

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
February 9, 2015**

**2:30 p.m.**

**Rose Room  
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE  
AGENDA  
February 9, 2015

1. Minutes of the January 12, 2015 meeting. (pages 1-3) were approved by email January 16, 2015.
2. **GRADUATE SCHOOL**
  - a. Revised Academic Dishonesty (pages 4-6)
  - b. Revised Admission test scores (Web) (pages 7-10)
3. **COLLEGE OF BUSINESS**
  - a. New course IB 3600H (pages 11-17)
  - b. Revised prerequisites FIN 4720 (pages 18-20)
  - c. Revised curriculum for the MBA – General Business track (pages 21-23)
  - d. Revised curriculum for the MBA – Healthcare Administration track (pages 14-25)
  - e. New course MBA 7898 (pages 26-30)
4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
  - a. Revised admission to the Teacher Education program (pages 31-34)
  - b. Revised degree requirements for the MLIS (pages 35-37)
  - c. Revised curriculum for the MLIS – Cataloging and Classification track (pages 38-40)
  - d. Revised prerequisite MLIS 7330 (pages 41-43)
  - e. New course MLIS 7125 (pages 44-57)
5. **COLLEGE OF ARTS AND SCIENCES**
  - a. Revised senior curriculum for the BS in Applied Mathematics (pages 58-60)
  - b. Revised senior curriculum for the BA in Mathematics (pages 61-63)
  - c. Revised prerequisite for CS 4330 (pages 64-65)
  - d. Revised prerequisite for CS 6330 (pages 66-67)
  - e. Deactivation of CS 4140, 6140, 6335, MATH 2160, 5163, 5164, 5165, 5166, 5080, 6540, and 6625 (pages 68-69)
  - f. New course PHSC 1100H (pages 70-76)
  - g. Revised prerequisite and description BIOL 6020 (pages 77-79)
  - h. New course BIOL 6250 (pages 80-85)
  - i. New course BIOL 6730 (pages 86-92)
  - j. Revised Selected Educational Outcomes for the BA in Criminal Justice (93-95).
  - k. Revised Retention, Dismissal, and Readmission policy for the MS in Criminal Justice (pages 96-99).
  - l. Revised Retention, Dismissal, and Readmission policy for the MS in Criminal Justice - Online (pages 100-102).
  - m. Revised Selected Educational Outcomes for the MS in Criminal Justice (pages 103-105)
  - n. Revised degree requirements for the MS in Criminal Justice (pages 106-108)
  - o. Revised curriculum for the MS in Criminal Justice (pages 109-112)
  - p. New course CRJU 7998 (pages 113-116)
  - q. Revised credit hours, title, prerequisite, and description CRJU 7999 (pages 117-119)
  - r. Deactivation of CRJU 7990 (pages 120-121)
6. **COLLEGE OF THE ARTS**
  - a. Revised credit hours and description for MUSC 5880 (pages 122-124).
  - b. Revised prerequisite for MSUC 1172 (pages 125-126).
  - c. New degree proposal for the BFA in Emergent Media and Communication (pages 127-157).
  - d. New degree requirements - Area F and Senior College Curriculum for the BFA in Emergent Media and Communication (pages 158-160)
  - e. New course EMAC 2200 (pages 161-164).
  - f. New course EMAC 2400 (pages 165-168).
  - g. New course EMAC 2600 (pages 169-172)
  - h. New course EMAC 2800 (pages 173-176)
  - i. New course EMAC 3000 (pages 177-180)
  - j. New course EMAC 3020 (pages 181-185)
  - k. New course EMAC 3060 (pages 186-189)
  - l. New course EMAC 3040 (pages 190-193)
  - m. New course EMAC 3080 (pages 194-197)
  - n. New course EMAC 4000 (pages 198-201)
  - o. New course EMAC 4100 (pages 202-205)
  - p. New course EMAC 4220 (pages 206-210)
  - q. New course EMAC 4200 (pages 211-214)
  - r. New course EMAC 4240 (pages 215-219)
  - s. New course EMAC 4300 (pages 220-223)
  - t. New course EMAC 4320 (pages 224-227)
  - u. New course EMAC 4340 (pages 228-231)
  - v. New course EMAC 4952 (pages 232-234)
7. **Miscellaneous**
  - a. Revised Learning Support Policy(pages 235-239)

**8. Pending items**

- a. Revised course CHEM 1010 – USG General Education Council approval
- b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
- c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
- d. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
January 12, 2015

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 12, 2015. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michael Sanger, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Kristen Johns, Mr. Frank Barnas, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Dr. Lars Leader, Dr. Dee Ott (Proxy for Dr. Linda Floyd), Dr. Dee Ott, Ms. Jessica Lee, and Dr. Xiaoi Ren.

