

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
April 10, 2023**

2:30 p.m.

University Center Rose Room

**Stanley Jones
Registrar/Secretary of the Academic Committee**

ACADEMIC COMMITTEE
AGENDA
April 10, 2023

1. Minutes of the March 6, 2023 meeting. (pages 1-8) were approved by email March 13, 2023.
2. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. New certificate in Substance Use (pages 9-11).
3. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
 - a. Deactivation of the BA in Philosophy and Religious Studies (pages 12-13)
4. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. New course MATH 2900 (pages 14-16)
5. **COLLEGE OF BUSINESS ADMINISTRATION**
 - a. Revised course prerequisites and description MGNT 4640 (pages 17-19)
 - b. New course DATA 3500 (pages 20-23)
 - c. New course DATA 3600 (pages 24-26)
 - d. New course DATA 4000 (pages 27-28)
 - e. New course DATA 4980 (pages 29-31)
6. **MISCELLANEOUS**
 - a. New course INQR 1001 (pages 32-41)
 - b. New course INQR 2001 (pages 42-49)
 - c. Revised Core Area B and D (pages 50-52)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES

March 6, 2023

Human Sexuality The Academic Committee of the Valdosta State University Faculty Senate met University Center Rose Room, Monday, March 6, 2023. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Chalise Ludlow, Dr. Carol Glen, Dr. Kristy Litster, Dr. Anurag Dasgupta, Dr. Cynthia Tori (Proxy Dr. Zulal Denaux), Mr. Ken Smith, Ms. Chalise Ludlow (Proxy Dr. Laurel Yu), Dr. Deborah Briehl, Dr. Carol Glen (Proxy Dr. Mandi Bailey), Dr. Colette Drouillard, Mr. Brian Williams, Dr. Jan Drake, Dr. Cynthia Tori, Dr. Kelly Mathis, Ms. Tera Ray (Proxy Ms. Catherine Bowers), and Ms Tera Ray.

Members Absent: Dr. Lois Bellflowers, Dr. Zulal Denaux, Dr. Laurel Yu, Mr. Tommy Crane, Dr. Mandi Bailey, Dr. Ophelie Desmet, Dr. Lisa Batten, Dr. R. Paul Mihail, and Ms. Catherine Bowers.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Debra Gresham, Dr. Emma Kostopolus, Dr. Barney Rickman, Dr. Heather Kelley, Dr. Joseph Robbins, Dr. Keith Lee, Dr. Mark Smith, Dr. Hanae Kanno, Dr. Michael Black, Dr. Natalie Kuhlmann, Dr. Ray Elson, Dr. Ellis Heath, Dr. A. J. Ramirez, Dr. Ben Harper.

The Minutes of the February 13, 2023 meeting were approved by email on February 17, 2023. (pages 1-5).

A. Graduate School

1. Revised Graduate School Application procedures was approved effective Fall Semester 2023. (pages 6-8).

B. College of Nursing and Health Sciences

1. Revised department narrative for the MSN was approved effective Fall Semester 2023. (pages 9-11).
2. Revised degree narrative for the DNP – Opt-out Option was approved effective Fall Semester 2023. (pages 12-14).

C. College of the Arts

1. Revised degree requirements for the BFA in Dance was approved effective Fall Semester 2023. (pages 15-17).
2. New course, Music (MUSC) 5821, “Voce Vita”, (VOCE VITA) – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 18-19).

D. College of Science and Mathematics

1. Revised requirements for the BS in Computer Science – Cyber Security Track was approved effective Fall Semester 2023. (pages 20-22).
2. Revised requirements for the BS in Computer Information Systems – Cyber Security Track was approved effective Fall Semester 2023. (pages 23-25).
3. Revised prerequisites, Computer Science (CS) 2620, “Discrete Structures”, (DISCRETE STRUCTURES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 26-27).

E. College of Humanities and Social Sciences

1. Revised college narrative was approved effective Fall Semester 2023. (pages 28-32).
2. Revised narrative for the MA in History was approved effective Fall Semester 2023. (pages 33-35).
3. New track for the MPA – Accelerated Track was approved effective Fall Semester 2023. (pages 36-38).
4. Revised requirements for the MPA was approved effective Fall Semester 2023. (pages 39-40).
5. Revised course credit hours and description, Public Administration (PADM) 7210, “Internship in Public Administration”,

(INTERN IN PUBLIC ADMIN – 3 credit hours, 0 lecture hour, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2023. (pages 41-42).

6. Revised course title, credit hours, prerequisites, and description, Public Administration (PADM) 7900, “Capstone in Public Administration”, (PADM CAPSTONE – 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 43-44).
7. Revised requirements for the minor in Women’s and Gender Studies was approved effective Fall Semester 2023. (pages 45-47).
8. New course, Women’s and Gender Studies (WGST) 6600, “Capstone in Public Administration”, (WGST Special Topics – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read – An intensive study... . (pages 48-49).
9. Revised title and description WGST 4280 were removed from the packet – it was previously approved. (pages 50-51)
10. Deactivation of WGST 4261, 4262, 4270 and 3030 was removed from the packet – it was previously approved (pages 52-53).
11. New track for the BS in Criminal Justice – Accelerated Undergraduate-to-Graduate was approved effective Fall Semester 2023. (pages 54-58)
12. New track for the MS in Criminal Justice Administration – Accelerated Track was approved effective Fall Semester 2023. (pages 59-62).
13. Revised requirements for the BS in Criminal Justice was approved effective Fall Semester 2023. (pages 63-65).
14. Revised prerequisites for CRJU 330, 3310, 3401, 3600, 3700, 4100, 4200 and 4400 was approved effective Fall Semester 2023. (pages 66-68).
15. Revised narrative for the MA in English was approved effective Fall Semester 2023. (pages 69-75).
16. Revised narrative for the MA in English for Language Arts Teachers and degree requirements was approved effective Fall Semester 2023. (pages 76-82).
17. Revised requirements for the Certificate for Teaching College of English (Face-to-Face Option) was approved effective Fall Semester 2023. (pages 83-86).
18. Revised course number ENGL 3500 was removed from the packet – it was previously approved. (pages 87-88).
19. Revised title, and description ENGL 3060 was removed from the packet – it was previously approved. (pages 89-91).
20. New Track for the BS in Organizational Leadership – Accelerated Undergraduate- to-Graduate was approved effective Fall Semester 2023. (pages 343-347).
21. New Track for the BA in Political Science – Accelerated Undergraduate-to-Graduate was approved effective Fall Semester 2023. (pages 348-352).

F. College of Education and Human Services

1. New course, Communication Sci & Disorders (CSD) 2000, “Experiential Learning”, (EXPLEARN) – 0 credit hour, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2023 with the description changed to read ...”Unsatisfactory”. A zero-credit...audiology. Students will complete 4... . (pages 92-93).
2. Revised degree requirements for the BSED in Communication Disorders was approved effective Fall Semester 2023. (pages 94-98).
3. Revised narrative for the MED in Adult and Career Education – Career and Technical Education track was approved effective Fall Semester 2023. (pages 99-101).
4. Revised narrative and degree requirements for the MED in Higher Education Leadership was approved effective Fall Semester 2023. (pages 102-104).

5. Revised narrative for the EDS in Educational Leadership and the deactivation of the Tier 1 Certification track was approved effective Fall Semester 2023. (pages 105-108).
6. Revised narrative and degree requirements for the MSW was approved effective Fall Semester 2023 with SOWK 7826 added an elective to do the degree requirements. (pages 109-118).
7. New course, Social Work (SOWK) 7826, “Perspectives in Substance Use and Mental Health”, (PERS UB USE MENTAL HEALTH – 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 119-120).
8. Revised SOWK courses was approved effective Fall Semester 203. (pages 121-123).
 - a. Revised course prerequisites, Social Work (SOWK) 7000, “Independent Study in Social Work”, (INDEP STUDY SOWK – 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (page 121).
 - b. Revised course prerequisites, Social Work (SOWK) 7322, “Program Development for Human Services”, (PROG DEVT HUMAN SERVICES – 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (page 121).
 - c. Revised course prerequisites and title, Social Work (SOWK) 7611, “Advanced Social Work Practicum and Seminar I”, (ADV SOWK PRACTICUM/SEMINAR I – 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (page 121).
 - d. Revised course prerequisites and title, Social Work (SOWK) 7612, “Advanced Social Work Practicum and Seminar II”, (ADV SOWK PRACTICUM/SEMINAR II – 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (page 121).
 - e. Revised course prerequisites, and credit hours, Social Work (SOWK) 7830, “Social Work Practice in Mental Health”, (SOWK PRACTICE MENTAL HEALTH – 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (page 122).
 - f. Revised course prerequisites, and description, Social Work (SOWK) 7910, “Advanced Cognitive Behavioral Therapy”, (ADV CT – 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (page 122).
9. Deactivation of SOWK 6001, 6003, 6202, 6600, 6610, 6710 and 7630 was approved effective Fall Semester 2023. (pages 124-125).
10. New course, Education (EDUC) 3110, “Integrating Technology in Education”, (ED TECH INGEGRATION – 2 credit hours, 2 lecture hour, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Prerequisites: EDUC 2999 and minimum undergraduate GPA of 2.75. A study integrating technology into the curriculum. The course focuses on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered classroom. (pages 126-127).
11. Revised course prerequisites, Kinesiology/Physical Education (KSPE) 8420, “Foundations of Sports Coaching and Theory”, (FOUND COAHC THEORY – 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Summer Semester 2023. (pages 128-129).
12. Revised degree requirements for the BSED in American Sign Language/English Interpreting was approved effective Fall Semester 2023. (pages 130-132).
13. Revised narrative and degree requirements for the BSED in Elementary Education – Face-to-Face was approved effective Fall Semester 2023. (pages 133-136).
14. Revised course prerequisites, Elementary Education (ELED) 4502, “Teaching Math Methods for Elementary Ed Part II”, (TEACHING MATH METHODS PART II– 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 137-138).
15. Revised course prerequisites, Elementary Educ Special Educ (ELES) 3210, “Introduction to the Management of Learning Environments”, (INTRO MGMT LRN ENVIRONMENTS– 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Summer Semester 2023. (pages 139-140).
16. Revised course prerequisites, Literacy (LITR) 3120, “Early Literacy”, (EARLY LITERACY– 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Summer Semester 2023. (pages 141-142).
17. Revised course prerequisites, Literacy (LITR) 3130, “Developing Literacy”, (DEVELOPING LITERACY – 3 credit hours, 0 lecture hour, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 143-144).

