



## **PADM 9991**

### **Capstone Seminar I**

### **Fall 2026**

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#### **Course Information**

Professor:	[Insert Information]
Class Schedule:	Online, Asynchronous
Class Location:	BlazeVIEW
Credit Hours:	6.00 hours
Professor's Office:	[Insert Information]
Professor's Office Hours:	[Insert Information]
Email:	[Insert Information]
Telephone:	[Insert Information]

#### **Course Description from the VSU Catalog**

This course is to be taken upon completion of core and elective studies. Students will demonstrate mastery of the material presented in their programs of study through a variety of methods and will present the first half of a professional capstone paper, which they will complete in the second capstone course in the sequence, per DPA program requirements. Capstone projects will fall under the following categories: policy analysis, organization case study, program evaluation, and scholarly research article. The emphasis of the capstone project is for students to demonstrate mastery of theories learned throughout the program with applications to a real-life area of research in the realm of public administration. In this course, students will: (1) select a capstone topic; (2) select a capstone paper option; and (3) develop the first half of their capstone paper by the end of this semester (e.g., identifying a research question and appropriate methodology, drafting the introduction and literature review sections, identifying and/or collecting data (if applicable), and submitting the necessary IRB paperwork, if required). Please note that completing PADM 9991 is just the beginning of the capstone seminar sequence and not the culmination of that process. Students may take this course up to three times without penalty, failure to pass by the third attempt will result in removal from the program.

#### **Course Learning Outcomes and Objectives**

Upon successful completion of this course, students will be able to:

1. provide a brief executive summary of the importance of the topic in public administration, and how it reflects a joining of theory and practice.
2. be prepared to continue their capstone sequence journey.
3. understand the purpose and goals associated with their capstone paper selection.
4. have a clear understanding of the scope and purpose of their capstone paper by identifying a clear and concise research question and identify a comprehensive listing of references that will be consulted for the project.
5. have a clear understanding of an appropriate methodology that will be used to evaluate their research question.



6. compose a well-structured introduction and literature review that identifies the problem, articulates the purpose and significance of their paper, and synthesizes the extant literature.
7. comply with all applicable ethical standards, including IRB submissions, when necessary.
8. produce written work that reflects the quality, tone, style, structure, and rigor of a doctoral-level student, including the use of proper academic language and citation conventions.
9. submit a 15-20-page draft of their capstone paper that meets the respective requirements.

## Required Course Materials and Tools

This course requires the following text(s), course materials, and technology:

### Text/Readings/Other Materials

Required for Purchase/Rent

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition*. ISBN: 978-1-4338-3216-1.

Required and Available for Free via the Instructor or Outside Venue

2. Cambridge Centre for International Research. "How to Write a Research Paper." <https://cambridge-research.org/blogs/how-to-write-a-research-paper/>.
3. Research Method. "Research Paper – Structure, Examples and Writing Guide." <https://researchmethod.net/research-paper/>.
4. "Guide on How to Write a Strong Research Paper (Student Edition)." [https://nip.es.org/wp-content/uploads/2025/10/Guide\\_to\\_Write\\_a\\_Good\\_Research\\_Paper.pdf](https://nip.es.org/wp-content/uploads/2025/10/Guide_to_Write_a_Good_Research_Paper.pdf).

### Technology Requirements

The Center for eLearning supports VSU students and faculty with technology-enhanced courses. Visit the [Course Technology Information](#) webpage to find minimum technological requirements, privacy policies, accessibility statements, and support links for BlazeVIEW and its embedded educational technologies.

### Digital Skills Requirements

At minimum, students are expected to be proficient in the use of: (1) Computer, laptop or other digital devices; (2) Library and electronic databases; and (3) Electronic communications/email.

To be successful in this course, students must be able to: (1) Access websites on the Internet, including MyVSU and BlazeVIEW; (2) Send and read email with attachments, (3) Create, save, and upload files; (4) Use Microsoft Office applications and open PDF documents; (5) Access digital course materials including electronic textbooks (if applicable); (6) Download and install software (if applicable); (7) Use apps in digital devices; and (8) Use web conferencing tools and software.

