

# Armstrong

## Graduate Affairs Committee

Burnett Hall Board Room

Minutes: February 4, 2014

**PRESENT:** Maya Clark, Joey Crosby (chair), Becky da Cruz, Ray Hashemi, Chris Hendricks, Patricia Holt, Anne Katz, Robert Loyd, Linda Ann McCall, Anita Nivens, Sara Plaspohl, Regina Rahimi, Daniel Skidmore-Hess, Sandy Streater, Patrick Thomas, Carey Adams (*ex officio*), John Kraft (*ex officio*), Patricia Wachholz (*ex officio*), David Ward (*ex officio*), Yvette Upton (*ex officio*), Austin Deray (*ex officio*)

---

- I. **Call to Order.** The meeting was called to order at 2:29 p.m. by Dr. Joey Crosby.
- II. **Minutes of January 14, 2014.** The minutes were approved by email on January 16, 2014.
- III. **Committee Reports**
  - A. **Graduate Faculty Status (see Attachment 1)**

The committee accepted the report of the Graduate Faculty Status Committee as presented.
  - B. **Graduate Curriculum (see Attachment 2)**

The committee accepted the curriculum items in the report of the Graduate Curriculum Committee (GCC) as presented. The report should proceed through the Senate as an action item for Presidential approval.
- IV. **GSCC**

Mr. Deray asked that the Criminal Justice program please send a representative to the GSCC. Notices have been sent to the current representatives, asking them to ask their program coordinators to name representatives for next year so they can come to the final GSCC meeting and get an idea of how things are run. Ms. Fulton will provide him with a roster of current program coordinators so he can forward this notice to them and keep them in the loop.

If anyone has suggestions for a keynote speaker for the hooding ceremony, please send them to Mr. Deray.

There is currently a hold on approval of new funding requests. The budget for the hooding ceremony needs to be finalized before any more student requests can be funded.

**V. John Kraft**

Dr. Kraft brought an updated version of the grade appeal language for the catalog. This language incorporated suggestions made at the last meeting (**see Attachment 3**).

It was moved and seconded to put this language in the next graduate catalog. The motion carried.

**VI. Phyllis Fulton**

**A. Catalog language: Residence Requirements and Transfer Credits (see Attachment 4)**

There was discussion about whether there is a conflict between what is said on page 7 and what is said on page 14. One question was whether “six hours of credit may be accepted...from credit completed at another regionally-accredited institution,” limited the number of institutions to just one and the number of transfer hours to just six. There was also a question of how this applies to certificate programs

There was a suggestion that the language on page 7 be dropped. Dr. Kraft said he needed to check SACS requirements before that decision could be made, because he’s fairly certain SACS requires a statement about work done in residence.

It was moved to table discussion until the next meeting, when Dr. Kraft will provide follow-up.

**VII. Other Business**

There was a question about whether GRE scores can be sent to Armstrong electronically. The response was that it is being worked on.

There was a request that Graduate Assistant applications be made available as interactive electronic documents so they could be filled in online before being printed out.

**VIII. Adjournment.** The meeting was adjourned at 3:03 p.m.

Respectfully submitted,

Phyllis L. Fulton  
Coordinator of Faculty Information and  
Graduate Catalog Editor

# Armstrong

## Graduate Faculty Status Committee Report: February 4, 2014

**Members:** Tim McMillan, Andi Beth Mincer, Pam Mahan, Linda Ann McCall, Glenda Ogletree, Daniel Skidmore-Hess (Chair), Jane Wong

The committee recommends approval of the following applications for graduate faculty status:

### Associate

Hans-Georg Erney	Languages, Literature, and Philosophy	reappointment
------------------	---------------------------------------	---------------

### Temporary

Bruce Barragan	Health Sciences	initial
Karen Hunter	Health Sciences	initial

Ellen Blossman	Languages, Literature, and Philosophy	reappointment
----------------	---------------------------------------	---------------

Respectfully submitted,

Daniel Skidmore-Hess, Chair

# Armstrong

GRADUATE CURRICULUM COMMITTEE  
University Hall 282  
Minutes, January 22, 2013

**PRESENT:** John Hobe, Brenda Logan, Helen Taggart, Teresa Winterhalter (Chair), Phyllis Fulton (Catalog Editor)

**ABSENT:** Michael Benjamin, Felix Hamza-Lup, Sara Plaspohl

**GUESTS:** Patricia Holt, John Kraft, Patrick Thomas, James Todesca, Jane Wong

---

**CALL TO ORDER.** The meeting was called to order at 2:04 p.m. by Dr. Teresa Winterhalter

**APPROVAL OF MINUTES.** The minutes of November 20, 2013 were approved as presented.

## ITEMS

### I. College of Education

#### A. Adolescent and Adult Education

*Items 1-7 and 9-12 from the Department of Adolescent and Adult Education were discussed and approved by the committee. There was a challenge to Item 8; it was remanded to the College of Education Curriculum Committee.*

