things in life and in education, this course schedule is subject to change. Changes to the course will be announced in class and on Blackboard.*

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School: **Biology**

Date: 1/26/23

Course No. or Level: BIOL403 Title: Plant Genetics and Breeding

Semester hours: 4 Clock hours: Lecture: 3 Laboratory: 3

Prerequisites: BIOL 105/115 or BIOL 107 and BIOL 106 or BIOL 108 and CHEM 112/112L.

Enrollment expectation: 14-18

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: Jeremy D. Rentsch

Department Chairperson's/Dean's Signature Vernon W. Bauer

Provost's Signature Pete King

Date of Implementation \_\_\_\_\_

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



Catalog description:

**403 Plant Genetics and Breeding (4:3-3)** (Prerequisite: 105/115/105/115 or 107 and 106 or 108 and Chemistry 112 and 112L) An exploration of the fundamentals of quantitative, population, and molecular genetics in plants. Largely using horticultural crop species as model organisms, we will explore historical and contemporary plant breeding and improvement techniques. Topics will include the inheritance of qualitative and quantitative traits, breeding strategies in context of plant life history characteristics, biotechnology in crop improvement, and plant domestication.

Purpose:

1. For Whom (generally?) Biology majors seeking to fulfill their 'Genetics or Evolution' core requirement.
2. What should the course do for the student? Teach fundamental genetics as well as specific technique and theory behind horticultural crop improvement.

Teaching method planned: Traditional mix of lecture and laboratory.

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

Principles of Plant Genetics and Breeding (2<sup>nd</sup> Edition) George Acquaah

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

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

**Instructor:** Jeremy D. Rentsch  
**Office:** LSF204F  
**Email:** jrentsch@fmarion.edu  
**Phone:** 843-667-1407

**Office Hours:** M,W 10:00am – 11:00am

**Time:**

**Lecture:** T,R 8:30 – 9:45am

**Lab:** T 12:45pm-3:35pm

**Course Objective:** Plant Genetics and Breeding explores the fundamentals of quantitative, population, and molecular genetics in plants. Largely using horticultural crop species as model organisms, we will explore historical and contemporary plant breeding and improvement techniques. Topics will include the inheritance of qualitative and quantitative traits, breeding strategies in context of plant life history characteristics, biotechnology in crop improvement, and plant domestication.

By the end of the semester, students will demonstrate proficiency in:

- The fundamentals of the transmission and function of DNA.
- Theory underlying classic and contemporary plant genetics and crop improvement.
- How plants respond to biotic and abiotic stressors.
- The basics of the plant reproductive cycle.
- How life history characteristics affect plant breeding strategies.

**Course Policies:** Class participation will be assessed based on attendance and discussion of reading assignments. The subject will be built in a cumulative manner. Quizzes and exams will be on current material, but this material may rely on knowledge from prior sections. The final exam will be comprehensive and cumulative: if a topic has been covered in the course, you may expect a question on that topic on the final exam. Except for cases of serious personal illness or emergency (requiring written verification), make-up tests and quizzes must be arranged in advance. Assignments are due on the date and time specified by the instructor. Late work will not be accepted. The course outline given below provides a general schedule for the course; deviations may be necessary. Textbook readings will be supplemented by handouts and library assignments.

**Course Grading:** 75% of overall course grade will be determined by a student's lecture score and the remaining 25% of the overall course grade will be determined by a student's laboratory score. Lecture scores will primarily be based off of examinations, while the laboratory will have more varied point sources. Please see full syllabi for more details.

Do not count on any final or within-semester adjustments to grades. Your active participation in lectures and laboratories is an essential part of the class for both your learning experience and that of your classmates. You are expected to attend lecture and laboratory sessions on a consistent and timely basis. Failure to do so may significantly negatively impact your performance and, therefore, your grade.