18. Revised degree requirements for the BA in History – Education Track, BSED in Secondary Education – History Track, BA in English – Education Track, and the BSED in Secondary Education – English Track was approved effective Fall Semester 2023. (pages 145-154).
19. Revised narrative for the BSED in Secondary Education (pages 155-172).
 - a. Revised narrative for the BSED in Secondary Education (excluding dual degrees) was approved effective Fall Semester 2023. (pages 155-157).
 - b. Revised requirements for the BSED in Secondary Education - Biology was approved effective Fall Semester 2023. (pages 157-158).
 - c. Revised requirements for the BSED in Secondary Education - Chemistry was approved effective Fall Semester 2023. (pages 158-160).
 - d. Deactivation of the BSED in Secondary Education – Earth-Space Science was approved effective Fall Semester 2023. (pages 160-161).
 - e. Revised requirements for the BSED in Secondary Education - English was approved effective Fall Semester 2023. (pages 161-163).
 - f. Revised requirements for the BSED in Secondary Education - History was approved effective Fall Semester 2023. (pages 164-165).
 - g. Revised requirements for the BSED in Secondary Education - Physics was approved effective Fall Semester 2023. (pages 165-166).
 - h. Revised requirements for the BSED in Secondary Education – Political Science was approved effective Fall Semester 2023. (pages 166-168).
20. Revised narrative and degree requirements for the MAT in Middle Grades Education and the MAT in Secondary Education was approved effective Fall Semester 2023. (pages 173-178).
21. Revised credit hours, Secondary Education (SEED) 4610, “Secondary Education Practicum I”, (PRACTICUM I SED – 2 credit hours, 0 lecture hour, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2023. (pages 179-180).
22. Revised requirements for the BSED in Special Education – Deaf-of-Hearing was approved effective Fall Semester 2023. (pages 181-184).
23. Revised narrative and degree requirements for the BSED in Middle Grades Education was approved effective Fall Semester 2023. (pages 185-189).
24. Revised course title, Middle Grades Education (MGED) 3990, “Development and Education of the Middle Grades Student”, (DEVELOPMENT/EDUCATOIN MGE STU – 3 credit hours, 2 lecture hour, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2023. (pages 190-191).

G. College of Business Administration

1. Revised college narrative was approved effective Fall Semester 2023. (pages 192-193).
2. Revised department narrative for the Department of Economics, Finance, and Healthcare Administration was approved effective Fall Semester 2023. (pages 194-195).
3. Revised narrative for the BBA in Finance was approved effective Fall Semester 2023. (pages 196-197).
4. Revised requirements for the BBA in Finance – Area F was approved effective Fall Semester 2023. (pages 198-199).
5. Revised narrative for the BBA in Applied Economics was approved effective Fall Semester 2023. (pages 200-202).
6. Revised requirements for the BBA in Applied Economics – Area F was approved effective Fall Semester 2023. (pages 203-204).
7. New course, Data Science (DATA) 2000, “Information Systems and Data Transformation in Business”, (INFO SYS & DATA TRANSFORM BUS – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read – An introduction to how...decision-making, and to the use... . (pages 205-206).
8. New course, Data Science (DATA) 3200H, “Data Visualizations and Analytics Honors”, (DATA VISUAL & HONORS – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read – An introduction to how...decision-making, and to the use... . (pages 207-208).

9. New course, FinTech Academy (FTA) 3100, "Introduction to Data Analytics", (INTRO TO DATA ANALYSIS – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read – An introduction to a variety... . (pages 209-210).
10. New course, FinTech Academy (FTA) 3200, "Data Visualization and Analytics", (DATA VISUALIZATION & ANALYTICS – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 211-212).
11. New course, FinTech Academy (FTA) 3360, "Advanced Financial management with Digital Transformation", (ADV FIN MGNT DIGITAL TRANSFORM – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read ...managerial finance, including investment... . (pages 213-214).
12. New course, FinTech Academy (FTA) 4000, "Data Analysis in Finance and Economics", (DATA ANALYSIS IN FIN AND ECON – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read – An introduction to...research paper, including data sources---empirical research, and basic... . (pages 215-216).
13. Revised course description, Data Science (DATA) 3200, "Data Visualizations and Analytics", (DATA VISUALIZATIONS – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 217-218).
14. Revised course description, Finance (FIN) 4980, "Finance Internship", (FINANCE INTERNSHIP – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read ...employer evaluation is required. (pages 219-220).
15. Revised course description, and prerequisite, Economics (ECON) 4980, "Economics Internship", (ECONOMICS INTERNSHIP – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read ...employer evaluation is required. (pages 221-222).
16. Revised course description, and prerequisite, Healthcare Administration (HCAD) 4980, "Internship in Healthcare Administration", (HEALTHCARE ADMIN INTERNSHIP – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read ...employer evaluation is required. (pages 223-224).
17. New certificate in Healthcare Administration was approved effective Fall Semester 2023. (pages 225-226).
18. Information – Notification of Certificate – Healthcare Administration was noted (page 227)
19. Revised requirements for the minor in Healthcare Administration was approved effective Fall Semester 2023. (pages 228-230).
20. New minor in International Business was approved effective Fall Semester 2023 with b) changed to IB 4980. (pages 231-232).
21. Deactivation of ECON 3710, 3850, 4640, FIN 3370, 3460, 4310, and 4360 was approved effective Fall Semester 2023. (pages 233-234).
22. Deactivation of the BBA in Healthcare Administration was approved effective Fall Semester 2023. (pages 235-236).
23. Deactivation of the BBA in International Business was approved effective Fall Semester 2023. (pages 237-238).
24. Deactivation of BUSA 1105 was approved effective Fall Semester 2023. (pages 239-240).
25. Revised narrative for the BBA in Accounting was approved effective Fall Semester 2023. (pages 241-243).
26. Revised requirements for the BBA in Accounting – Area F was approved effective Fall Semester 2023. (pages 244-245).
27. Revised senior college curriculum for the BBA in Accounting was approved effective Fall Semester 2023. (pages 246-248).
28. New course, Accounting (ACCT) 3000, "Data Analytics in Accounting", (DATA ANALYTICS IN ACCOUNTING – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 249-250).
29. Revised course description, Accounting (ACCT) 4980, "Accounting Internship", (ACCOUNTING INTERNSHIP – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed

to read ...employer evaluation is required. (pages 251-252).


30. Deactivation of ACCT 3203 and 4400 was approved effective Fall Semester 2023. (pages 253-254).
31. Revised narrative and requirements for the MACC was approved effective Fall Semester 2023. (page 255-257).
32. New course, Master of Accountancy (MACC) 7010, "Financial Fundamentals", (FINANCIAL FUNDAMENTALS – 0 credit hours, 0 lecture hour, 0 lab hours, and 0 contact hours), was approved effective Summer Semester 2023 with the description changed to - Prerequisite to the Summer Accounting Institute. This study fundamental concepts of introductory financial accounting. Only students wishing to gain entry to the Summer Accounting Institute should enroll in this course. (pages 258-259).
33. New course, Master of Accountancy (MACC) 7020, "Summer Accounting Institute", (SUMMER ACCOUNTING INSTITUTE – 9 credit hours, 9 lecture hour, 0 lab hours, and 9 contact hours), was approved effective Summer Semester 2023 with the description changed to - A study of the fundamentals of financial accounting, cost accounting, tax, and auditing. Designed for non-accounting undergraduate degree major or those from a non-AACSB program needing special accounting knowledge prior to beginning regular MACC courses. The course is given over a 12-week period in the summer. (pages 260-261).
34. New course, Master of Accountancy (MACC) 7120, "Financial Statement Analysis", (FINANCIAL STATEMENT ANALYSIS – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2023. (pages 262-263).
35. Revised course prerequisites, Master of Accountancy (MACC) 7220, "Consolidations and Partnership Accounting", (CONSLDTNS & PARTNERSHIP ACCTNG – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 264-265).
36. Revised course prerequisites, Master of Accountancy (MACC) 7600, "Accounting Research", (ACCOUNTING RESEARCH – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 266-267).
37. Revised course description, Master of Accountancy (MACC) 7980, "Accounting Internship", (ACCOUNTING INTERNSHIP – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read ...and an employer evaluation is required... . (pages 268-269).
38. Revised course title and prerequisites, Master of Accountancy (MACC) 7700, "Advanced Managerial Accounting/Data Analytics", (ADV MANAGERIAL ACCT/DATA ANALY – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 270-271).
39. Deactivation of MACC 7453 was approved effective Fall Semester 2023. (pages 272-273).
40. Deactivation of MACC 7700 was approved effective Summer Semester 2023. (pages 274-275).
41. Revised narrative for the MBA was approved effective Fall Semester 2023. (pages 276-277).
42. Revised certificate narrative, new certificates in Business Fundamentals, Financial Management, Business Analytics, Marketing Decision Making, Strategic Leadership was approved effective Fall Semester 2023. (pages 278-282).
43. New course, Master of Business Administration (MBA) 7020, "Financial Accounting for Managers", (FINANCIAL ACCT MANAGERS – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2023 with the description changed to read - Understanding, interpret, and analyze financial information in decision for managers. (pages 283-284).
44. New course, Master of Business Administration (MBA) 7680, "Data Mining", (DATA MINING – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 285-286).
45. Revised course prerequisites, Master of Business Administration (MBA) 7030, "Managerial Accounting", (MANAGERIAL ACCOUNTING – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 287-288).
46. Revised course prerequisites, Master of Business Administration (MBA) 7350, "Managerial Finance", (MANAGERIAL FINANCE – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 289-290).