**1. Modify the following degree title:**

Master of Education in Adult Education and ~~Community Leadership~~ Human Resource Development

Rationale: the configuration of the present degree has a set core of courses and then broke out into three sub groups; Human Resources, Literacy Education and Instructional Technology. The present numbers in this degree do not allow for the continued three sub track program. The numbers became too small to offer courses in each sub group area. The program decided to specialize in one area and structure the degree around this main area of emphasis in the strongest of the three sub groups.

**Effective Term: Fall 2014**

**2. Modify the following course:**

ADED 7100 HISTORY AND THEORY OF LITERACY AND ADULT EDUCATION 3-0-3

~~Introduction to the fundamental nature, function and scope of adult education, including an overview of the historical, sociological and political forces affecting the field. Program providers, relations with parent organizations, societal influences and awareness of resources will be examined.~~ Introduction to the fundamental nature, function and scope of adult education and its impact on the field of literacy, including an overview of the historical, sociological and political forces affecting the field. Particular attention is paid to how these societal forces directly impact the rate and level of literacy throughout the world. Program providers, relations with parent organizations, societal influences and awareness of resources will be examined.

Rationale: With the restructuring of the degree, the literacy track is being removed from the POS and some of its information will be addressed in this course. The infusion of this information into the present course will address the base requirements of literacy information for this degree.

**Effective Term: Fall 2014**

**3. Modify the following course:**

ADED 7170 ~~RESEARCH AND~~ GRANT WRITING IN ADULT LEARNING ~~3-0-3~~ 3-V-3

~~Field based research in adult learning. Explores needs based funding sources, including local, state and federal grants.~~ Provides students with the knowledge regarding the process of seeking grant funding. Students will conduct a needs-based assessment of community/university needs and use that research to work in small groups to complete a state or federal grant proposal. They will experience the peer review process both as applicant and reviewer. This course will cover a variety of funding sources and a range of funding types to provide students with an information base for preparing future grant applications.

Rationale: To reflect the stronger grant writing content currently being taught in this class, the new course title will reflect this stronger emphasis.

**Effective Term: Fall 2014**

**4. Delete the following course:**

ADED 7130 CULTURAL DIVERSITY IN ADULT EDUCATION 3-0-3

Rationale: The information taught in this course will be combined with the ADED 7160 course information in the creation of a new course ADED 7180 Cultural Diversity and Community Development. The two courses (6130 & 7160) being combined allowed for the addition of FOUN 7060 Educational Research to be added into the program without any additional hours.

**Effective Term: Fall 2014**

**5. Delete the following course:**

**ADED 7160 COMMUNITY DEVELOPMENT AND PERSONAL LEADERSHIP 3-0-3**

Rationale: The information taught in this course will be combined with the ADED 7130 course information in the creation of a new course ADED 7180 Cultural Diversity and Community Development. The two courses (6130 & 7160) being combined allowed for the addition of FOUN 7060 Educational Research to be added into the program without any additional hours.

**Effective Term: Fall 2014**

**6. Create the following course:**

**ADED 7180 CULTURAL DIVERSITY AND COMMUNITY DEVELOPMENT 3-0-3**

**Course Description: Knowledge of areas of diversity that affect the community. Participants will explore group dynamics, team building strategies and leadership techniques, strategies and skills, and ways to recognize and develop these in group situations through a servant leadership framework.**

Rationale: Two current courses, ADED 7130: Cultural Diversity in Adult Education and ADED 7160: Community Development and Personal Leadership have many overlapping areas that would be better served through this new course.

**Effective Term: Fall 2014**

**CURCAT:**

**Major Department: Adolescent and Adult Education**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: ADED 7130 & ADED 7160**

**7. HRDV 7430 THE STRUCTURE OF THE HR FRAMEWORK 3-0-3**

**Course Description: An emphasis on various specialized disciplines within Human Resources. Focus is on, but not limited to, such topics as benefits, compensation, Global Human Resources, Technology, Consulting, Staffing and Classification Management, Diversity, Organizational and Employee Development, Employee Relations, Ethics and Sustainability, Business Leadership, and Safety and Security.**

Rationale: This course will strengthen the core area for the certification along with three additional courses will lead to a Certificate in Human Resource Development.