### Laboratory Exercises and Field Trips:

- Labs will meet regardless of prevailing weather conditions, with the exception that we will not stay out in lightning storms. Come to lab dressed for the field. Open shoes or sandals are not permitted, shorts are at your own risk.
- Several labs are at considerable distance from FMU and may require more time than the time period designated in the course listing. These labs will be identified on the course agenda. Let me know if you have scheduling problems with these particular labs.
- Attendance at every lab exercise is mandatory. Reports/memos will be required for each lab. If you miss a lab, the maximum score that you will receive on a lab report/memo will be 60 out of 100. Your lowest lab grade will be dropped. See me if you have an emergency resulting in your absence.
- Unless otherwise specified, lab reports are due by the start of lab one week from the day of the lab assignment. No late reports will be accepted. All labs reports should be in WORD format and emailed to the instructor.
- While the quantitative summaries of laboratory data will be completed by the entire lab group, you will each need to know how to do calculations for exams, so failure to participate in working up the data is at your own peril. Note: Do not use any more digits in your answers than are significant.
- Questions to laboratory exercises will be answered individually, with all answers typed.
- Use proper grammar, sentence structure and spelling in your reports.
- For safety reasons, there will be no smoking or vaping during any lab. No exceptions.
- You are collectively responsible for all equipment used during lab, so treat it accordingly. Please inform me of any breakage ASAP.
- Do not break off, pull up, trample or otherwise molest the vegetation you encounter in the field. Likewise for wildlife and fellow students.

List of topics for lecture:

Tuesday	Introduction to plant genetics and breeding
Thursday	Basic genetics and the central dogma
Tuesday	Early plant breeding
Thursday	<b>EXAM 1</b>
Tuesday	Introduction to population genetics
Thursday	Introduction to quantitative genetics
Tuesday	Basic plant life cycle, mitosis, and meiosis
Thursday	Reproduction and autogamy
Tuesday	<b>EXAM 2</b>
Thursday	Allogamy
Tuesday	Hybridization
Thursday	Clonal propagation and <i>in vitro</i> culture
Tuesday	Variation: types, origin, and scale
Thursday	<b>EXAM 3</b>
Tuesday	Plant domestication
Thursday	Plant genetic resources
Tuesday	Yield and morphological traits
Thursday	Quality traits

Tuesday	<b>Fall break - no class</b>
Thursday	<b>EXAM 4</b>
Tuesday	Resistance to diseases and insect pests
Thursday	Resistance to abiotic stress
Tuesday	Breeding in self-pollinating species
Thursday	Breeding in cross-pollinating species
Tuesday	Molecular markers
Thursday	<b>EXAM 5</b>
Tuesday	Mapping of genes
Thursday	Marker assisted selection
Tuesday	Mutagenesis in plant breeding
Thursday	Recitation day - or make-up exams
Tuesday	<b>Reading day – no class</b>

List of topics for the laboratory

Week	Topic
Week 1	No laboratory - classes being Tuesday
Week 2	Basics of DNA isolation and basic laboratory skills
Week 3	DNA isolation and Polymerase Chain Reaction
Week 4	Gel electrophoresis and scoring genetic markers
Week 5	Mendelian genetics and dihybrid crosses
Week 6	Restriction enzymes and DNA fingerprinting I
Week 7	Restriction enzymes and DNA fingerprinting II
Week 8	DNA isolations for project-based laboratory
Week 9	<b>Laboratory midterm</b> and PCR for project-based laboratory
Week 10	No laboratory – Fall break
Week 11	Nucleotide sequence curation, alignment, phylogeny, and BLAST
Week 12	Bacterial transformation
Week 13	Mitosis and karyotyping
Week 14	Laboratory presentations I
Week 15	Laboratory presentations II
Week 16	No laboratory

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

**Department/School** EMP, Modern Languages

**Date** January 16, 2023

**Course No. or Level** Spanish 204

**Title** Fantasy Texts, Songs, and Comics

**Semester hours** 3

**Clock hours: Lecture** 3 **Laboratory** 0

**Prerequisites** Spanish 201

**Enrollment expectation** 20 per semester

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

**modification** None

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

**substitute** None

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

DELETE INTRODUCTION TO READING TEXTS IN FRENCH/SPANISH

**alternate** None

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

**Name of person preparing course description:** Dr. Kristin Kiely

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

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

**Date of Implementation** \_\_\_\_\_

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

**Catalog description:** Students develop the core language skills and cultural knowledge at the intermediate level by working with important legends, fairy tales, songs, and comics written by Spanish and Latin American writers and artists.

**Prerequisite:** Spanish 201

**Purpose:**

1. **For Whom:** Any student who is taking Spanish – especially students who want a Collateral, Minor, or Major.
2. **What should the course do for the student?:** The course should help the students develop their listening, reading, writing, and speaking skills in Spanish. They will also learn valuable

cultural information from Spain and Latin America through legends, fairy tales, and other fantasy texts as well as comics and songs.

**3. Teaching method planned:** Most of the class will be discussion based after the students have read the material. For the songs, the class will listen to many of them in class and discuss themes and vocabulary.