## Primary Topics

This course covers several topics in public administration, including but not limited to:

- (1) Problem statement development
- (2) Formulating a research question
- (3) Drafting a literature review
- (4) Identifying a research methodology
- (5) Data collection strategies



- (6) IRB and research ethics
- (7) Annotated bibliographies
- (8) APA formatting and citation standards

## Grading and Assessment

### Summary of Grade Criteria

<u>Assignments</u>	<u>% of Grade</u>	<u>Due Date</u>
Capstone Paper	-	-
1. Selection of Capstone Paper Option	ungraded, see below	Week 1
2. Topic Selection and Problem Statement	5%	Week 2
3. Research Question, Proposed Theory, and Methodology	5%	Week 4
4. Literature Search and Annotated Bibliography	5%	Week 6
5. Literature Review Draft	15%	Week 8
6. Theoretical Framework Draft	15%	Week 10
7. IRB Application (Exempt or Expedited) Submission	5%	Week 11
8. Capstone Seminar I: Full Paper Draft	20%	Week 12
9. Peer Review of Full Paper Draft	ungraded, see below	Week 13
10. Capstone Seminar I: Final Submission	30%	Week 16
Total	100%	

### Grading Scale

This course is graded as satisfactory/unsatisfactory. You must achieve 80 percent using the above grading scale to receive a satisfactory (S) in the course. The “Selection of Capstone Paper Option” and “Peer Review” assignments are not included in the percentage calculations, but they **must** be completed in order for the student to receive a satisfactory grade in the course. Failure to earn an 80 percent in this course will result in the student being required to retake PADM 9991 before they may proceed to PADM 9992. Students may take this course up to three times without penalty, failure to pass by the third attempt will result in removal from the program.

### Grading Procedures and Feedback

#### 1. Selection of Capstone Paper Option

Students will select the capstone paper option that best aligns with their area of concentration, professional goals, and/or research interests. Students may select from the following options: (1) policy analysis; (2) organization case study; (3) program evaluation; and (4) scholarly research article. All students should review the requisite rubrics posted to BlazeVIEW for more information on each paper option.

#### 2. Topic Selection and Problem Statement

Students will identify and submit their capstone research topic relevant to the field of public administration. You should remember that the emphasis of the capstone project is for students to demonstrate mastery of theories learned throughout the program with applications to a real-life



area of research in the realm of public administration. Failure to select a topic within the scope of this field will negatively impact the student's ability to progress in the capstone courses. Students should also submit a draft statement of the problem that clearly outlines a real-world practical problem, the gap in the literature, and why this problem warrants scholarly investigation.

### **3. Research Question, Proposed Theory, and Methodology**

This assignment builds on the previous submission. Students will develop a clear, focused, and researchable question (in the timeframe of the capstone sequence) that directly addresses the previously identified problem. Students will also survey relevant public administration theories and propose the theoretical framework they wish to use in their capstone paper. Finally, students will identify the best research method(s) they will employ to answer their research question.

### **4. Literature Search and Annotated Bibliography**

Students will conduct a comprehensive search of the peer-reviewed and professional literature relevant to their capstone project. Students will compile at least 20 peer-reviewed and professional sources and develop an annotated bibliography in accordance with the APA's 7<sup>th</sup> edition style guide, (see section 9.51 Annotated Bibliographies).

### **5. Literature Review Draft**

After completing the literature search and annotated bibliography assignment, students will develop and draft a comprehensive literature review section to be included in their capstone paper. The literature review should be organized by theme, topic, methodology, theoretical framework, argument, scholarly camps, etc. and not source by source. An excellent literature review will identify key themes, debates, and gaps in the extant literature with a prolific number of citations, thereby demonstrating mastery of the scholarly and professional literature.

### **6. Theoretical Framework Draft**

Building on the third assignment, students will develop a draft of their theoretical framework to be included in the final capstone submission. This draft should provide the conceptual and theoretical foundation for understanding and addressing your problem statement and research question. Students should identify the theory or theories that best explain your problem.

### **7. IRB Application**

All students will be required to submit an IRB application to the Office of Sponsored Programs and Research Administration's IRB Coordinator. The IRB's purpose is to regulate all research activities involving human subjects, ensuring that people who participate in research are treated ethically and in compliance with all federal and state laws and regulations. Before research begins, please take some time to familiarize yourself with the background, training, and policies and procedures necessary for conducting research with human subjects. A more complete list of requirements for



researchers can be found on the website for the [U.S. Department of Health and Human Services](#). Students will – with the help of the professor – submit an “Exempt” or “Expedited” IRB application.

### **8. Capstone Seminar I: Full Paper Draft**

For this assignment, students will compile all previously submitted materials (along with required revisions by the professor) into a coherent full draft of their seminar one capstone paper. The full paper draft must adhere to APA’s 7<sup>th</sup> edition standards and the course and instructor guidelines. The full paper draft should include the following items: (1) executive summary; (2) introduction; (3) literature review; (4) theory; and (5) research design and methodology. The full draft should be 15-20 pages long, excluding the front matter, bibliography, and appendices (if applicable). Students should produce written work that reflects the quality, tone, style, structure, and rigor of a doctoral-level student and abide by all required codes of conduct and ethical standards.