**Effective Term: Fall 2014**

**CURCAT:****Major Department: Adolescent and Adult Education****Can course be repeated for additional credit? No****Maximum number of credit hours: 3****Grading Mode: Normal****Instruction Type: Lecture**

*There was a challenge to Item 8; it was remanded to the College of Education Curriculum Committee.*

**8. Modify the following Program of Study:**

Master of Education in Adult Education and ~~Community Leadership~~ Human Resource Development

**Program of Study****A. Adult Education Core (18 hours)**

ADED 7100 History & Theory of Literacy and Adult Education	3
ADED 7110 Psychology of the Adult Learner	3
ADED 7120 Program Planning and Evaluation	3
<del>ADED 7130 Cultural Diversity in Adult Education</del>	<del>3</del>
<del>ADED 7160 Community Development &amp; Personal Leadership</del>	<del>3</del>
ADED 7170 <del>Research</del> & Grant Writing in Adult Learning	3
<del>ADED 7180 Cultural Diversity and Community Development</del>	<del>3</del>
FOUN 7060 Educational Research	3

**B. Specialized Content (12 9 hours)****Human Resource Development**Human Resource Development Area of Specialization

HRDV 7400 Human Resource Development Theory & Practice	3
HRDV 7410 Organizational Theory & Practice	3
HRDV 7420 Management & Leadership Behavior	3
<del>HRDV 7430 The Structure of the Human Resource Framework</del>	<del>3</del>

**Or****Literacy Education**

<del>ADED 7200 Theory of Adult Literacy</del>	<del>3</del>
<del>ADED 7210 Communication Skills in Low Literacy Adults</del>	<del>3</del>
<del>ADED 7220 Literate Communities</del>	<del>3</del>

**Or****Technology-Based Learning**

<del>ADED 7300 Instructional Technology Theory and Practice</del>	<del>3</del>
<del>ADED 7310 Online Learning Environment</del>	<del>3</del>
<del>ADED 7320 Multimedia Design</del>	<del>3</del>

**C. Capstone (3 hours)**

ADED 7500 Workplace Application	3
---------------------------------	---

**TOTAL****30-33 hours**

Special topics courses or courses transferred from another graduate institution may be used to satisfy specialized content or elective requirements, if approved by advisor.

**Rationale:** This revised program of study better reflects what is stated in the CPAE Standards as needing to be included in a Master's Level Adult Education program.

**Effective Term: Fall 2014**

**9. Create the following certificate program:**

**GRADUATE CERTIFICATE IN HUMAN RESOURCE DEVELOPMENT**

**Admission Standards**

**Regular Admission**

1. An earned baccalaureate degree from a regionally accredited institution;
2. A current clear criminal background check conducted as directed by the College of Education;
3. A minimum overall undergraduate GPA of 2.50; and
4. A student must be admitted to the University on a degree-admission basis.
5. All admission documents should be submitted to the Adult Education program advisor

**Standards of Progression**

- A. Each candidate must have an official program of study signed by the candidate and his/her advisor on file in the appropriate College of Education department. A program of study does not become official until it has been signed and filed.
- B. A minimum overall grade point average of 3.00 or better must be earned for the certificate to be awarded on the graduate level.

**GRADUATE CERTIFICATE IN HUMAN RESOURCE DEVELOPMENT**

Required Courses (12 Hours)

HRDV 7400 Human Resource Development Theory & Practice	3
HRDV 7410 Organizational Theory & Practice	3
HRDV 7420 Management & Leadership Behavior	3
HRDV 7430 The Structure of the Human Resource Framework	3
Total	12 Hours

**Rationale:** This program of study has been requested by many Adult Education and Community Leadership graduate students to better prepare them for the workplace and for advancement.

**Effective Term: Fall 2014**



**10. Change the following Course Title:**

SCED 6330 ~~PLANNING INSTRUCTION AND ASSESSMENTS FOR DIVERSE LEARNER~~ CLASSROOM INSTRUCTIONAL ASSESSMENT

Rationale: To reflect the content currently being taught in this class.