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

Abadía, Ximo. *Frank: La increíble historia de una dictadura olvidada*.

Dibbuks: 2020.

Bécquer, Gustavo Adolfo. *Leyendas*. Sapere Aude: March 28, 2022.

*La Llorona*. See Blackboard.

Roca, Paco. *Arrugas*. Astiberri: September 19, 2022 (17th ed.)

Silva, Fabio. *Mitos y leyendas colombianos*. Panamericana Editorial:  
September 12, 2022 (2nd ed).

Music by Amaral, Luis Fonsi, Juan Luis Guerra, Juanes, Luis Miguel, Nacha

Pop, Sin Bandera, Diego Torres, Julieta Venegas, Carlos Vives, etc.

**5. 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).** See attached syllabus

**6. Grading Components:**

Homework Quizzes. 10%

Participation. 15%

Discussion Forums. 25%

Presentation. 15%

Exams.30%

## FRANCIS MARION UNIVERSITY: PROPOSED NEW COURSE

Check the appropriate box:   X   New Course

Department/School: **Modern Languages** Date: **01/10/2023**

Course No. or Level: **SPAN 305**

Title: **Afro-Latin American Literature**

Semester hours: **3** Clock hours: **2.5** Lecture: **X**

Prerequisites: **SPAN 201**

Enrollment expectation: **15**

Name of person preparing course: **Dr. Wendy Caldwell**

Description: **This course provides a panoramic study of writers of African descent living in or from Latin America, the Caribbean, and the United States. Through a variety of genres, the course studies the history and impact of the African diaspora in Latin America. Dr. Shayna WRIGHTEN contacted me last spring with an interest in collaborating. Given the significant African American student population, a course focused on Hispanic literature of African descent will address a void in the Spanish Program's curriculum and will enhance the diversity of the AAAS course offerings.**

Department Chairperson's/Dean's Signature Bekie F. Lamm

Provost's Signature Peter King

Date of Implementation: **TBD**

Date of School/Department Approval **EMP: 8/23/2022; AAAS: 8/31/2022**

Catalog description: **Provides a panoramic study of writers of African descent living in or from Latin America, the Caribbean, and the United States. Through a variety of genres, the course studies the history and impact of the African diaspora in Latin America. Taught in Spanish with opportunities to read in both Spanish and English.**

Purpose:

1. For Whom (generally?) **Students of Spanish and AAAS program**
2. What should the course do for the student? **Throughout the semester, the student will demonstrate the following skills: a) foundational knowledge of the African diaspora in Latin America; b) an understanding of the impact of African languages and cultures on Latin America through selected literary texts and film; c) expanded critical thinking skills through literary analysis and cultural comparisons; d) improved comprehension of the Spanish language.**

Teaching method planned: **Lecture, Film, Readings, Music**

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

***The Afro-Hispanic Reader and Anthology.* Eds. Paulette Ramsay and Antonio D. Tillis. Kingston: Ian Randle Publishers, 2018.**

Course Content: **Please consult attached syllabus.**

When completed, forward to the Office of the Provost.



## Sample Syllabus for SPAN 305

**COURSE:** Afro-Latin American Literature

**PROFESSOR:** Dra. Wendy Caldwell Richardson

**OFFICE:** CEMC 113B

**PREREQUISITE:** SPANISH 201

**REQUIRED TEXT:** *The Afro-Hispanic Reader and Anthology*. Eds. Paulette Ramsay and Antonio D. Tillis. Kingston: Ian Randle Publishers, 2018.

**RECOMMENDED TEXT:** Spanish-English/English-Spanish dictionary (*The Collins Spanish Dictionary*, *University of Chicago*, *Larousse*, etc.). Electronic dictionaries may be found at: <http://www.vox.es>; <http://www.diccionarios.com>.

**COURSE DESCRIPTION:** Provides a panoramic study of writers of African descent living in or from Latin America, the Caribbean, and the United States. Through a variety of genres, the course studies the history and impact of the African diaspora in Latin America. Taught in Spanish with opportunities to read in both Spanish and English.

**STUDENT LEARNING OUTCOMES:** Throughout the semester, the student will demonstrate the following skills: a) foundational knowledge of the African diaspora in Latin America; b) understanding of the impact of African languages and cultures on Latin America through selected literary texts and film; c) expanded critical thinking skills through literary analysis and cultural comparisons; d) improved comprehension of the Spanish language.