### **9. Peer Review of Full Paper Draft**

Students should contact classmates early in the semester to obtain a partner for the peer review assignment. Each student will review their partner’s full paper draft submission and provide detailed feedback on grammar, sentence structure, formatting, content, methodology, etc. This should be a line-by-line review. Failure to provide your partner with advanced, detailed feedback will negatively impact your course grade and could result in an unsatisfactory designation for the course, and/or the obligation to revise and resubmit the assignment. Students will submit a copy of their feedback to their partner and the professor.

### **10. Capstone Seminar I: Final Submission**

The final submission represents the culmination of all work completed this semester. Students will incorporate all faculty feedback previously received and submit a revised full draft to BlazeVIEW. The final draft should include the following items: (1) executive summary; (2) introduction; (3) literature review; (4) theory; and (5) research design and methodology. The final draft should be 15-20 pages long, excluding front matter, bibliography, and appendices (if applicable). Students should produce written work that reflects the quality, tone, style, structure, and rigor of a doctoral-level student and abide by all required codes of conduct and ethical standards. This submission will serve as the foundation for the continuation of the capstone project in PADM 9992.

## **Course Policies, Guidelines and Disclosure Statements**

1. Syllabus Amendments: I reserve the right to make changes to the syllabus over the course of the term as needed. Students will be notified via e-mail if a change has been made.
  - a. To receive notifications from your BlazeVIEW and GoVIEW courses, please download the **Brightspace Pulse** app on your Android or iOS device. This app allows you to stay connected with your instructors, classmates, and course content. With **Brightspace Pulse**, you can receive the same push notifications that were available with SMS text notifications by following these steps.



2. Late Submissions: Assignments submitted late will receive a penalty unless circumstances warrant an exemption. All exemptions are awarded at the discretion of the professor. The standard late penalties are as follows:
  - a. 1 day late: 10 percent penalty
  - b. 2 days late: 20 percent penalty
  - c. 3 days late: 30 percent penalty
  - d. 4 days late: 40 percent penalty
  - e. 5 days late: Student receives a zero
  
3. Re-grade Policy: I expend a great deal of effort to ensure that your grades in this course accurately reflect the quality of your work. Students who wish to have their assignments re-evaluated, except for mathematical errors, will need to provide detailed justification in writing as to why their grade should be re-evaluated (**this must be done within one week of the assignment being returned to the student**). I will then re-grade the assignment. Your grade may go up or go down as a result of the re-evaluation. You should feel free to talk with me if you want advice on how to improve your performance in the course. The only exception to this policy applies to assignments submitted during the final week of the semester.
  
4. Information Literacy: Valdosta State University's Mission Statement's Student Mission includes a commitment to creating lifelong learners. This process is aided by developing information literacy skills, which are more important than ever. Building information literacy is vitally important as we seek to cultivate lifelong learners and so students can sharpen their critical thinking skills and discern reliable information from that is not.
  - a. As the Association of College and Research Libraries explains, information literacy consists of "good information-seeking behavior." This takes many forms, including: (1) knowing when information or evidence is needed to support points and formulate questions; (2) distinguishing between reliable and unreliable information in various formats (traditional media, electronic, human sources, etc.); and (3) appropriately referencing reliable information so as to promote information literacy and avoid plagiarism. Thus, in this course, we will regularly practice information literacy by utilizing scholarly sources that are referenced in written work, class discussions, and in other related exchanges in this course.
  - b. Source Credibility: It is important to critically evaluate sources and only use those that are credible and reliable. When researching, referencing, writing, and investigating course topics students should refrain from using non-credible and non-academic sources like Wikipedia, History.com, Merriam-Webster, Britannica, ChatGPT, or similar platforms. While these can be a useful starting point for understanding a brand-new topic, they are not a reliable source of information for academic, scholarly, or professional research.
  
5. VSU Academic Honesty and Integrity: As members of the academic community, VSU students are responsible for knowing and abiding by the [Academic Honesty Policy](#) as set



forth in the Student Code of Conduct. All students are expected to do their own work and to uphold a high standard of academic ethics. What comprises academic dishonesty?