Members Absent: Ms. Denise Atkinson, Dr. Marc Pufong, Dr. Lorna Alvarez-Rivera, Dr. Katherine Lamb, and Dr. Linda Floyd.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Doug Farwell, Ms. Teresa Williams, Dr. Robert Gannon, Dr. Carl Cates, Dr. Fred Downing, and Dr. Donna Gosnell.

The Minutes of the November 10, 2014 meeting were approved by email on November 14, 2014. (pages 1-4).

**A. College of Nursing and Health Sciences**

1. Revised prerequisites, Nursing (NURS) 3111, "Nursing Care I: Health Promotion and Competences", (NC I:HEALTH PROMOTION – 5 credit hours, 4 lecture hours, 3 lab hours, and 7 contact hours), was approved effective Fall Semester 2015 with the effective date changed from Spring to Fall. (pages 5-7).

**B. College of Business**

1. Revised admission requirements for the MACC program was approved effective Fall Semester 2015 with effective date changed from Spring to Fall. (pages 8-10).
2. Revised course description, Master of Accountancy (MACC) 7410, "Advanced Accounting Information Systems", (ADVANCED AIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 11-13).
3. Revised course description, Master of Accountancy (MACC) 7500, "Tax Research", (TAX RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 14-16).
4. Revised course description, Master of Accountancy (MACC) 7510, "Corporate and Partnership Taxation", (CORP PARTNERSHIP TAXATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 17-19).
5. Revised course description, Master of Accountancy (MACC) 7800, "Advanced Auditing", (ADVANCED AUDITING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 20-22).

**C. College of Education and Human Services**

1. Revised course prerequisite, Library Science (MLIS) 7330, "Metadata and Advanced Cataloging", (METADATA AND ADV CATALOGING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 23-25).
2. Revised degree requirements for the MSW was approved effective Fall Semester 2015. (Pages 26-28).
3. Revised credit hours, Social Work (SOWK) 6303, "Practice Skills Lab", (SOWK PRACTICE SKILLS LAB – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2015. (pages 29-30).
4. Revised credit hours, Social Work (SOWK) 7630, "Professional Seminar", (SOWK PRACTICE SKILLS LAB – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Spring Semester 2016. (pages 31-32).

5. New course, Social Work (SOWK) 7001, "Special Topics in Social Work", (SPECIAL TOPICS IN SOCIAL WORK – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2015. (pages 33-39).
6. Revised course description and prerequisite, Special Education (SPEC) 3000, "Serving Students with Diverse Needs, (SERVING STUDENT DIVERSE NEEDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 40-42).

**D. College of the Arts**

1. Revised catalog narrative Department of Music – Secondary Applied Music section was approved effective Fall Semester 2015. (pages 43-45).
2. Revised senior curriculum for the BA in Music – New Track – Music Education was approved effective Fall Semester 2015. (pages 46-48).
3. Revised senior curriculum for the BM in Music Education – revised Track F – Jazz was approved effective Fall Semester 2015. (pages 49-50). (pages 49-50).
4. Revised senior curriculum for the BM in Music Education – revised Track B – Organ was approved effective Fall Semester 2015. (pages 51-52).
5. New course, Music Education (MUE) 3650, "Conducting", (ADV CONT & PED IN LIFE SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 53-58).
6. Revised course number, title, prerequisite, and description, Music (MUSC) 2131, "Class Piano I", (CLASS PIANO I – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 59-61). Deactivation MUSC 1131.
7. Revised course number, title, prerequisite, and description, Music (MUSC) 2132, "Class Piano II", (CLASS PIANO II – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 62-64). Deactivation MUSC 1132.
8. New course, Music (MUSC) 3131, "Class Piano III", (CLASS PIANO III – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 65-71).
9. New course, Music (MUSC) 3132, "Class Piano IV", (CLASS PIANO IV – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 72-78).
10. New course, Music (MUSC) 3710, "Upper Division Secondary Applied Music", (UPPER DIV SEC APPLIED – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 79-85).
11. Revised credit hours, and description, Music (MUSC) 3888, "Marching Band", (MARCHING BAND – 1 credit hour, 0 lecture hours, 5 lab hours, and 5 contact hours), was approved effective Fall Semester 2015. (pages 86-88).