### EVALUATION OF THE STUDENT'S PROGRESS:

**1-Participation/Preparation: 20%**

**2-Reading Response Essays: 20% (2x10%)**

**3-Exams: 40% (20%x2)** You will have three exams during the semester to evaluate your comprehension of the material covered in class. Examen #3 will be on final exam day.

**4-Presentation: 20%** Each student will give a presentation to the class on an assigned author, his/her work, and/or the historical context pertaining to a literary selection.

## Sample Calendar

Fecha/Date

Clase /Class

Tarea/HW

<b>Semana 1/Week 1</b>	Introduction to course	<b>Homework: TBD</b>
<b>Semana 2/Week 2</b>	Brief History of the African Entry to Latin America and Slavery: Reading and Class Discussion.	
<b>Semana 3/Week 3</b>	1 <sup>st</sup> anti-slavery novel in Latin America: <i>Sab</i> , Gertrudis Gómez de Avellaneda (Cuba)	
<b>Semana 4/Week 4</b>	<i>Sab</i>	
<b>Semana 5/Week 5</b>	Poesía afro-cubana: Nicolás Guillén Poesía afro-cubana: Nancy Morejón	
<b>Semana 6/Week 6</b>	Poesía afro-cubana: Georgina Herrera/Repaso/EXAMEN #1	
<b>Semana 7</b>	Los afromexicanos: Fidencio Escamilla, "Negro y blanco" ESSAY #1	
<b>Semana 8</b>	Literatura afro-costarricense: Quince Duncan	
<b>Semana 9</b>	Literatura afroecuatoriana: Luz Argentina Chiriboga	
<b>Semana 10</b>	Literatura afro-latinx: "Cuban Imposter Syndrome." Zakiya H. Jamal	
<b>Semana 11</b>	Literatura afro-latinx: "Half In, Half Out: Orbiting a World Full of People of Color." Saracea J. Fennell	
<b>Semana 12</b>	Literatura afro-latinx "Paraíso negro." Kahlil Haywood/Selection from <i>The Poet X</i> , Elizabeth Acevedo	
<b>Semana 13</b>	Film	
<b>Semana 14</b>	Film	
<b>Semana 15</b>	ESSAY #2/Repaso	

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

       New Course      X   Modification

Department/School Sociology Date 01/30/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 302 Title Methods of Sociology

Semester hours 3 Clock hours: Lecture 3 Laboratory       

Prerequisites 201 and declared sociology major or permission of department

Enrollment expectation 15


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

**Modification** SOCI 302 Methods of Sociology

substitute       

alternate       

Name of person preparing course description Dr. Rusty Ward

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2023

Date of School/Department approval 1/31/23

Catalog description: Introduction to understanding how research methods help us answer important social questions, appreciating why our limited perceptions of social processes can be wrong, and acquiring critical skills necessary for evaluating research and communicating it to others; emphasis on the advantages and limitations of different data collection strategies.

Purpose:        1.     For Whom (generally?)  
                  2.     What should the course do for the student?

Teaching method planned:

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

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

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

     New Course     X  Modification

Department/School Sociology                      Date 01/30/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 303      Title Social Statistics and Data Analysis

Semester hours 3      Clock hours: Lecture 3      Laboratory     

Prerequisites 201, Mathematics 134, and declared sociology major, or permission of department

Enrollment expectation 15

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

**Modification** SOCI 303 Quantitative Methods in Social Research

substitute     

alternate     

Name of person preparing course description Jessica Doucet

Department Chairperson's/Dean's Signature *Jessica Doucet*

Provost's Signature *Peter King*

Date of Implementation Fall 2023

Date of School/Department approval 1/31/23

Catalog description: Introduction to statistical concepts; determining levels of measurement; calculating and interpreting descriptive and inferential statistics, including z-scores and confidence intervals; conducting hypothesis tests; determining associations between variables; regression and correlation analysis; data analysis using SPSS.

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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

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

     New Course      X   Modification

**Department/School** Sociology **Date** 1/30/2023

**Graduate or Undergraduate Course:** Undergraduate

**Course No. or Level** 310 **Title** Race and Society

Semester hours 3 Clock hours: Lecture 3 Laboratory     

Prerequisites 201 or permission of department

Enrollment expectation 25


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

**Modification** SOCI 310 Racial and Cultural Minorities

substitute                                     

alternate                                     

Name of person preparing course description Todd Couch

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2023

Date of School/Department approval 1/31/23

Catalog description: A theoretically grounded examination of how racial groupings are created, inhabited, transformed, and eliminated. Topics explored in this course include theoretical models for understanding racial difference, the social implications of racial hierarchies, and the significance of racial coalitions in promoting social change.