- a. Plagiarism: Always cite your sources. Plagiarism is using other people's writing or ideas without giving credit. This includes paraphrasing material without citing the source and submission of assignments completed by someone else. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to your instructor as soon as possible.
- b. Use of Artificial Intelligence (AI): No student shall use AI, unless assigned by a faculty member, in order to generate text, summaries, images, or other materials and submit them as their own work. Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper citation is another form of plagiarism.
- c. Cheating on Exams: Utilize only authorized materials during exams. Additionally, sharing information with other students before or after an exam is also considered cheating.
- d. Unauthorized Collaboration: Work individually on assignments unless your professor approves group work.
- e. Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their BlazeVIEW courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.
- f. Multiple Submissions: Only submit work for which you have not previously received credit. This includes using assignments completed in prior courses.
- g. Unauthorized Use or Distribution of ANY VSU Course Material is Expressly Prohibited: Materials in this course are presented to students in an educational context for their personal use and study only. Unauthorized distribution of copyrighted material occurs when a student shares, reproduces, publishes, or sells copyrighted material, in print or digital formats, without express written permission of the copyright owner. This includes sharing any information about VSU courses with websites or any other third party. *Additionally, copying or buying copyrighted materials is prohibited.*
- h. "Tutoring" Services: If a "tutoring" service provides solutions to course assignments, this is considered cheating. Legitimate tutoring services will never directly give answers to course assignments.
- i. Summary: Violation of the Academic Honesty Policy can result in failure of the assignment, failure of the course, and/or further consequences from VSU. Ignorance of this policy is not an excuse or a means to repeal a charge of academic dishonesty



6. Academic Honesty & Integrity (Addendum): As members of the academic community, VSU students are responsible for knowing and abiding by the [Academic Honesty Policy](#) as set forth in the [Student Code of Conduct](#). All students are expected to do their own work and to uphold a high standard of academic ethics.
  - a. Cheating and plagiarism are not acceptable. If caught cheating, the student will immediately receive a zero for the assignment and possibly be subject to further action. Students should be aware of the university policies on plagiarism. Plagiarism is defined as: “The deliberate use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.” See VSU’s Student Code of Conduct, Section I, Academic Integrity Code for more information. The penalties for plagiarism vary based on the severity of the violation. Therefore, I may deduct anywhere from a few points, a significant percentage, or simply award you a zero for the assignment. In egregious cases, I reserve the right to award the student a zero for the assignment, entire course, and/or file an “Academic Integrity Report” with the Student Conduct Officer in the Dean of Students Office. Additional information is [here](#).
  
7. Turnitin.com: By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students [here](#).
  - a. VSU policy states, “Academic integrity is essential for all faculty and students, and part of academic integrity is ensuring that all academic work is the original product of the author. While academic work is often built on the research of others, that research and writing must be clearly attributed to the original author. Part of the learning process for students is to be able clearly to delineate the distinction between the students’ own work and that of others. Turnitin is a tool that can assist both faculty and students not only in detecting plagiarism but in preventing it as well. Your instructor may opt to use Turnitin in order to check the originality of your written work. In many cases, your instructor may give you the opportunity to submit assignments for originality review via Turnitin, a tool within your BlazeVIEW course section. Turnitin will then return an “originality report” on your submission. However, please note that Turnitin only helps to identify passages that are unoriginal, which could include correctly cited quotations and information. Working with your instructor, you should review the originality report to distinguish between possible plagiarism and correctly documented research.” Additional information is listed [here](#).
  - b. Plagiarism and Artificial Intelligence (Professor Addendum): In addition to reviewing “traditional plagiarism” issues, Turnitin also reviews neo-plagiarism or issues concerning the use of artificial intelligence (AI) software in support of the writing



- process. Turnitin provides faculty with an AI similarity report. Using AI to generate text without quoting the material is considered plagiarism as it is passing off text from a source without properly attributing credit to the original author. In the construction of their data management tools. Students should refrain from using AI (**this includes, but is not limited to: ChatGPT, Claude, Grammarly, etc.**) to generate text for assignments, unless specifically directed to do so by the professor. Any AI generated text used must adhere to existing plagiarism guidelines and follow APA's 7<sup>th</sup> edition citation parameters.
8. Civility Statement & Netiquette: All members of the community are expected to communicate in a civil manner in their professional interaction at all times, both in and out of the classroom. Academic discourse, including discussion and argumentation, is to be carried out in a polite, courteous, and dignified manner that is respectful of and understanding toward both peers and professors.
- A course that involves student discussion, such as this one, can only be successful if all participants remain respectful of themselves, each other, and the professor at all times. Many political and social topics we encounter are heavy with emotion, controversy and sharp differences in opinion and/or interpretation. This is fine, and in many ways is beneficial for critical thinking/learning and should be expected. That said, we must always remember to treat each other with the utmost respect and dignity. Abusive language or any form of physical intimidation towards others will not be tolerated. This includes – but is not limited to – overtly or covertly racist, sexist, classist, xenophobic, homophobic or otherwise derogatory language. Moreover, simply put, I will not tolerate bullying or personal attacks in my class.
9. Communication Statement & Netiquette: I strongly encourage you all to visit me during office hours. If you wish to communicate with me outside of these times, please send an **e-mail message** rather than leaving a phone message. Your email message must include: (a) have a subject line that indicates the content of the message; and (b) be professional in tone and composition, with a salutation, proper grammar and punctuation, etc. I will generally be able reply to you within 24-48 hours. If I have not replied within 48 hours please send me a follow up e-mail, by forwarding your initial “sent” message to me.
- Life-Work Balance and Weekend Communication: “Research has definitively shown that overwork isn’t good for employees or their companies...”<sup>1</sup> Balancing your work is essential to maintaining good health, life satisfaction, and productivity. **As such, students in this course and I are not expected to respond to emails between Fridays at 5:00 p.m. and Mondays at 8:00 a.m.**
  - Netiquette: You should demonstrate good netiquette (online conduct) by observing the following procedures: (a) use correct grammar and punctuation in all your communication (“Dear Professor xxx” or “Dear Dr. xxx,” not “Hey”); (b) capitalize words only to highlight an important point or to distinguish a title or heading; (c) cite