**D. College of Arts and Sciences**

1. Revised prerequisites for CHEM 1212 was pulled at the request of the department and not acted on. (pages 89-91).
2. New course, Chemistry (CHEM) 1210, "First Year Seminar", (UPPER DIV SEC APPLIED – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 92-97).
3. Deactivation of REL 3200 effective Fall Semester 2015. (page 98-99).
4. Revised course title, prerequisite, and description, Religious Studies (REL) 3350, "Religious Autobiography and Spiritual Transformation", (REL AUTOBIOGRAPHY SPIRITUAL TRN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 100-102).
5. Revised course title, prerequisite, and description, Religious Studies (REL) 3220, "Inter-Religious Dialogue and Understanding", (INTER-RELIGIOUS DIALOGUE UNDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 103-105).

6. Revised course prerequisite, Religious Studies (REL) 3210, "Religion, Violence, and Nonviolence", (REL, VIOLENCE & NONVIOLENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 106-107).
7. Deactivation of BIOL 2230 and 2270 was noted effective Spring 2015. (page 108).
8. Revised course prerequisite, and description, Biology (BIOL) 4020, "Topics in Conservation Biology", (SP TOPCIS CONSERVATION – 2-4 credit hours, 2-3 lecture hours, 0-3 lab hours, and 2-6 contact hours), was approved effective Fall Semester 2015. (pages 109-111).
9. Revised course prerequisite, Biology (BIOL) 4010, "Topics in Biology II", (TOPICS IN BIOLOGY II – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015. (pages 112-114).
10. Revised course prerequisite, Biology (BIOL) 4000, "Topics in Biology I", (TOPICS IN BIOLOGY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 115-117).
11. New course, Biology (BIOL) 4730, "Climate Change Biology", (CLIMATE CHANGE BIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 118-124).
12. New course, Biology (BIOL) 4250, "Human Anatomy", (HUMAN ANATOMY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 125-130).

**E. Miscellaneous**

1. Core curriculum proposal – MKTG 1500 in Area E was approved – it will now be forwarded to the Board for consideration. (pages 131-148).

Respectfully submitted,

Stanley Jones  
Registrar

**REQUEST FOR A REVISED CATALOGUE COPY**  
 (New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

**RECEIVED**

JAN 13 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:** 26  
*Academic Dishonesty*

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

**Degree and Program Name:** All Graduate Programs

**Present Requirements:** Under ACADEMIC DISHONESTY Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. Appendix A of the Student Code of Conduct in the VSU Student Handbook outlines academic integrity violations as well as the academic response and disciplinary response to such violations. See <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-dishonesty.php>. The online VSU Student Handbook reflects the most current policy on academic integrity. Academic integrity violations may result in suspension or expulsion from the university. See <https://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsuhandbook.php>.

**Proposed Requirements:** (highlight changes after printing) ACADEMIC DISHONESTY Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The Student Code of Conduct in the VSU Student Handbook outlines academic integrity violations as well as the academic response and disciplinary response to such violations. See <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-dishonesty.php>.

NOTE: Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on Banner. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

The online VSU Student Handbook reflects the most current policy on academic integrity. Academic integrity violations may result in suspension or expulsion from a graduate program and/or the university. See <https://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsuhandbook.php>.

In cases of academic dishonesty, including plagiarism, where a graduate student may continue

to violate Section I after having been warned or sanctioned by one or more professors, he or she may then be referred to the Dean of Students Office where official charges may be drawn up and the student subjected to the established VSU disciplinary process. If an instructor assigns a grade of F or U for a course due to academic dishonesty, including but not limited to plagiarism, and the student receives a Medical or Hardship Withdrawal, the instructor may assign a WE.