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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



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

     New Course      X   Modification

**Department/School**     Sociology     **Date**     1/30/2023    

**Graduate or Undergraduate Course:**     Undergraduate    

**Course No. or Level**   315   **Title**     Gender and Society    

Semester hours   3   Clock hours: Lecture   3   Laboratory         

Prerequisites   201 or permission of department  

Enrollment expectation     25    

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

**Modification**     SOCI 315 Sex and Gender in Social Contexts    

substitute                                 

alternate                                 

Name of person preparing course description     Jessica Burke    

Department Chairperson's/Dean's Signature     *Jenice Dancer*    

Provost's Signature     *Peter King*    

Date of Implementation     Fall 2023    

Date of School/Department approval     1/31/23    

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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

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

     New Course      X   Modification

Department/School Sociology Date 1/30/23

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 331 Title Environment and Society

Semester hours 3 Clock hours: Lecture 3 Laboratory     

Prerequisites 201 or permission of department

Enrollment expectation 25

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

Modification SOCI 331 Environment, Power, and Opportunity

substitute     

alternate     

Name of person preparing course description Lisa A. Eargle

Department Chairperson's/Dean's Signature *Jessie Doucet*

Provost's Signature *Peter King*

Date of Implementation Fall 2023

Date of School/Department approval 1/31/23

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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

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

     New Course      X   Modification

Department/School     Sociology     Date     1/30/23    

Graduate or Undergraduate Course:     Undergraduate    

Course No. or Level   351   Title   Environmental Crime  

Semester hours   3   Clock hours: Lecture   3   Laboratory     

Prerequisites     201 or permission of department    

Enrollment expectation     25    

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

**Modification**   SOCI 351 Crimes Against the Environment  

    substitute     

    alternate     

Name of person preparing course description   Lisa A. Eargle  

Department Chairperson's/Dean's Signature   *Jennie Dacht*  

Provost's Signature   *Peter King*  

Date of Implementation     Fall 2023    

Date of School/Department approval     1/31/23    

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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



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

     New Course      X   Modification

Department/School     Sociology     Date     1/30/2023    

Graduate or Undergraduate Course:     Undergraduate    

Course No. or Level   361   Title     Self and Identity in Society    

Semester hours   3   Clock hours: Lecture   3   Laboratory         

Prerequisites     201 or permission of department    

Enrollment expectation     25    

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

**Modification**     SOCI 361 Society and the Individual    

    substitute                                 

    alternate                                 

Name of person preparing course description     Jessica Burke    

Department Chairperson's/Dean's Signature     *Jessica Burke*    

Provost's Signature     *Peter King*    

Date of Implementation     Fall 2023    

Date of School/Department approval     1/31/23    

Catalog description: Examines the core principles of sociological social psychology with an emphasis on symbolic interaction and dramaturgy; provides an overview of the development of the self and identities; explores related topics including emotions, self-esteem, influence, attitudes, and personality from a social context.

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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

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

     New Course      X   Modification

Department/School     Sociology     Date     1/30/23    

Graduate or Undergraduate Course:     Undergraduate    

Course No. or Level     333     Title     Urban Sociology    

Semester hours     3     Clock hours: Lecture     3     Laboratory     

Prerequisites     201 or permission of department    

Enrollment expectation     25    

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

**Modification**     SOCI 407 Urban Sociology    

    substitute     

    alternate     

Name of person preparing course description     Lisa A. Eargle    

Department Chairperson's/Dean's Signature     Janice Dauen    

Provost's Signature     Peter King    

Date of Implementation     Fall 2023    

Date of School/Department approval     1/31/23    

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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

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

       New Course   **X**   Modification

Department/School       Sociology       Date       1/30/23      

Graduate or Undergraduate Course:       Undergraduate      

Course No. or Level       334       Title       Population and Society      

Semester hours       3       Clock hours: Lecture       3       Laboratory       

Prerequisites       201 or permission of department      

Enrollment expectation       25      

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

**Modification**       SOCI 419 Population and Society      

substitute       

alternate       

Name of person preparing course description       Lisa A. Eargle      

Department Chairperson's/Dean's Signature       Janice Dancet      

Provost's Signature       Peter King      

Date of Implementation       Fall 2023      

Date of School/Department approval       1/31/23      

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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