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<sup>1</sup> Loana Lupu and Mayra Ruiz-Castro, “Work-life Balance is a Cycle, Not an Achievement,” *Harvard Business Review*, January 29, 2021.



all quotes, references and sources and respect copyright and license agreements; and (d) you are expected to refrain from profanity, crudeness, and slurs of any kind. In other words, you are expected to behave and treat your fellow students and the instructor fairly, just as you would in the traditional classroom.

10. Commitment Statement: All members of the community understand that to succeed in classes, students must be active participants in their education while understanding and complying with each course syllabus. **Outside preparation and class attendance alone do not guarantee success or the highest grades; rather, mastery of the material and acquisition of necessary skills determine success and grades.**
11. The Academic Support Center (ASC): The Academic Support Center (ASC) provides unlimited, in-person, free peer tutoring in core courses such as math, English/writing, sciences, social sciences, and languages. We also offer 8 hours of free online tutoring via Tutor.com (8 hours per student, available 24/7). Click the Free Tutoring link in any BlazeVIEW course to make appointments. Please drop by our space in Odum Library, 2nd floor, or call 229-333-7570, email [asc@valdosta.edu](mailto:asc@valdosta.edu), or visit the website ([www.valdosta.edu/asc](http://www.valdosta.edu/asc)) for more information.
12. Student Success and Support: The [Student Success Team](#) provides dedicated student support through one-on-one success coaching, programming designed to support students along their academic journey. Students can schedule 1:1 coaching appointments or attend one of the many workshops they will be offering during the semester. Please drop by our space in Odum Library, 2nd floor, or call 229-333-7570, email [success@valdosta.edu](mailto:success@valdosta.edu), or visit the [website](#) to schedule a meeting and for helpful tips.
13. Technology Statement (Addendum): In this class, students will regularly use the following applications: Office 365 for access to VSU email and to Microsoft applications that we will use regularly (Outlook, Teams, Word, Excel, PowerPoint, etc.). BlazeVIEW and Microsoft Teams to access course materials and to participate remotely, should the need arise. To use these applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library. Laptops, iPads and other comparable devices may be used in class selectively, for notetaking purposes, and for research/group activities.
14. Accommodation Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu). To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at [maburden@valdosta.edu](mailto:maburden@valdosta.edu).



Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

15. Mental Health: As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available on campus at <https://www.valdosta.edu/blazer-wellness/mental-health.php>.
16. Behavioral Intervention 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 [link](#); (2) Email your concern to [vsubmit@valdosta.edu](mailto:vsubmit@valdosta.edu); or (3) Fill out the anonymous Concerning Behavior Reporting Form at [link](#).
17. Title IX Statement: 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 pregnancy), sexual orientation, gender identity, religion, age, disability, genetic information, political affiliation or veteran status, in the University's programs and activities as required by Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other applicable laws. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Selenseia Holmes, Director of Student Conduct & Title IX. Please submit Title IX questions and concerns by emailing [saholmes@valdosta.edu](mailto:saholmes@valdosta.edu), calling 229-333-5409, or walking into the office located on the second floor of the Student Health Center at 200 Georgia Ave, Valdosta. Georgia 31698. Reports may also be submitted online [here](#).
  - a. Professor Addendum: Confidentiality and Mandatory Reporting: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility for my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Valdosta State University's campus with the University.



18. Student Opinion 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. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage located [here](#).

### **Syllabus Addendum**

None.