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Adding language to clarify existing policy and reflecting current practices at the undergraduate level. The language on withdrawing before the midterm, which was approved many years ago by Education Policies Committee, reflects the current practice at the undergraduate level and appears to have been overlooked in the graduate catalog. Furthermore, the language on medical/hardship withdrawals simply reflects our current practice.

**Source of Data to Support Suggested Change:**

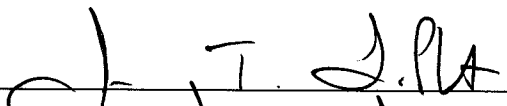
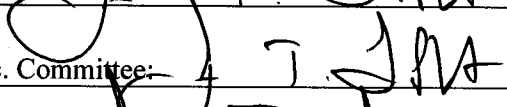
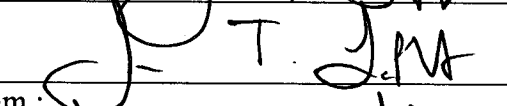
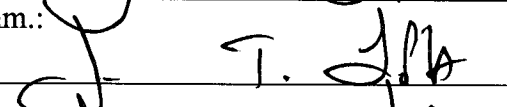
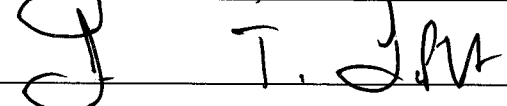
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)



<b>Approvals:</b>		
Department Head:		Date: 1-13-15
College/Division Exec. Committee:		Date: 1-13-15
Dean(s)/Director(s):		Date: 1-13-15
Graduate Exec. Comm.: (for grad program)		Date: 1-27-15
Graduate Dean: (for grad program)		Date: 1-27-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**RECEIVED**

JAN 13 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A REVISED CATALOGUE COPY**

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:** N/A -  
information found on program web pages

**Proposed Effective Date for Revised  
Catalogue Copy:** (new or revised) Fall 2015

**Degree and Program Name:** Graduate Programs - see the attached.

**Present Requirements:** Posted on program web  
pages.

**Proposed Requirements:** (highlight changes  
after printing) Please see the attached. Note: Old  
scores will continue to be listed with new scoring.

**Justification:** (select one or more of the following to indicate why the requested change will be  
beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other : Updates GRE scoring based on newly established 2012 scores. Changes are derived  
from departmental feedback and the ETS Concordance Table.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests,  
portfolios, specific assignments, etc.) **Admissions documentation.**

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<b>Approvals:</b>		
Department Head:	J. J. Della	Date: 1-13-15
College/Division Exec. Committee:	J. J. Della	Date: 1-13-15
Dean(s)/Director(s):	J. J. Della	Date: 1-13-15
Graduate Exec. Comm.: (for grad program)	J. J. Della	Date: 1-27-15
Graduate Dean: (for grad program)	J. J. Della	Date: 1-27-15
Academic Committee:		Date:

Form last updated: January 6, 2010

<b>Program</b>	<b>Old Scores (test taken before August 2011)</b>	<b>New Scores (to be added to current scores)</b>
<b>Master of Social Work</b>	800 overall, or a minimum score of 400 on Verbal/minimum score of 3.5 on Analytical	A combined minimum score of 286 on verbal and quantitative, or a minimum score of 146 on verbal/minimum score of 3.5 on analytical
MED in Communication Sciences/Disorders	750 overall (Verbal score no less than 350)	A combined minimum score of 283 on verbal and quantitative; Verbal score no less than 143
<b>ACT Program (MAT in Secondary Ed, MAT in Middle Grades)</b>		Verbal – 143/350 Quantitative – 138/400 Analytical – 3.0
<b>MS in Biology</b>	A combined minimum score of 1000 on Verbal and Quantitative	Verbal – 150 Quantitative - 150
MS in Sociology	A combined minimum score of 800 on Verbal and Quantitative	A combined minimum score of 286 on verbal and quantitative
Doctor of Speech Language Pathology	A minimum score of 450 on verbal	A minimum score of 150 on verbal
EDS in Teacher Leadership	850 overall (Verbal score no less than 400)	A combined minimum score of 286; a verbal score no less than 146
MAT/MED in Special Ed Deaf Ed	800 overall (Verbal score no less than 400; Analytical no less than 3.0)	A combined minimum score of 283; a verbal score no less than 143
MA in History	500 Verbal score, and 4.0 Analytical score	Verbal score no less than 153; an Analytical score no less than 4.0
MED in Reading	750 overall (Verbal score no less than 350)	A combined minimum score of 283; a verbal score no less than 143
EDS in Special Ed	850 overall (Verbal score no less than 400)	A combined minimum score of 286; a verbal score no less than 146
MBA's (WebMBA, HCAD, on campus)	Verbal no less than 400; Quantitative score no less than 480	Verbal score no less than 146; Quantitative score no less than 143