**Effective Term: Fall 2014**

**11. Create the following course:**

**CURI 7040 CONTEMPORARY ISSUES AND PRACTICES IN ADVANCED CONTENT PEDAGOGY** **3-0-3**

**Course Description: Examines current research, legislation and curricular/instructional materials and practices related to content pedagogy. Enhances and extends students' knowledge of curriculum and instruction related to content in their area of certification.**

Rationale: This course is designed to provide an elective course for the Curriculum and Instruction degree that meets the content area requirement for the electives.

**Effective term: Fall 2014**

**CURCAT:**

**Major Department: Adolescent and Adult Education**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**12. Create the following course:**

**CURI 7044 GLOBAL PERSPECTIVES IN CURRICULUM AND CONTENT PEDAGOGY** **3-0-3**

**Course Description: Explores curriculum and pedagogical content as it is influenced by international standards and global forces, including culture, social, economic, political, and educational dynamics. The course fosters global awareness and develops knowledge and dispositions to promote critical thinking, communication, problem solving, and interpersonal understandings necessary for curriculum development and student learning of content within a global context.**

Rationale: This course is designed to provide an elective course for the Curriculum and Instruction degree that meets the content area requirement for the electives. The course also provides an opportunity to incorporate a study abroad component into the degree. Global awareness is becoming a key component in the field of education.

**Effective Term: Fall 2014**

**CURCAT:**

**Major Department: Adolescent and Adult Education**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

B. Childhood and Exceptional Student Education (no items)

**II. College of Health Professions****A. Health Sciences**

*Item 1 from the Department of Health Sciences was discussed and approved by the committee.*

**1. Request a blanket change on the following course:**

MHSA 6040 System ~~Analysis and Design~~ Life Cycle Applications

Rationale: This course is cross-listed with NURS 6040 and CSCI 6040. In February 2013 the Department of Computer Science changed the name of the class but did not request a blanket change. This is to rectify that omission.

**Effective date: Fall 2014**

**B. Nursing**

*Item 1 from the Department of Nursing was discussed and approved by the committee.*

**1. Request a blanket change on the following course:**

NURS 6040 System ~~Analysis and Design~~ Life Cycle Applications

Rationale: This course is cross-listed with MHSA 6040 and CSCI 6040. In February 2013 the Department of Computer Science changed the name of the class but did not request a blanket change. This is to rectify that omission.

**Effective date: Fall 2014**

C. Rehabilitation Sciences (no items)

**III. College of Liberal Arts**

A. Art, Music, & Theatre (no items)

B. Criminal Justice, Social and Political Science (no items)

- C. Economics (no items)
- D. Gender and Women's Studies (no items)

## E. History

*Items 1-4 from the Department of History were discussed and the graduate portions were approved by the committee. The undergraduate portions were previously approved by the University Curriculum Committee.*

### 1. Modify the following course:

GEOG 5530U/G ~~ENVIRONMENTAL GEOGRAPHY~~HUMAN/ENVIRONMENT INTERACTIONS 3-0-3

Undergraduate prerequisite: GEOG 1100 or GEOG 2120 or permission of instructor

Graduate prerequisite: none

Survey of ~~interrelationships between the growth and dispersal of human populations, and of other living organisms, such as crop plants, domesticated animals, weeds, and microbes~~ the key themes, ideas, and methodological approaches within the discipline of geography that seek to understand the relationship between humans and their environment (i.e. cultural/political ecology) over the last century. An interdisciplinary approach will be provided, with a focus on anthropology.

Rationale: The Geographic Education Council states that Human/Environment Interactions is a key theme within the discipline of Geography. The name change reflects the roles of humans as both a part of their environment and key shapers of their environment. This course could make a nice addition to the Environmental Studies Minor as well as tap into the disciplinary interest among Armstrong students in anthropology. Graduate students enrolled in the course will be given additional work to complete.

**Effective Term: Fall 2014**

### 2. Modify the following course:

GEOG 5550U/G ~~GEOGRAPHY OF SOUTH ASIA~~TOPICS IN REGIONAL GEOGRAPHY 3-0-3

Undergraduate prerequisite: GEOG 1100 or HIST 1111 or HIST 1112 or HIST 1112H or permission of instructor.

Graduate prerequisite: None

~~An historical~~ survey of the physical, cultural, historical, and economic geography of ~~the Indian subcontinent~~ a world region. May be repeated as topics vary.

Rationale: Provides flexibility to accommodate the various regional specialties and changing regional research focus of the geography faculty member. Graduate students enrolled in the course will be given additional work to complete.