47. Revised narrative for the Department of Management and Marketing was approved effective Fall Semester 2023. (pages 291-292).
48. Revised requirements for the BBA in General Business – Area F was approved effective Fall Semester 2023. (pages 293-294).
49. Revised requirements for the BBA in Management and eDegree Management – Area F was approved effective Fall Semester 2023. (pages 295-296).
50. Revised narrative for the BBA in Management was approved effective Fall Semester 2023. (pages 297-298).
51. Revised requirements for the BBA in Marketing was approved effective Fall Semester 2023. (pages 299-301).
52. Revised requirements for the BBA in Management was approved effective Fall Semester 2023. (pages 302-304).
53. Revised requirements for the BBA in Marketing was approved effective Fall Semester 2023. (pages 305-306).
54. Revised course description, Business Administration (BUSA) 2100, “Applied Business Statistics”, (APPLIED BUSINESS STATISTICS – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Prerequisite: MATH 1101 or higher. Applications of basic statistical concepts to business environments. Applications of basic statistical concepts to business environments. Topics include data analysis, visualization, measures of central tendency and spread, probability distributions, simple linear regression, confidence intervals, and hypothesis testing. Business examples and applications are the foundation of instruction. Software is used to analyze data and produce results. (pages 307-308).
55. Revised course description, Management (MGNT) 3400, “Supply Chain Management”, (SUPPLY CHAIN MANAGEMENT – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 309-310).
56. Revised course description, Management (MGNT) 3910, “Small Business Management”, (SMALL BUSINESS MANAGEMENT – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Prerequisites: MGNT 3250, and MKTG 3050 with a grade of "C" or better. Fundamentals of small business management and operations. Topics explored include the legal and operating ramifications involved in the selection of a business purchase or start as well as formal strategic planning inclusive of operational, financial, marketing, and human resources needs.. (pages 311-312).
57. Revised course description, Management (MGNT) 4700, “Quality Management”, (QUALITY MANAGEMENT – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Prerequisite: MGNT 3250 with a grade of "C" or better. A study of fundamentals and principles of quality management and Six Sigma methodologies addressing topics such as quality philosophies, total quality management, statistical methods, process improvement, and Six Sigma. (pages 313-314).
58. Revised course description, Management (MGNT) 4800, “International Management”, (INTERNATIONAL MANGAMENT – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Pre or co-requisite: MGNT 3250. An overview of the impact of globalization on contemporary markets, focuses on the integration of differing cultural, geographic, and legal systems between trading partners. The topics includes cross-cultural communication, differences in labor laws, the influence of labor unions, preferences for leadership styles, tactics in negotiation, and important precursors for organizational effectiveness. (pages 315-316).
59. Revised course title, and description, Marketing (MKTG) 4900, “Marketing Strategy”, (MARKETING STRATEGY – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read ..A capstone course helping...Business courses and focuses on... . (pages 317-318).
60. Revised course prerequisites, and description, Management (MGNT) 3300, “Production and Operations Management”, (PRODUCTION/OPERATIONS MGNMNT – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read ...capacity management, and inventory...techniques are applied.. (pages 319-320).
61. Revised course prerequisites, and description, Management (MGNT) 4650, “Organizational Change and Development”, (ORGANIZATIONAL CHNG/DVLPMT – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read – A study focuses on cyclical relationship between learning...complementary emphasis... (pages 321-322).

62. Revised course prerequisites, and description, Management (MGNT) 4980, "Management Internship", (MGNT INTERNSHIP – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Graded "Satisfactory" or "Unsatisfactory". The application of skills related to the academic discipline of management in an employment situation. A written reflection and an employer evaluation is required. The internship can be taken only once. (pages 323-324).
63. Revised course prerequisites, and description, Marketing (MKTG) 4980, "Marketing Internship", (MARKETING INTERNSHIP – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Graded "Satisfactory" or "Unsatisfactory". The application of skills related to the academic discipline of management in an employment situation. A written reflection and an employer evaluation is required. The internship can be taken only once. (pages 325-326).
64. Revised course title and description, Business Administration (BUSA) 4900, "Strategic Management", (STRATEGIC MANAGEMENT – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Prerequisites: BUSA 2106, MKTG 3050, MGNT 3250, FIN 3350 with a grade of "C" or better and Senior Standing (within 30 semester hours of graduation). A capstone course required of business administration majors. This course utilizes management concepts and general management principles to integrate functions of business. (pages 327-329).
65. Revised course prerequisites, and description, International Business (IB) 4900, "International Business Strategies", (INTERNATIONAL BUS STRATEGIES – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 330-331).
66. Revised course title, prerequisites, and description, International Business (IB) 4980, "International Business Internship", (INTERNATIONAL BUSINESS INTERNSHIP – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Prerequisites: Faculty approval. Graded "Satisfactory" or "Unsatisfactory". The application of skills related to the academic discipline of management in an employment situation. A written reflection and an employer evaluation is required. The internship can be taken only once.. (pages 332-334).
67. Revised course description, Management (MGNT) 3250, "Management and Organization Behavior", (MGNT AND ORG BEHAVIOR – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023. (pages 335-336).
68. Revised course title, prerequisites, and description, Management (MGNT) 4020, "Measuring and Rewarding Performance", (MEASURING/REWARDING PERFORMANC – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Prerequisite: MGNT 3250 with a grade of "C" or better. A study of measuring and rewarding performance. Topics include reward system development, total rewards perspective, financial and nonfinancial reward elements, employee engagement, performance appraisal, job analysis, job evaluation, and the implications of such topics within the context of entrepreneurship and current business trends. (pages 337-338).
69. Revised course title, and description, Management (MGNT) 3900, "Applied Entrepreneurship Skills", (APPLIED ENTREPRENEURSHIP SKILL – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Prerequisites: MGNT 3250, and MKTG 3050 with a grade of "C" or better. A study of the principles of entrepreneurship, combining theory and real-life examples, the course explores the psychological profile of entrepreneurial. (pages 339-340).
70. Revised course title, and description, Management (MGNT) 4200, "Leadership Theory and Skills", (LEADERSHIP THEORY & SKILLS – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2023 with the description changed to read - Prerequisite: MGNT 3250 with a grade of "C" or better. A broad survey of leadership theory and an opportunity to develop practical leadership skills. Students will have the opportunity to assess their own leadership strengths and weaknesses in the context of their own career aspirations, as well as learn from interactions with practitioners. (pages 341-342).

Respectfully submitted,

Stanley Jones
Registrar

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 03/8/2023													
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>															
College:	College of Education and Human Services	Dept. Initiating Request: Human Services													
Requestor's Name:	Rhett Watson	Requestor's Role: Faculty													
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>													
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:												
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023												
Degree/Program Name:	Substance Use Certificate														
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/human-services/master-social-work/														
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>													
None		<p>Substance Use Certificate</p> <p>The Substance Use Certificate is designed for M.S.W. students who aspire to work in the area of substance use counseling. The certificate consists of four, three credit hour graduate level courses drawn from the Master of Social Work curriculum. Upon successful completion of the required courses, with a grade of B or higher, students will be issued a Substance Use Certificate.</p> <p>Required Courses</p> <table border="0"> <tr> <td>SOWK 7300</td> <td>Advanced Practice with Individuals</td> <td style="text-align: right;"><u>3</u></td> </tr> <tr> <td>SOWK 7810</td> <td>Psychopathology and Assessment</td> <td style="text-align: right;"><u>3</u></td> </tr> <tr> <td>SOWK 7820</td> <td>Issues in Substance Abuse</td> <td style="text-align: right;"><u>3</u></td> </tr> <tr> <td>SOWK 7826</td> <td>Perspectives in Substance Use and Mental Health</td> <td style="text-align: right;"><u>3</u></td> </tr> </table> <p>Total Hours Required for the Certificate <u>12</u></p>		SOWK 7300	Advanced Practice with Individuals	<u>3</u>	SOWK 7810	Psychopathology and Assessment	<u>3</u>	SOWK 7820	Issues in Substance Abuse	<u>3</u>	SOWK 7826	Perspectives in Substance Use and Mental Health	<u>3</u>
SOWK 7300	Advanced Practice with Individuals	<u>3</u>													
SOWK 7810	Psychopathology and Assessment	<u>3</u>													
SOWK 7820	Issues in Substance Abuse	<u>3</u>													
SOWK 7826	Perspectives in Substance Use and Mental Health	<u>3</u>													

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other –

The Substance Use Certificate is designed to enhance the knowledge and skills of Social Work students who plan to work in the field of substance use counseling. This certificate can help meet the growing demand for substance use counseling. The following describes each course required for the Substance Use Certificate.