Dept emailed scores or scores posted on website

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 10/01/2014 (mm/dd/yyyy)

**Department Initiating Request:**  
Management

**Faculty Member Requesting:**  
Marko Horn

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
IB 3600H

**Proposed New Course Title:**  
International Business and Culture  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
International Business and Culture

**Semester/Year to be Effective:**  
Summer/2015

**Estimated Frequency of Course Offering:**  
Annually

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:**

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course is specifically designed as an opportunity for students to gain abroad experiences that promote a greater understanding of international business practices through classroom instruction as well as site visits to international companies and domestic companies operating globally. The class fosters cross-cultural understanding by visiting places of cultural and historical significance, as well as exposures to people of different cultures through guest speakers as well as social interactions. This honors course requires written international company analysis visited in foreign country.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: This course supports VSU General Education Outcomes AREA E Learning Goal 2: Global Perspectives, Students will demonstrate an understanding of cultural, religious, or social dimensions of societies around the world. It also supports LCOBA Program Objective 4: Students majoring in programs of the Langdale College of Business Administration will be aware of the global business environment.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course will offer honors students an additional honors business elective.

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Numbers of honors options offered to honor students over the last two years.

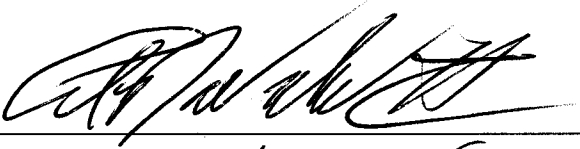
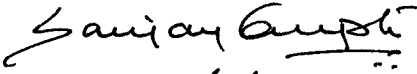

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Many undergraduate business programs in the United States offer classes in foreign countries. To train future global leaders, VSU undergraduate business programs needs an undergraduate class that make international travel mandatory.

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) company visits, tests, papers
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

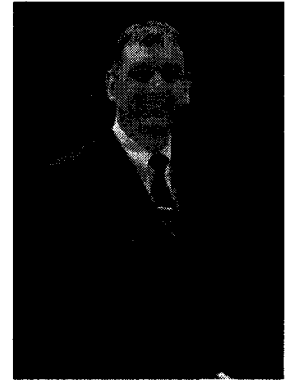
<b>Approvals:</b>	
Dept. Head: 	Date: 26 Jan 15
College/Division Exec. Comm.: 	Date: 1/26/15
Dean/Director: 	Date: 1-26-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010





**IB 3600 H**  
**International Business and Culture**



**Professor: Marko Horn, PhD**  
 Office: 229-259-5505  
 Cell: 850-363-1245  
 E-mail: [mhorn@valdosta.edu](mailto:mhorn@valdosta.edu)  
 Office Number:

DATE, Day & Class #	TOPIC	ASSIGNMENT
	Weekly Class Calendar TBD	

**Required Material**

**Text:** International Business: The New Realities 3<sup>rd</sup> ed.; Cavusgil, Knight, Riesenberger;  
 ISBN: 9780132991261; Prentice Hall

**Course Description**

This course is specifically designed as an opportunity for students to gain abroad experiences that promote a greater understanding of international business practices through classroom instruction as well as site visits to international companies and domestic companies operating globally. The class fosters cross-cultural understanding by visiting places of cultural and historical significance, as well as exposures to people of different cultures through guest speakers as well as social interactions. The class involves students and faculty traveling together to the chosen foreign country. This study abroad endeavor gives students the chance to network with different companies and business executives operating globally in the particular foreign country chosen. This class also gives students a chance to immerse themselves into a different culture and lifestyle first hand.