**Effective Term: Fall 2014**

**CURCAT:**

Major Department: History

Can Course be repeated for additional credit? **NOYES**Maximum Number of Credit Hours: **39**

Grading Mode: Normal

Instructional Type: Lecture

Course Equivalent: None

**3. Create the following courses:****GEOG 5860U/G Tourism Geographies****3-0-3****Undergraduate prerequisite: HIST 1100 or POLS 1100 or HIST 2111 or HIST****2112 or permission of instructor****Graduate prerequisite: None****A critical/cultural analysis of the influence of tourism on communities and landscapes, focusing on its economic, social, and environmental impacts through case studies.**

Rationale: The city of Savannah averages 12 million visitors a year. The discipline of geography is uniquely poised to explore tourism from a variety of perspectives, such as economic, cultural, and environmental. Graduate students enrolled in the course will be given additional work to complete.

**Effective Term: Fall 2014****CURCAT:****Major Department: History****Can Course be repeated for additional credit? NO****Maximum Number of Credit Hours: 3****Grading Mode: Normal****Instructional Type: Lecture****Course Equivalent: None****4. Delete the following course:****~~GEOG 5870U/G HISTORICAL GEOGRAPHY IN NORTH AMERICA~~ — ~~3-0-3~~**

Rationale: A new faculty hire has necessitated a reorientation of the upper level course offerings in Geography. GEOG 5870 corresponds to the specialization of a previous faculty member. GEOG 5860 is being proposed as its replacement.

**Effective Term: Fall 2014**

F. Languages, Literature, &amp; Philosophy (no items)

## G. Professional Communication and Leadership

*Item 1 from the Professional Communication and Leadership program was discussed and approved by the committee.*

1. **Request for the following blanket change:  
For all LEAD classes, change the Major Department from Liberal Studies to Professional Communication and Leadership.**

Rationale: These courses were originally created for the Master of Arts in Liberal and Professional Studies. Since the degree program was revamped and renamed, the courses need to be associated with the correct program name.

**Effective Term: Fall 2014**

## IV. College of Science and Technology

- A. Biology (no items)
- B. Chemistry & Physics (no items)
- C. Computer Science and Information Technology (no items)
- D. Mathematics (no items)

## E. Psychology

*Item 1 from the Department of Psychology was discussed and the graduate portion was approved by the committee. The undergraduate portion was previously approved by the University Curriculum Committee.*

1. **Modify the following course:**

PSYC 5060U/G Basic Behavior Principles and Behavior Change 3-0-3

Undergraduate Prerequisites: PSYC 1101 or PSYC 1101H, and either PSYC 3400 or both PSYC 4090 and 4091

Graduate Prerequisite: Acceptance to ~~the~~ Graduate School Studies or baccalaureate degree in psychology.

Basic principles of behavior analysis, the definition and characteristics of applied behavior analysis, and behavior change procedures, including positive and negative reinforcement, schedules of reinforcement, punishment, imitation, shaping and chaining, extinction, differential reinforcement, and antecedent interventions.

Essential material for this course is covered in PSYC 3400 (Introduction to Learning) or PSYC 4090 (Learning and Behavior) and 4091 (Learning and Behavior Laboratory).

Rationale: Currently, our three course sequence in applied behavior analysis (PSYC 5060, 5061, and 5062) has been approved by the Behavior Analysis Certification Board (BACB) as fulfilling the course requirements for students to qualify to take the Board Certified Assistant Behavior Analyst (BCaBA) Examination. Beginning in 2015, students would need to complete a four course sequence in order to qualify to take that exam. We have revised our applied behavior analysis curriculum to meet the requirement of a four course sequence: PSYC 3400 or PSYC 4090 and 4091, 5060, 5061, and 5062. In that PSYC 3400 or PSYC 4090 and 4091 will provide the foundational material for PSYC 5060, PSYC 3400 or PSYC 4090 and 4091 should be a prerequisite for PSYC 5060, just as PSYC 5060 is the prerequisite for PSYC 5061 and PSYC 5061 is the prerequisite for PSYC 5062.

**Effective Term: Fall 2014**

#### **OTHER BUSINESS**

**A. Informational Item: CRJU 7852 and LEAD 7300.** These classes were created as non-repeatable. This was an error, as they are special topics courses. The courses have been changed to repeatable as topics vary in order to correct the error. This informational item is to document the change.