- 1) SOWK 7300. Advanced Practice with Individuals. This course provides an overview of effective evidence-based practices for both mental health disordered individuals and substance using individuals. A specific effort of substance misuse programs is to target the whole person and to assist substance users with underlying mental health disorders in an effort to sustain abstinence from substances. Examples of the evidence based approaches (for both mental health and substance misuse issues) presented in this course are Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), Motivational Interviewing (MI), Trauma-Informed Approaches, and Acceptance/Commitment Therapy. In particular, this course provides each student with the experience of role playing each of these approaches for both mental health and substance misuse issues. These evidence based approaches have been found to be effective in substance misuse treatment.
- 2) SOWK 7810. Psychopathology and Assessment. This course specifically prepares students to become adept with use of the DSM-5 and to properly diagnose mental health disorders and substance use disorders. Practicing social workers are expected to be thoroughly prepared to use the DSM-5 and to render diagnostic impressions (if they are practicing at the LMSW level) and verified diagnoses (if they are practicing at the LCSW level). It also provides students with a basic knowledge of psychotropic drugs, their common side-effects, and which diagnoses each medication is commonly prescribed for. In practice, the social worker commonly has therapy sessions on a bi-weekly basis with a client and that client only sees the psychiatrist every 3 months, at a minimum. So, the social worker bears responsibility for recognizing issues with medications and contacting the prescribing clinician. Finally, the course provides a basic education concerning the infectious diseases that affect the substance using population at a higher rate than the general population; specifically, TB, HIV/AIDS and COVID-19. A significant piece of substance misuse treatment consists of infectious disease education.
- 3) SOWK 7820. Issues in Substance Use. This course demonstrates the traditional clinical approach to treatment of substance misuse. It provides students with experience in assessing in a holistic way (Bio-psycho-social-spiritual), diagnosing substance use disorders, developing a case conceptualization based on the BPSS and diagnosis, co-developing a reasonable treatment plan based on the client’s strengths, relapse-prevention strategies, and group treatment. It also provides students with an overview of diversity and social equity in substance misuse treatment.
- 4) SOWK 7826. Perspectives in Mental Health and Substance Use. This course is deliberately non-clinical and provides a holistic philosophical range of cultural attitudes and treatments of substance use and mental health disorders. Students are encouraged to think both critically and creatively while looking at an extensive history of attitudes toward mental health and substance use issues. This overview is necessary for the student to possess the knowledge of both current mental health and substance use practices and historical perspectives and to develop awareness of variations on the concept of mental disorders/substance misuse among differing geographic, ethnic and racial populations. The subject of harm-reduction is introduced to provide an alternative approach to the most commonly used treatment method in the United States, that of total abstinence. As practicing social workers, students will need to be aware of a spectrum of the mental health and substance misuse challenges for their clients and avoid a “one size fits all” approach.


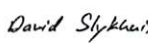

Source of Data to Support Change *(select one or more of the following):*

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

The courses will be assessed as part of ongoing program assessment and accreditation.

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley		3/8/23
College/Division Executive Committee			
Dean/Director	Dr. David Slyhkuis	<div style="border: 1px solid blue; padding: 2px; display: inline-block;"> <small>DocuSigned by:</small>  <small>DFAE59216E384AB...</small> </div>	3/16/2023 12:16 P
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>	Dr. Becky K. da Cruz		3/28/2023
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <small>[select college & indicate department(s)]</small>	
College:	Select One.	Department(s):	

11

 Valdosta State University Curriculum Form • Request to DEACTIVATE a Program		Date of Submission:	04/4/2023
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	History, Philosophy, Religious Studies, and INDS
Requestor's Name:	Barney J Rickman	Requestor's Role:	Department Head
List of Courses (or the program or track)		*(Example: CLASS 1111 Introduction to Class)	
<input checked="" type="checkbox"/> Deactivate Major <input type="checkbox"/> Reactivate Course(s)		B.A. with a major in Philosophy and Religious Studies	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2023
Estimated Frequency of Course Offering:			
Select One.			
Justification: (select one or more of the following and provide appropriate narrative below:)			
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –			
After conducting Comprehensive Program Review, it was determined the university cannot continue this major. Numerous data points, national trends, declining demand for this major, and institutional budgetary constraints were all factors informing the decision.			
Source of Data to Support Change (select one or more of the following and provide appropriate narrative below:)			
<input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)			



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	Barney J. Rickman	DocuSigned by: <i>Barney Rickman</i>	4/4/2023 2:40 PM
College/Division Executive Committee	Approved by CHSS Executive Committee	DocuSigned by: <i>James LaPlant</i>	4/4/2023 9:50 PM
Dean/Director	James T. LaPlant	DocuSigned by: <i>James LaPlant</i>	4/4/2023 9:50 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	<i>Select One.</i>	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

Select Date.

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Science and Mathematics	Dept. Initiating Request:	Mathematics
Requestor's Name:	Charles Kicey	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	MATH	NEW Course Number: <i>(Consult #s in the catalog)</i>	2900
Proposed NEW Course Title:	Mathematics Sophomore Seminar - Discrete Mathematics		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Sophomore Seminar		
Prerequisite(s):	MATH 2262 or MATH 2150 with "C" or higher		
Lecture Hours:	2	Lab/Contact Hours:	0
		Credit Hours:	2

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

This course will introduce discrete mathematics with an emphasis on written and oral communication of the basic ideas of combinatorics and graph theory. As a seminar, weekly presentation by students will be required as well as a substantial final project which models standard research methods in mathematics.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2024	Twice per year <i>Select One.</i>

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Mandate of State/Federal/Accrediting Agency
- Adopting current best practice(s) in field
- Other –

Ideally, this course should be taken prior to or concurrently with MATH 3040 (Set Theory). The course will focus on problem-solving, proof reading and writing, and communicating mathematics through written and oral presentation. Students will be introduced to the basic research methods of mathematics.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 **Valdosta State University – NEW COURSE Form**
 • Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Shawn Ault	<i>[Signature]</i>	4/4/23
College/Division Executive Committee	Pierre-Richard Cosnealy	Pierre-Richard Cosnealy	4/4/23
Dean/Director	Pierre-Richard Cosnealy	Pierre-Richard Cosnealy	4/4/23
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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Prerequisites: MATH 2262 or MATH 2150 with “C” or higher.

Note for Advisors: This course should be recommended prior to or concurrently with MATH 3040.

Description: An introduction to discrete mathematics with an emphasis on written and oral communication of the basic ideas of combinatorics and graph theory. As a seminar, weekly presentation by students will be required as well as a substantial final project which models standard research methods in mathematics.

Text: “Discrete Mathematics, An Open Introduction”, by Oscar Levin.

<https://discrete.openmathbooks.org/dmoi3.html>

Topical outline:

1. A brief encounter with the language of sets and Boolean logic, e.g. see Levin, Sections 0.2 and 0.3.
2. The integers, the principle of mathematical induction, e.g. Levin Section 2.5
3. Combinatorics (Addition and multiplication principles, the Principle of Inclusion-Exclusion, Binomial coefficients), e.g. see Levin, Sections 1.1, 1.2 1.3, and 1.4.
4. Graph theory (Trees, planarity, Eulerian graphs), e.g. Levin, Sections 4.1, 4.2, 4.3, and 4.5.

Additional topics, time permitting, may include sequences and series, partitions, generating functions and integer arithmetic. (All this material appears in Levin.)

Learning outcomes: Upon completion, the successful student should be able to:

1. Communicate in the language of basic set theory and logic.
2. Solve problems in elementary combinatorics and graph theory.
3. Write and understand basic proofs using, the standard notation and vocabulary of discrete mathematics, including proofs by contradiction and mathematical induction.
4. Apply and understand the basic theorems and their consequences and applications in a variety of topic in discrete mathematics



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

01/17/2023

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Business Administration	Dept. Initiating Request:	LCOBA
Requestor's Name:	Cori Crews	Requestor's Role:	Faculty

CURRENT:		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	MGNT 4640	Course Prefix and Number:	
Course Title:	Management Science	Course Title:	Decision Modeling for Business Analytics
<i>Lecture Hours:</i>		<i>Lecture Hours:</i>	
<i>Lab/Contact Hours:</i>		<i>Lab/Contact Hours:</i>	
<i>Credit Hours:</i>		<i>Credit Hours:</i>	
Pre-requisites:	BUSA 2100 or MATH 1401, and MGNT 3250 with a grade of "C" or better	Pre-requisites:	DATA 3200 with a grade of "C" or better

CURRENT Course Description:	NEW Course Description: <i>(hover over for instructions)</i>
Applications of quantitative techniques to managerial decisions. Topics include linear programming, decision theory, applications of probability, forecasting, transportation problems, and network analysis. Computers are used in problem solving.	Quantitative modeling and techniques for supporting data-driven decision-making. Topics include linear programming, optimization, and simulation. These topics are modeled using state-of-the-art data analytics software.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023	Once per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other –

To support the proposed Business Analytics major

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.


Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
 (select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.



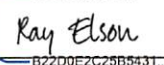
Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –



Valdosta State University - REVISED COURSE Form

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	<small>DocuSigned by:</small>  <small>751FCFD772F6496...</small>	4/5/2023 10:47 AM
College/Division Executive Committee	Ray Elson	<small>DocuSigned by:</small>  <small>B22D0E2C25B5431...</small>	4/5/2023 1:25 PM
Dean/Director	Ray Elson	<small>DocuSigned by:</small>  <small>B22D0E2C25B5431...</small>	4/5/2023 1:25 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 03/10/2023

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Science and Mathematics	Dept. Initiating Request:	Computer Science
Requestor's Name:	Chunlei Liu	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	DATA	NEW Course Number: <i>(Consult #s in the catalog)</i>	3500
Proposed NEW Course Title:	Data Organization and Management		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Data Organization & Management		
Prerequisite(s):	None		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

An introduction to methods, techniques, and programs to organize and manage data, including data representations in computer systems, arrays, lists, trees, objects, classes, database concepts, data modeling, entity-relationship model, entity-relationship diagram, relational data model, and structured query language.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023	Every Semester

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other –

Organizing and managing data is the foundation of many science, engineering, and business applications. Appropriate data structures, algorithms, and database designs are needed to organize and manage the data efficiently on computers. This course introduces the basic data structures, methods, techniques, and programs of data structures and database design and enables students to master the skills to organize and manage data efficiently and apply the skills in various science, engineering, and business applications.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	KRISHNENDU Roy	<i>Krishnew Roy</i>	3/21/2023
College/Division Executive Committee	<i>Pierre-Richard Cornely</i>	<i>Pierre-Richard Cornely</i>	3/21/23
Dean/Director	<i>Pierre-Richard Cornely</i>	<i>Pierre-Richard Cornely</i>	3/21/23
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Business Administration	Department(s):	Marketing and Management

Valdosta State University, Department of Computer Science
DATA 3500: Data Organization and Management
Sample Syllabus

Instructor	Dr. Chunlei Liu																		
Office and Contact	Nevins Hall 2066, phone: (229)333-5781, email: cliu@valdosta.edu																		
Course Prerequisites	None																		
Course Description	An introduction to methods, techniques, and programs to organize and manage data, including data representations in computer systems, arrays, lists, trees, objects, classes, database concepts, data modeling, entity-relationship model, entity-relationship diagram, relational data model, and structured query language. Credit hours: 3.																		
Course Objectives	<p>Upon completion of the course, students should be able to</p> <ol style="list-style-type: none"> 1. Define and compare basic data structures such as arrays, linked lists, stacks, queues, trees, and graphs. 2. Utilize basic data structures to organize and manage data. 3. Describe linear search, binary search, and sorting algorithms. 4. Explain characteristics of the database approach, roles on databases, and database architectures. 5. Produce entity-relationship models given high-level requirements. 6. Describe the relational data model and relational database constraints. 7. Design simple databases for given data requirements. 8. Write SQL queries to create databases, and to insert, retrieve and modify data. 																		
Required Textbook	None. Materials will be provided by the instructor.																		
Assessment and Grading	<table border="0" style="width: 100%;"> <tr> <td>Attendance and Participation</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Homework Assignments</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>Three Exams</td> <td style="text-align: right;">50%</td> </tr> </table> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Letter Grade</th> <th style="text-align: left;">Credit</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>90-100%</td> </tr> <tr> <td>B</td> <td>80-89%</td> </tr> <tr> <td>C</td> <td>70-79%</td> </tr> <tr> <td>D</td> <td>60-69%</td> </tr> <tr> <td>F</td> <td>0-59%</td> </tr> </tbody> </table>	Attendance and Participation	10%	Homework Assignments	40%	Three Exams	50%	Letter Grade	Credit	A	90-100%	B	80-89%	C	70-79%	D	60-69%	F	0-59%
Attendance and Participation	10%																		
Homework Assignments	40%																		
Three Exams	50%																		
Letter Grade	Credit																		
A	90-100%																		
B	80-89%																		
C	70-79%																		
D	60-69%																		
F	0-59%																		
Course Policies	<ul style="list-style-type: none"> • Reading Policy: Students are required to read supplied resources before lecture. • Attendance Policy: Students are required to attend all scheduled classes and exams on time and stay for the full class period. If you enter the classroom after the roll is called, it is your responsibility to inform the instructor about your attendance at the end of the class. Excessive tardies are counted as absences. During class time, cell phones should be turned off. If you miss a class due to one of the following reasons, you can be excused from the class, but you must provide written documentation to the instructor upon returning to school. <ul style="list-style-type: none"> ○ Participation in a documented official university function that does not permit the student's class attendance (e.g., participation in athletic events, field trips, etc.) ○ Severe illness, a hospital stay, or a doctor's excuse saying that it is impossible for student to attend classes ○ Death of an immediate family member (grandparent, parent, sibling, or child) ○ Appearance in court ○ Quarantine or isolation for covid, flu, or other diseases. ○ Personal situations that are approved by the instructor in advance of the time the student is to be absent. <p>According to the VSU attendance policy, a student who misses more than 20% of the scheduled classes will be subject to receiving a failing grade in the course. The following rules apply to unexcused absences:</p> <ul style="list-style-type: none"> ○ One to three absences, no penalty ○ Four to six absences, loss of 50% attendance grade ○ Seven to nine absences, loss of 100% attendance grade ○ Ten or more absences, an F grade for the course. • Assignment Policy: Assignments must be turned by the due date and time. Late assignments will not be accepted. 																		

	<ul style="list-style-type: none"> • Quiz and Exam Policy: There are no makeup quizzes or exams. If you missed an exam and your absence is excused upon review of written documentation and instructor's approval, the score on your final exam would be used to fill in for the missed test. If your absence is not excused or if you miss more than one exam, a score of zero will be recorded. • Academic Honesty: Academic dishonesty of any form will not be tolerated and will be subject to disciplinary action according to university policy. Homework assignments must be completed independently. If plagiarism is found, penalty will apply to all people involved, including those who copied from other people and those who gave other people access to their work. Cheating and plagiarism may result in an F in this course and other university disciplinary actions. More information about academic honesty at VSU can be found at http://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php.
Tentative Schedule	<p>The following schedule is tentative and subject to change based on class progress.</p> <ol style="list-style-type: none"> 1. Basic data structures and their implementations 2. Linear search and binary search 3. Sorting algorithms 4. Trees and graphs (Exam 1) 5. Database System Concepts and Architecture 6. Data Modeling using the Entity-Relationship Model 7. Relational Data Model and Relational Database Constraints (Exam 2) 8. Structural Query Language 9. ER-to-Relational Mapping (Exam 3)
Title IX Statement	<p>Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Interim Title IX Coordinator: Ms. Selenseia Holmes, titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.</p>
Access Statement	<p>Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.</p>
Student Opinion of Instruction	<p>At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.</p>



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

01/17/2023

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Business Administration	Dept. Initiating Request:	
Requestor's Name:	Crews, Cori	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	DATA	NEW Course Number: <i>(Consult #s in the catalog)</i>	3600
Proposed NEW Course Title:	Data Mining in Business		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>			
Prerequisite(s):			
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Data mining techniques and tools for business analytics to improve managerial decision making. The objective is to familiarize students with the data mining process and applications for decision making in a variety of business domains using data-driven approaches.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023	Every Semester

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other –

The course will help us address one of the deficiencies noted in our recent AACSB accreditation visit

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

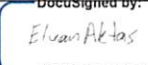
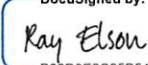
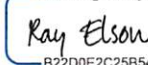
Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****



Valdosta State University – NEW COURSE Form

- [Request for a NEW COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	<small>DocuSigned by:</small>  <small>801D8FFCE9AD47F...</small>	4/5/2023 1:31 PM
College/Division Executive Committee	Ray Elson	<small>DocuSigned by:</small>  <small>B22D0E2C25B5431...</small>	4/5/2023 10:58 AM
Dean/Director	Ray Elson	<small>DocuSigned by:</small>  <small>B22D0E2C25B5431...</small>	4/5/2023 10:58 A
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

01/17/2023

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Business Administration	Dept. Initiating Request:	
Requestor's Name:	Crews, Cori	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	DATA	NEW Course Number: <i>(Consult #s in the catalog)</i>	4000
Proposed NEW Course Title:	Business Analytics Capstone		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>			
Prerequisite(s):	CS1010, ECON 4000, DATA 3600 with a grade of "C" or better		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Integrate and apply data analytics knowledge and tools to real business problems.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023	Every Semester

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Mandate of State/Federal/Accrediting Agency
- Adopting current best practice(s) in field
- Other –

The course will help us address one of the deficiencies noted in our recent AACSB accreditation visit