**Learning Objectives (LO)**

This course is designed to achieve five learning objectives. These are to ensure that you

- 1) Are able to effectively utilize analytical skills to solve business problems
- 2) Practice effective oral and written communication skills for business
- 3) Be aware of the global business environment
- 4) cooperative and exhibit productive behavior in group settings
- 5) Display competent use of technology.

**Prerequisite:**

None

<p><b>Performance Criteria and Evaluation</b></p>	<p>Performance on the learning objectives will be evaluated as a function of your work in the following areas:  <b>Individual Performance 50%:</b>                  Quizzes 5%                  Exam 1 (Chapter 1-10) 20%                  Exam 2 (Chapter 11-20) 20%                  Reflection Paper 15%  <b>Group Performance 20%:</b>                  Site Visit Business Case Analysis 20%                  Stakeholder Analysis 20%</p>
<p><b>Grading Policy</b></p>	<p>A: 90.0 - 100                  B: 80.0 – 89.9                  C: 70.0 - 79.9                  D: 60.0 - 69.9 F: Less than 60.0</p>
<p><b>Syllabus Acknowledgement</b></p>	<p>Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read and understand the syllabus". This syllabus is the contract that governs this class, and your e-mail constitutes the digital signature under our contract. This assignment is not graded, but you may not continue in this class if I do not receive your e-mail by the due date. It is essential that I know you are aware of the content in this document.</p>
<p><b>Quizzes</b>                  (Individual 5%)                  LO: 3 &amp; 5</p>	<p>Multiple Choice Quizzes are given in BlazeView for every Textbook Chapter. The questions will generate randomly and you can take the quizzes several times. The Quizzes are to be taken before we are leaving to our destination and a minimum average quiz score of 70% has to be achieved before we board the plane.</p>
<p><b>Exam 1</b>                  (Individual 20%)                  LO: 3</p>	<p>Chapters 1-10                  Multiple Choice</p>
<p><b>Exam 2</b>                  (Individual 20%)                  LO: 3</p>	<p>Chapters 11-20,                  Multiple Choice</p>
<p><b>Reflection Paper</b>                  (Individual 15%)                  LO: 2, 3 &amp; 5</p>	<p>During the international study experience you are required to collect data by keeping a daily journal of your experiences. Towards the end of the course you will compile the experiences from your point of view and reflect how the experiences impacted and changed you.</p>
<p><b>Site Visit Business Case Analysis</b>                  (Group 20%)                  LO: 1, 2, 3, 4 &amp; 5</p>	<p>We will engage in several site visits to active businesses during this class. For the site visit of your choice, your group will research the firm we will visit and present the results to the class prior to the visit. After the visit the team will prepare an 8-10 page case summary (double spaced, typed, Times New Roman 12 font or equivalent) outlining what was learned and how your expectation differed from the reality you observed.</p>