**B. Informational Item: SCED 6750.** This class was created with a grading mode of "Normal." This was an error, as it is an internship class. The grading mode has been changed to "S/U" to correct the error. This informational item is to document the change.

**ADJOURNMENT.** The meeting was adjourned at 2:39 p.m.

Respectfully submitted,

Phyllis L. Fulton  
Catalog Editor

## Grade Appeal Process

In accordance with Armstrong Atlantic State University regulations, appeals for a change of grade are initiated by the student prior to midterm of the semester after the grade was received. A change of grade, other than incomplete, may not be made later than two calendar semesters following the semester in which the grade was received.

A student who contests a grade must follow this procedure:

1. The student must discuss the contested grade with the instructor involved.
2. If the grade dispute remains unresolved, the student must meet with the department head/program director and the instructor. If the grade dispute is with the department head/program director, the student must meet with the dean of the college/school (or designee) and the department head/program director. A “memorandum for the record” will be prepared by the department head (dean or designee) which will include the substance of the conversations and pertinent documentation presented during the meeting. The student will receive a copy upon request.
3. If the grade dispute remains unresolved, the student must request a formal hearing, in writing by mid-term of the semester following the posting of the disputed grade, according to the procedures outlined by the college.
  - a. College procedures are available in the dean’s offices
  - b. Colleges may choose to have one or two levels of review: departmental appeal committee and/or college appeal committee.
  - c. Committees deliberate in closed door sessions after both the student and the instructor have presented their case and documentation. All discussions are confidential.
4. In the event of a departmental review, the department head will appoint the departmental appeal committee to hear the appeal. The committee will operate according to A-D below. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, see “6” below.
  - a. The departmental appeal committee will consist of the at least three faculty members, not including the instructor involved. Membership on the departmental appeal committee may include faculty from other departments in the college when deemed necessary by the department head. One of the faculty members will be designated by the department head as the hearing officer.
  - b. The departmental appeal committee will hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.
  - c. The departmental appeal committee will hear the grade appeal and present its findings to the assistant dean of the college within 30 business days from the initiation of the appeal.

- d. Students may appeal the departmental appeal committee decision to the assistant dean for a college committee hearing within 10 business days of the departmental appeal committee decision.
5. In the event of a college level review, the dean of the college (or designee) will appoint a college appeal committee to hear the appeal. The college appeal committee will operate according to A-C below. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, see “6” below.
    - a. The college appeal committee will consist of at least one faculty member from each department, not including the instructor involved. The assistant dean of the college (or other faculty chosen by the Dean of the college) will chair the college committee and serve as an ex-officio member of the committee.
    - b. The college appeal committee will hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.
    - c. The college appeal committee will hear the grade appeal and present its findings to the dean of the college prior to the last day of the semester.
  6. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, then the following timetable will be met at the first of that semester/term:
    - a. If a grade appeal is not resolved with the instructor concerned, the student will file an appeal in writing with the department head/program director (or the college/school dean or designee if the grade dispute is with the department head/program director). This step will be taken by the first day of classes of the semester/term following the posting of the disputed grade.
    - b. The college appeal committee will be appointed by the third day of the semester and will hear the grade appeal by the third day of the semester.
    - c. The college appeal committee will present its findings to the college dean by the fifth day of the semester
    - d. If the appeal to the college dean is denied, the student will be removed from the official class roster of the course if the student is already enrolled.
  7. In all cases, if the college dean denies the appeal, the student may appeal to the Provost (or his or her designee). This appeal must be in writing and must be filed within five days of notification from the college dean.
  8. Neither the president nor the Board of Regents will accept or consider appeals based on academic grades.

*Students should consult their program and college for further information and their policies*



*that may apply.*

Page 7 of the graduate catalog:

**Residence Requirement for Degrees**

A minimum of one-half of the hours required for the degree must be earned in residence. A maximum of one-half of the hours required for the degree may be earned in courses offered off-campus, including courses offered through the Area Teacher Education Services. Armstrong courses taken off-campus as part of an approved external degree program are considered to have been completed in residence.

Page 14 of the graduate catalog:

**Graduate Transfer Credit**

A maximum of six semester hours of credit may be accepted for the program of study from credit completed at another regionally-accredited institution. This is in addition to semester hours which may be taken from approved courses at Savannah State University. This is also in addition to courses taken at other institutions as part of collaborative arrangements in conjunction with approved external degree programs. Decisions regarding acceptability of credit will be made at the program level. Only courses with grades of B or better will be accepted.