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

27

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	<small>DocuSigned by:</small> Elvan Aktas	4/5/2023 1:31 PM
College/Division Executive Committee	Ray Elson	<small>DocuSigned by:</small> Ray Elson	4/5/2023 10:58 AM
Dean/Director	Ray Elson	<small>DocuSigned by:</small> Ray Elson	4/5/2023 10:58 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission:

01/17/2023

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Business Administration	Dept. Initiating Request:	Accounting
Requestor's Name:	Cori Crews	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	DATA	NEW Course Number: <i>(Consult #s in the catalog)</i>	4980
Proposed NEW Course Title:	Data Analysis Internship		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Data Analysis Internship		
Prerequisite(s):	Faculty Approval		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Graded "Satisfactory" or "Unsatisfactory". The application of data analytics skills in an employment situation. A written reflection and an employer evaluation, is required. May be taken more than once with Department Head approval.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023	Every Semester

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- | | |
|---|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other – |

Supports the proposed Business Analytics major

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):


- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 Valdosta State University – NEW COURSE Form <ul style="list-style-type: none"> Request for a NEW COURSE 			
Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)




Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****




Valdosta State University – NEW COURSE Form

- [Request for a NEW COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	<small>DocuSigned by:</small>  <small>801D8FF6E9AD47F...</small>	4/5/2023 1:31 PM
College/Division Executive Committee	Ray Elson	<small>DocuSigned by:</small>  <small>B22D0E2C25B5431...</small>	4/5/2023 10:58 AM
Dean/Director	Ray Elson	<small>DocuSigned by:</small>  <small>B22D0E2C25B5431...</small>	4/5/2023 10:58 AM
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 04/3/2023	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College: Academic Division		Dept. Initiating Request: General Education	
Requestor's Name: Shani Wilfred		Requestor's Role: Department Head	
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>		INQR	NEW Course Number: <i>(Consult #s in the catalog)</i>
		1001	
Proposed NEW Course Title:		Student Learning Seminar	
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>		Student Learning Seminar	
Prerequisite(s):		None	
Lecture Hours: 3		Lab/Contact Hours: 0	
		Credit Hours: 3	
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
A seminar course focusing on contemporary and enduring questions that engage students in intellectual inquiry and academic life while encouraging critical thinking skills and metacognitive reflection. INQR 1001 and INQR 2001 do not have to be taken in sequence and should not be taken concurrently.			
Program Level:		Course Classification:	
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate		<input checked="" type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	
		Semester to be Effective:	
		<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
		Year to be Effective: 2024	
		Estimated Frequency of Course Offering:	
		Every Semester	
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input checked="" type="checkbox"/> Improving student learning outcomes		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency	
<input checked="" type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Other –	
Student Learning Seminar courses were developed to ensure that students develop and enhance key transferrable skills and also were able to engage in the exploration of culturally diverse concepts. The Student Learning seminar I course was also designed with a significant academic component that facilitates the merging of curricular and co-curricular learning. The course is designed to enhance students' understanding of the value and importance of higher education through their acquisition and enhancement of essential skills. Student learning seminar courses are designed using a framework that ensures all students are exposed to the same skills and concepts regardless of whether the course is predesigned or instructor designed. In addition, direct (e.g.: signature assignment) and indirect (e.g.: pretest and posttest) measures student learning and fulfillment of course learning outcomes is integrated throughout the course. Student learning seminar courses are overseen by General Education which allows for the continued review and revision of the courses to meet the needs of the students and the objectives of the institution.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes


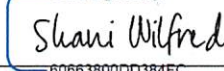
(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

The assessment of INQR 1001 is designed to assist in assessing the fulfillment of the related student learning outcomes, students’ perspectives of their learning gains, overall course performance, and instructor-related measures. The assessment of INQR 1001 will include direct and indirect measures of student and instructor success: student assessment of learning, curriculum and pedagogy assessment, signature assignment evaluation, instructor peer review, and institutional data analysis.

Summative and formative assessments will be administered. Summative assessments will assist instructors and the General Education Council subcommittee in determining the overall efficacy of a course once it has been completed. This information will be helpful in making adjustments to the overall structure of the course (e.g.: posttests, signature assignment evaluation, peer review, curriculum and pedagogy assessment). Formative assessments will be administered by instructors during and at the end of the course (e.g.: pretest, midterm evaluation, assignments, applied activities, reflection). The assessment administered during the middle of the course will assist in making structural revisions for redesigns midway through the course to improve student success. The assessment given at the end of the course will assist in making course redesigns or improvements to enhance the course for the next time it is taught.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 Valdosta State University – NEW COURSE Form <ul style="list-style-type: none"> • Request for a NEW COURSE 			
Approvals:	Print:	Signature:	Date:
Department Head	Shani wilfred	DocuSigned by:  <small>60663800DD384FC...</small>	04/03/2023
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Academic Division	Department(s):	Academic Affairs, Enrollment & Student Affairs



INQR 1001 Student Learning Seminar Fall 2024 Syllabus

COURSE INFORMATION

- INQR 1001, section Letter, Spring 2023
- Student Learning Seminar
- Hours of credit: 3
- Pre-requisites: None
- Building name, room ##
- Meeting Days, Meeting times

INSTRUCTOR INFORMATION

- Instructor:
- Instructor email:
- Instructor phone:
- Instructor office:
- Instructor office hours:

PEER MENTOR INFORMATION

- Peer Mentor:
- Peer Mentor email:

COURSE DESCRIPTION

A seminar course focusing on contemporary and enduring questions that engage students in intellectual inquiry and academic life while encouraging critical thinking skills and metacognitive reflection.

- **Required texts, resources, and materials:**
 - The textbook for this class is an Open Educational Resource (OER). It is available in an electronic format through a weblink on BlazeVIEW. A pdf copy of the text can be downloaded from the text's website. The text is *College Success* published by OpenStax.
 - Baldwin, A. (2020). *College Success*. Houston, TX: OpenStax. Retrieved from <https://openstax.org/books/college-success/pages/1-introduction>
 - Supplemental course readings are posted in BlazeVIEW and can be viewed and downloaded from the course page.
- **Course format:** This is a face-to-face class that will require students to complete course related-work in and out of class. Students will also be required to frequently access

BlazeVIEW to review course-related materials. *[There will also be an online option for this course. The statement will be revised accordingly.]*

- **Experiential Learning (EL):** This course includes an Experiential Learning opportunity carefully designed to allow students to explore concepts, skills, and principles beyond the traditional classroom, lab, or studio. Students will have opportunities to make connections across campus, collaborate with others, and apply and synthesize what they have studied in the course. In addition to the experience, students reflect on what they have learned during and at the completion of the course/activity to deepen their learning. Reflections help students transfer skills and concepts to different contexts including real-world settings. For more information about Experiential Learning please visit <https://qep.valdosta.edu/experiential-learning/>.

STANDARDS, GOALS, OBJECTIVES, OR OUTCOMES

INQR 1001 Learning Outcomes: After completion of INQR 1001, students will be able to:

- Define key terms related to the course's focus.
- Identify contemporary and enduring questions related to their own lives and the lives of others.
- Apply intellectual and practical skills beyond the course.
- Analyze benefits and challenges of a diverse society.

OVERVIEW OF ASSIGNMENTS *[Sample]*

Assignment/Activity	Due Date	Point Value
Pretest INQR	08/17	5
Pretest QEP EL	08/17	5
Five Whys Assignment Due in BlazeVIEW	08/17	30
Common 1st Year Experiences Video Assignment Due in BlazeVIEW	08/23	25
How Gritty Are You Assignment? Uploaded to BlazeVIEW	09/01	25
Kognito Training Certificate Uploaded in BlazeVIEW	09/08	25
How do you Learn? (Assessment) Assignment Completed in BlazeVIEW	09/15	10
How do you Learn? (Application) Assignment Uploaded in BlazeVIEW	09/15	40
Professor Interview	09/17	30
Focus 2 Results Uploaded in BlazeVIEW & Bring a copy to class	09/22	25

Career Planning Assignment uploaded in BlazeVIEW	10/10	50
INQR: BlazeVIEW Tools for Success Course Completed	10/22	110
CITI Basics in Research Module	10/29	20
Campus Engagement Activity Uploaded in BlazeVIEW	11/19	30
Inquiry Assignment due in BlazeVIEW	11/24	50
Inquiry Presentation due in BlazeVIEW	11/24	50
Posttest INQR	12/01	10
Posttest QEP EL	12/01	10
EL Reflection	12/01	15
To Do List	08/13-11/28	110
Attendance & Participation	08/09-12/01	175

***This schedule is subject to change based on class need. Updated 08.01.24**

ASSIGNMENTS [*Sample of possible common assignments*]

Descriptions vary by course

- **Pretest INQR**

With every course you take, there is an expectation that you will learn something associated with the course topic by the end of the course. There is also an understanding that what you know prior to taking the course will influence the extent to which you learn new information and enhance existing information. You will complete a pretest to assist us in understanding what you already know about the course topic and what you expect to learn in this course.

- **Pretest QEP EL**

In this course you will complete an experiential learning project. To help VSU measure your learning and success, the University needs to know more about you and your prior experience. Thus, you will complete the QEP pretest questions at the beginning of your learning experience. All answers are anonymous.

- **INQR: BlazeVIEW Tools for Success**

You will review information and complete related tasks designed to provide you with the right tools for academic success in your chosen program. Topics include mastering

BlazeVIEW and other educational technologies available to VSU students, developing personal skills, testing skills, and research skills necessary for success.