<p><b>Stakeholder Analysis:</b> (Individual 20%) LO: 1, 2, 3, 4</p>	<p><b>The Assignment</b></p> <p>Pick one of the publicly traded companies we are visiting during this class, download and read the most current annual report and identify the company stakeholders as well as the most pressing issues in stakeholder management. Feel free to find and use other credible articles on this topic (not required). If you use other sources, be sure to cite them when necessary and include the full citation on a reference page. Don't forget to cite the textbook if you are using material we learned in class.</p> <ol style="list-style-type: none"> <li>1. Identify the different stakeholder groups and analyze their values and needs using the typology developed by Mitchell, Agle, and Wood (1997). Make sure your analysis answers the following questions:             <ol style="list-style-type: none"> <li>a. What is the company's business strategy and how can their resources need be fulfilled?</li> <li>b. Which stakeholders are most important to the company and describe why that is the case?</li> <li>c. What are the different stakeholder groups' negotiating positions in the case?</li> <li>d. How should the company respond to the most pressing issues, and what negotiating position would you suggest?</li> </ol> </li> </ol> <p>Mitchell, R. K., Agle, B. R., &amp; Wood, D. J. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. <i>Academy of Management Review</i>, 22(4), 853-886</p> <p>To meet this goal, use the following format: After an introductory paragraph, provide a brief (one paragraph) summary of the company's current business level strategy and explain what resources are most important for Tembec to implement their strategy nationally and internationally. Then, use the stakeholder framework to analyze the shareholders' salience and likely satisfaction with the company's strategy (approximately 4 – 5 paragraphs). Next, consider the impact the company's resource need has on the stakeholder groups (approximately 1 paragraph per group). End with a concluding paragraph that clearly summarizes your thesis which groups are most important and your rationale in the decision making process.</p> <p>Writing will be part of the grade! This is an essay, and it should flow from one paragraph to the next in a logical fashion. Your first paragraph should define your thesis and the rest of the paper should provide evidence that supports the thesis. Pull your key points together in a concluding paragraph. Be thorough but concise. This is an analytical paper. You will need to summarize the company's business level strategy, resource needs, and the salience of the different stakeholders'. Focus on the <u>analysis</u> of the situation; don't tell me what I already know after reading the annual report.</p> <p>Do not write "I feel" or "I think." Instead, use logic and evidence to support your conclusions. Here are a couple more points to consider:</p> <ul style="list-style-type: none"> <li>➤ For the paper it is absolutely essential that you tie your analysis</li> </ul>
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	<p>to the textbook with in text citations etc.</p> <ul style="list-style-type: none"> <li>➤ Every source you utilize needs to be cited</li> <li>➤ A good paper has a title page, table of contents, and a bibliography</li> </ul> <p>Double space, 12 point font, Times New Roman or equivalent, no less than 10 and no more than 12 pages are required.</p>
<p><b>Classroom Environment</b></p>	<p>During this course the world will be your classroom. Many of the instructional experiences will take place away from traditional classroom settings. Nevertheless, at any time, in any setting, while studying abroad, you are expected to observe the student code of conduct of Valdosta State University as found in the VSU Student Handbook.</p> <p>Learning takes place when both the instructor and students are <b>actively</b> involved in the presentation and discussion of the course material. In order to maximize learning in the classroom, active participation is requested of all students. Much of the class time will be devoted to the discussion of concepts and experiences. You are expected, not only to attend class, but also to be prepared to discuss the readings on the day assigned; without your participation, the class will grind to a halt. You will optimize your learning by reading and preparing the material prior to class discussion. You are expected to attend <b>all</b> classes and arrive to class <b>on time</b>. Should more than three unexcused absences occur, your participation in the study abroad program may be terminated and you may be sent home.</p> <p>Unforeseen changes in the syllabus and assignments will be announced in class  <b>The syllabus is a working document and the latest version will always be available on Blaze View.</b></p>

**Accommodations Statement**

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 Faber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (Video Phone) and 229-219-1348 (TTY). For more information please visit <http://www.valdosta.edu/student/disability/> or email: [access@valdosta.edu](mailto:access@valdosta.edu)

**Academic Integrity**

<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php>

**Title IX**

[http://ww2.valdosta.edu/legal/documents/Title IX.pdf](http://ww2.valdosta.edu/legal/documents/Title_IX.pdf)

**Counseling**

<http://www.valdosta.edu/student/student-services/counseling-center/>

# REQUEST FOR A REVISED COURSE

Valdosta State University

RECEIVED

JAN 23 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Date of Submission:** 01/12/2015 (mm/dd/yyyy)

**Department Initiating Revision:**

Economics and Finance

**Faculty Member Requesting Revision:**

Dr. Elvan Aktas

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

FIN 4720 - Advanced Portfolio Management

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** FIN 4520

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** FIN 3360 and FIN 4520

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall/2015

**Estimated Frequency of Course Offering:**

1 per year

**Indicate if Course will be :**  Requirement for Major  Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The class is one of the capstone options for the major. This is in alignment with the other classes students could take as a capstone.

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<b>Approvals:</b>	
Dept. Head: <i>[Signature]</i>	Date: 01/22/2015
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 1/22/15
Dean/Director: <i>[Signature]</i>	Date: 1/22/15
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010