- **CITI Basics Research Module**

We will learn about and practice research skills in this course. This online module will enhance your understanding and prepare you're the work in this class. Please see BlazeView for more details.

- **Inquiry Assignment & Presentation**

In groups, you will explore various challenges and benefits associated with attending college, prepare a summary of your findings, and present your findings to the class. Please see BlazeVIEW for more details.

- **Posttest INQR**

With every course you take, there is an expectation that you will learn something associated with the course topic by the end of the course. There is also an understanding that the extent to which you learn is contingent upon what you knew prior to taking the course and a myriad of individual and course-related factors. You will complete a posttest to assist us in understanding what you learned about the course topic and how that aligned with what you expected to learn in this course.

- **Posttest QEP EL**

After you complete the experiential learning project for this course, to help VSU measure your learning and success, you will complete the QEP posttest questions. All answers are anonymous.

- **EL Reflection**

Reflection is a crucial component of any learning experience. You will reflect upon the work you completed related to the experiential project in this course. Focusing specifically on changes in your understanding, initiative, and growth related to concepts you explored, interactions you engaged in, and the activities you completed during the experiential project.

Make-Up Work: Make up work or alternative assignments will be **determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.**

GRADING SCALE

There are 805 possible points in this class.

Points Earned	Letter Grade
783-870	A
696-782	B
609-695	C
522-608	D
0-521	F

Student Opinions of Instruction (SOI): At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the [SOI Procedures webpage](#).

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- **Non-Discrimination and Title IX:** Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Mr. Darius Thomas. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>
- **Attendance, participation, and/or tardiness:** Students are required to attend all classes and be on time. Per VSU policy, having **more than six/nine (6/9) absences** may result in a **failing grade** as you would have missed more than 20% of classes. Your active participation in

class is expected and encouraged. Complete assignments and come prepared to share ideas, questions and thoughtful analysis. Students will have the option to gain extra credit points based on participation in course-related activities with the peer mentor.

- **Academic Integrity:** Consistent with our Blazer Creed, students are expected to abide by VSU's core values of Civility, Integrity, and Citizenship. Students must not engage in academic dishonesty. VSU's Student Handbook, describes academic dishonesty as writing another student's essay, using another student's writing as one's own, or using writing obtained from an online paper mill; obtaining or providing in an unauthorized manner "any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books"; and engaging in plagiarism, the undocumented use of words and/or ideas from sources such as books, articles, and websites.
 - **Consequences:**
 - **FIRST OFFENSE:** The student will earn a zero "0" on the assignment, test, project, etc. and an academic referral form may be filed with the Student Conduct Office in the Dean of Students Office.
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- **Communication:** Important course information will be posted on BlazeVIEW. Please check Blazeview and your VSU email daily as updates are posted regularly.

ADDITIONAL INFORMATION & RESOURCES

- **Academic Support Center (ASC):** offers all VSU students **free peer tutoring** in core curriculum courses, including math, writing (any subject), chemistry, biology, foreign languages and more. **Please bring your assignments, textbooks, and homework to tutoring sessions.** Also available are **free, one-hour seminars** for help with **study skills, time management**, and a variety of other topics. Visit our office on the main campus, located in Odum Library, 2nd floor, or call 229-333-7570 for an appointment. We also offer 24/7 access to ThinkingStorm, a professional, online tutoring company. To make appointments for either VSU tutors or ThinkingStorm tutors, click the link "Free Tutoring" in Blazeview (under "resources" or "more.").

- **Odum Library:** provides a variety of services to assist classroom instruction, including library instruction, course reserves, and interlibrary loan. Please see [Library Faculty Services](#) for further information.
- **Civitas:** This is the student management tool. You are able to see alerts that faculty submit which indicates concerns about performance, attendance or other student related issues. These "alerts" activate support services across campus, who then reach out to you to help you address problems. I will use this portal to alert these support services for students who aren't attending class regularly, aren't submitting work to BlazeVIEW regularly, or who earn less than a C on any paper assignment. You are able to see the alerts and schedule appointments.
- **Mental Well-being:** Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.


More information and resources are located at The Counseling Center website at: <http://www.valdosta.edu/student/student-services/counseling-center/>. 24-hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of campus resources (e.g., Counseling Services, Dean of Students, etc.) that might be helpful to you. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

- **BIT Team:** If you, or someone you know, needs support, is distressed, or exhibits concerning behavior, help by making a referral to the BIT Team. The VSU BIT Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your professor, I may contact the BIT Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. There are several ways to contact the BIT Team:
 - 1) For more information about the BIT Team at <http://www.valdosta.edu/administration/finance-admin/police/b.i.t.-behavioral-intervention-team.php>;
 - 2) Email your concern to vsubit@valdosta.edu; or
 - 3) Fill out the anonymous Concerning Behavior Reporting Form at https://publicdocs.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=3

Weekly Course Outlines

Varies by course

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 04/3/2023	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College: Academic Division		Dept. Initiating Request: General Education	
Requestor's Name: Shani Wilfred		Requestor's Role: Department Head	
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>		NEW Course Number: <i>(Consult #s in the catalog)</i>	
Proposed NEW Course Title: Student Learning Seminar II		2001	
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>		Student Learning Seminar II	
Prerequisite(s):		None	
Lecture Hours: 1-3		Lab/Contact Hours: 0	
		Credit Hours: 1-3	
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
A seminar course focusing on the continued exploration of contemporary and enduring questions that engage students in intellectual inquiry and academic life while encouraging critical thinking skills and metacognitive reflection. INQR 1001 and INQR 2001 do not have to be taken in sequence and should not be taken concurrently.			
Program Level:		Course Classification:	
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate		<input checked="" type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	
		Semester to be Effective:	
		<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
		Year to be Effective: 2024	
		Estimated Frequency of Course Offering:	
		Every Semester	
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input checked="" type="checkbox"/> Improving student learning outcomes		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency	
<input checked="" type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Other –	
Student Learning Seminar courses were developed to ensure that students develop and enhance key transferrable skills and also were able to engage in the exploration of culturally diverse concepts. The Student Learning seminar II course was also designed with a significant academic component that facilitates the application of skills that would have been enhanced and/or developed if the student had taken Student Learning Seminar I. The course is designed to enhance students' understanding of the value and importance of higher education through their acquisition and enhancement of essential skills. Student learning seminar courses are designed using a framework that ensures all students are exposed to the same skills and concepts regardless of whether the course is predesigned or instructor designed. In addition, direct (e.g.: signature assignment) and indirect (e.g.: pretest and posttest) measures student learning and fulfill of course learning outcomes is integrated throughout the course. Student learning seminar courses are overseen by General Education which allows for the continued review and revision of the courses to meet the needs of the students and the objectives of the institution. Thus, student learning seminar courses encompass the initial intention of Perspectives courses and addresses many of the aforementioned issues.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes


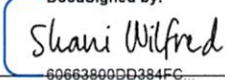
(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

The assessment of INQR 2001 is designed to assist in assessing the fulfillment of the related student learning outcomes, students' perspectives of their learning gains, overall course performance, and instructor-related measures. The assessment of INQR 2001 will include direct and indirect measures of student and instructor success: student assessment of learning, curriculum and pedagogy assessment, signature assignment evaluation, instructor peer review, and institutional data analysis.

Summative and formative assessments will be administered. Summative assessments will assist instructors and the General Education Council subcommittee in determining the overall efficacy of a course once it has been completed. This information will be helpful in making adjustments to the overall structure of the course (e.g.: posttests, signature assignment evaluation, peer review, curriculum and pedagogy assessment). Formative assessments will be administered by instructors during and at the end of the course (e.g.: pretest, midterm evaluation, assignments, applied activities, reflection). The assessment administered during the middle of the course will assist in making structural revisions for redesigns midway through the course to improve student success. The assessment given at the end of the course will assist in making course redesigns or improvements to enhance the course for the next time it is taught.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Shani wilfred	DocuSigned by:  60663809DD384FC...	04/03/2023
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Academic Division	Department(s):	Academic Affairs, Enrollment & Student Affairs



INQR 2001 Student Learning Seminar II Fall 2024 Syllabus

COURSE INFORMATION

- INQR 2001
- Student Learning Seminar II
- Hours of credit: 1-3
- Pre-requisites: None
- *Location*
- *Meeting Days, Meeting Times*

Instructor information

Instructor Name
 Email: *insructor@valdosta.edu*
 Phone: *xxx.xxx.xxxx*
 Office: *Physical Location*
 Office hours: *Days, times, details*

COURSE DESCRIPTION

A seminar course focusing on the continued exploration of contemporary and enduring questions that engage students in intellectual inquiry and academic life while encouraging critical thinking skills and metacognitive reflection.

- **Required texts, resources, and materials:**
 - The textbook for this class is an Open Educational Resource (OER). It is available in an electronic format through a weblink on BlazeVIEW. A pdf copy of the text can be downloaded from the text's website. The text is *College Success* published by OpenStax.
 - Baldwin, A. (2020). *College Success*. Houston, TX: OpenStax. Retrieved from <https://openstax.org/books/college-success/pages/1-introduction>
 - Supplemental course readings are posted in BlazeVIEW and can be viewed and downloaded from the course page.
- **Course format:** This is a face-to-face class that will require students to complete course related-work in and out of class. Students will also be required to frequently access BlazeVIEW to review course-related materials. [*There will also be an online option for this course. The statement will be revised accordingly.*]

STANDARDS, GOALS, OBJECTIVES, OR OUTCOMES

INQR 2001 Learning Outcomes: After completion of INQR 2001, students will be able to:

- Define key terms related to the course's focus.
- Identify contemporary and enduring questions related to their own lives and the lives of others.
- Apply intellectual and practical skills beyond the course.
- Analyze benefits and challenges of a diverse society.

Course Overview [Sample]

Section	Concepts	Activities
1	<i>Section 1: Learning Community</i>	Assigned Readings Section Discussions Section Assignment
	Community Building: Conditions for Learning and Growing	
2	<i>Section 2: Exploration of Diversity</i>	Assigned Readings Section Discussions Section Assignments
	Diversity of Thought, Skills, and Culture	
3	<i>Section 3: Success Skills</i>	Assigned Readings Section Discussions Section Assignments
	Being Successful in the Learning Community	
4	<i>Section 4: Learning Applied</i>	Assigned Readings Section Discussions Section Assignments
	Thriving and Growing in the Academic Environment	

*This overview is subject to change based on class need. Updated 08/01/24

Assignment Overview and Grading Scale

Assignment	Possible Points	Grading Scale
Discussions	100	A = 945-1050
Assignments	800	B = 840-944
Attendance & Participation	150	C = 735-839
		D = 630-734
		F = 000-629
Total		

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- **Outside Activities:** Some activities in this class will require you to interact with others outside the classroom. The purpose of these activities is to get you plugged in and more involved with your fellow classmates, and with the University as a whole.
- **Attendance, participation, and/or tardiness:** Students are required to attend all classes and be on time. Per VSU policy, having **more than six (6) absences** may result in a **failing grade** as you would have missed more than 20% of classes. Your active participation in class is expected and encouraged. Complete assignments and come prepared to share ideas, questions and thoughtful analysis. Students will have the option to gain extra credit points based on participation in course-related activities with the peer mentor. ***Arriving to class after attendance is taken will result in 0 attendance points for the day. Even if you are tardy, you can still earn participation points for the day.***
- **Missing Class Due to Quarantine or COVID Related Issues:** If you must miss class to COVID related issues (i.e.: quarantine, isolations), please contact the Division of Student Affairs (229-333-5941). They will help collect the necessary documentation from you and inform your instructors of your absence. Please also email your instructor regarding how you can continue to participate in the course. See VSU's COVID guidance for additional information: <https://www.valdosta.edu/health-advisory/coronavirus.php>
- **Missed/Late Assignments:** You are required to be in class in order to participate in class activities and discussions. Be mindful of BlazeView assignment due dates in order to ensure that assignments are submitted prior to the submission deadlines. You are encouraged to start and complete assignments early to account for possible technical difficulties. **You will lose an additional 10 percentage points for each day that an assignment is late until there are no remaining points that can be deducted from the assignment.** *Note: For most assignments this is 10 days after the submission due date.*
- **Make-Up Work:** Make up work or alternative assignments will be **determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original** and will not entitle other students to the same alternatives since they may not have experienced the same situations.

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- **Blazer Creed**
 - 1) Information about the Blazer Creed: At the First Year Student Convocation, all students sign the [Blazer Creed](#). Instructors may wish to distribute the creed and discuss its application to their class.
 - 2) If faculty wish to include any information about HB 280 (“Campus Carry”), just provide a reference to the University System of Georgia website at http://www.usg.edu/hb280/additional_information. This page contains an overview of the policy and FAQs. You could also reference VSU’s page at <http://www.valdosta.edu/administration/finance-admin/police/campuscarry/>.
- **Mental Well-being:** Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.

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 - 2) Email your concern to vsubmit@valdosta.edu; or
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Weekly Course Outlines

Varies by course

Assignment Descriptions

Varies by course

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 04/3/2023	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	Academic Division	Dept. Initiating Request:	General Education
Requestor's Name:	Shani Wilfred	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input checked="" type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2024
Degree/Program Name:	VSU Core Curriculum		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>Area B: Perspectives Learning Goal Students will demonstrate knowledge of global and regional perspectives in areas such as the arts, humanities, sciences, and social sciences. Courses in Area B: 4 semester hours Two different courses required, each from a different area of the Perspectives; all courses carry 2 semester credit hours. Perspectives on Ethics/Values: PERS 2100s Perspectives on Tradition and Change: PERS 2200s Perspectives on Human Expression: PERS 2300s Perspectives on the Environment/Physical World: PERS 2400s Perspectives on Race/Gender: PERS 2500s Perspectives on Cross-Cultural Understanding/Expression: PERS 2600s Perspectives on the World of Work: PERS 2700s</p> <p>Area D: Natural Science, Mathematics, and Technology Learning Goal Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems. Courses in Area D: 11 semester hours Science and mathematics majors must follow D.2.a requirements. Nursing majors must follow D.2.b requirements. All other students may choose D.1., D.2.a, or D.2.b.</p>		<p>Area B: Perspectives Learning Goal <i>Students will demonstrate knowledge of global and regional perspectives in areas such as the arts, humanities, sciences, and social sciences.</i> Students will explore diverse perspectives within disciplines and their own learning. Courses in Area B: 4 3 semester hours <i>Two different courses required, each from a different area of the Perspectives; all courses carry 2 semester credit hours.</i> <i>Perspectives on Ethics/Values: PERS 2100s</i> <i>Perspectives on Tradition and Change: PERS 2200s</i> <i>Perspectives on Human Expression: PERS 2300s</i> <i>Perspectives on the Environment/Physical World: PERS 2400s</i> <i>Perspectives on Race/Gender: PERS 2500s</i> <i>Perspectives on Cross-Cultural Understanding/Expression: PERS 2600s</i> <i>Perspectives on the World of Work: PERS 2700s</i> Student Learning Seminar: INQR 1001</p> <p>Area D: Natural Science, Mathematics, and Technology Learning Goal Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems. Courses in Area D: 10-11 10 semester hours. Non-STEM/Nursing majors must complete 10 semester hours. STEM/Nursing majors must complete 11 semester hours.</p>	

Science and mathematics majors must follow D.2.a requirements.

Nursing majors must follow D.2.b requirements.

All other students may choose D.1., D.2.a, or D.2.b.

[General Education Electives: 1-2 semester hours](#)

[Student Learning Seminar II: INQR 2001](#)

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other –

PERS to INQR

Perspective courses were designed to provide all students with the opportunity to explore issues from various global and regional perspectives. These courses were intended to be developed by faculty allowing them to engage with students in areas in which they had expertise and/or research interests within the parameters of the Area B learning outcome.

However, this model became unsustainable as the number of developed courses increased, courses were not associated with a specific unit, and the assessment of the Area B Core learning outcome diminished. Currently there are numerous Perspective courses in the catalog; however, only a small number of those courses are consistently offered throughout the academic year.

Student Learning Seminar courses were developed to ensure that students develop and enhance key transferrable skills and also were able to engage in the exploration of culturally diverse concepts. The Student Learning seminar I course was also designed with a significant academic component that facilitates the merging of curricular and co-curricular learning. The course is designed to enhance students' understanding of the value and importance of higher education through their acquisition and enhancement of essential skills. Student learning seminar courses are designed using a framework that ensures all students are exposed to the same skills and concepts regardless of whether the course is predesigned or instructor designed. In addition, direct (e.g.: signature assignment) and indirect (e.g.: pretest and posttest) measures student learning and fulfillment of course learning outcomes is integrated throughout the course. Student learning seminar courses are overseen by General Education which allows for the continued review and revision of the courses to meet the needs of the students and the objectives of the institution. Thus, student learning seminar courses encompass the initial intention of Perspectives courses and addresses many of the aforementioned issues.

Area D 10-11 semester hours

In area D students explore topics, concepts, and issues in the areas of natural sciences, mathematics, and technology. The change in the semester hour for Non-STEM/Nursing majors will create the option for students to explore various topics in non-lab courses, within their focus areas, in a way that still applies to the degree.

General Education Electives

In the General Education Elective Courses students will explore additional topics, concepts, and issues that expand their intellectual and cultural understanding and apply to their chosen degree.

Every student needs to continue to engage in a diverse learning experience full of opportunities for skill acquisition and application. Taking General Education Elective Courses will assist students in further broadening their knowledge and understanding of a variety of disciplines and the relevance of what they are learning to the real world.

Source of Data to Support Change *(select one or more of the following):*

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.

- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

The assessment of course effectiveness and the meeting of program learning outcomes will be conducted in keeping with current practices and revised according. Courses in the VSU Core Curriculum are assessed using a rotation in which assessment reports are submitted to the General Education Council. In addition, CORE courses incorporate a variety of direct and indirect measures of student and instructor success such as student assessment of learning, curriculum and pedagogy assessment, major assignment evaluation, instructor peer review, and institutional data analysis. The summative and formative assessments used in the direct and indirect measures assist instructors and the General Education Council in determining the overall efficacy of a course and assist instructors and/or departments in making revisions to the overall structure of the course to improve student success.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	shani wilfred	<small>DocuSigned by:</small> <small>60663800DD384FC...</small>	04/03/2023
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			

*Will this change impact another college/department?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>
College: Academic Division	Department(s): Academic Affairs, Enrollment & Student Affairs