Informal Appeal to Department Chair
December 26, 2012

Dr. Butler,

Thank you again for meeting with me by phone on Monday morning. In this informal letter I wanted to reiterate what we had discussed during that phone conversation so as to make sure I understood what you shared with me.

- You informed me that you had communicated with Dr. Warren via email only on the appeal I am pursuing for the grade I received in — for the fall 2012 semester.

- Your understanding of the issue(s) in question is:
  - Assignment #1 as outlined in the syllabus—I now want to complete this assignment in order to complete the course, earn a passing grade, and be able to move forward with — as scheduled.

- I agreed that not being able to complete assignment #1 was an issue because I was reinstated to the class after August 31, 2012, after the assignment #1 was due and after Dr. Lewis and Dr. Wang had to intervene on my behalf to be reinstated to the class.

- Further more on Assignment #1, the course instructor in a meeting on September 24, 2012 stated that I was not able to turn in assignment #1 because the date had already passed when I was reinstated into the course. However, in a meeting on December 21, 2012 to informally resolve the issue at hand, the course instructor informed me that I could have turned in assignment #1 after I was reinstated if I had only asked him before courses ended on December 3, 2012. My position is that he had already told me that I was not able to submit that assignment in the September 24, 2012 meeting, and he did not inform me of the possibility of being able to submit assignment #1 until the meeting on December 21, 2012, after final grades had been posted.

- I also informed you that the course instructor revised the syllabus for me and not my classmates, but did not inform me until December 4, 2012, after classes ended. The syllabus change included the course instructor providing 0% of the overall grade for a peer review as required by the original syllabus I was provided in September 24, 2012, and revised grading percentages given to each element of the revised syllabus I wasn't provided until December 4, 2012. As such, I performed the required course work as required in the syllabus provided me on September 24, 2012 as I was told to do at that time.
• I requested to know your response in writing.

• Again, I acknowledged your willingness to resolve this issue and responding to my request to meet or speak with you as soon as possible. We concluded the conversation.

As a further follow-up to our conversation I wanted to address a comment you made, and possibly some confusion that I feel needs further clarification on my part. You also commented that you saw the situation as my wanting to be unique in the course (you didn’t specifically say how I wanted to be unique, but I’m assuming having a research partner that is not a student in the GSU program), and now that I’ve received a poor review I no longer want to be unique in the course.

The facts are that I pursued a topic of research that was at first to be a RCT with Lorrie Rogers, PT, but because of a lack of funding, and interest in the topic by GSU faculty, Lorrie and I agreed to shift the research topic to a meta-analysis. This request to shift from an RCT to a meta-analysis and my enrolling in the course was approved by both Dr. Lewis, the acting Department Chair at the time, and by Dr. Warren. In addition, Dr. Warren approved my pursuing the research topic with Lorrie Rogers, PT as my research partner and Dr. Lewis agreed to perform faculty oversight of the project.

Therefore, I am not seeking to be unique, as perhaps may have been suggested to you. Instead, I was seeking to pursue a topic that was of interest to me and of clinical relevance in a rapidly growing field in evidence based practice in clinics— . I had formed a professional relationship with Lorrie Rogers, PT during ( and we have a mutual interest in providing to our patients in the realm of

So as a point of clarification, I’m simply asking to have my grade amended to an "S" for course and be allowed to attend as scheduled, or be allowed to submit assignment #1 as I should have been able to do per the course instructor and receive a passing grade, my argument being that

  o That I completed the required elements of during the Fall 2012 semester as outlined in the syllabus that was provided to me on September 24, 2012 and instructed to do.
  o The course instructor provided me a grade on a revised syllabus that I was unaware of until after final assignments were turned and in that resulted in a failing grade.
  o I was not informed that I could submit assignment #1 to bolster my grade until December 21, 2012, 16 days after the end of the semester and final grades had been submitted, which if I had been allowed to make the submission during the semester, I would have achieved a passing grade in the course.
Department Chair Response
Dec. 28, 2012

Dear:

I am writing to follow-up on your change in Academic Status. Since my letter to you on Dec. 17, 2012 I have had multiple conversations with you, the faculty in the Department of and Dr. Lynda Goodfellow the Associate Dean for Academic Affairs in the BFLSNHP about your academic status. Based upon those conversations the decision has been made to uphold the grade of “U” in . You will need to remediate before you can proceed with ) and proceed in the program. Dr. Gordon Warren has developed a remediation plan for (see attached). At this point there is no option for you to participate in a clinical rotation in Spring 2013. As we move forward, there are two options that you may consider.

Option #1. Accept the remediation plan. The remediation will occur as outlined in the attached remediation plan. You may continue with a formal grade appeal to the Dean’s office (Step #3 of the Student Appeal Process). If the appeal results in overturning your grade from “U” to “S” then you may discontinue. However if you have no research data it will be difficult to move on to the next course in the research series.

The remainder of your academic career would look something like this:

1. Jan-May [Spring 2013]-
2. May-July [Summer 2013]-
3. Fall 2013-

Option #2. Reject the remediation plan. You may continue with the grade appeal to the Dean’s office. If the appeal results in overturning your grade from “U” to “S” then you will continue according to the plan above. However with no research data, it will be difficult to move on to the next research course in the series. If after appeal the grade of “U” is upheld, you must re-take if you intend to complete the program and graduate. The twelve-week remediation plan would have to be offered in a semester other than the spring 2013 and your academic career will be delayed. If you choose not to complete you will be removed from the program as a result of not completing all requirements.

Georgia State University, a unit of the University System of Georgia, is an equal opportunity educational institution and an equal opportunity/affirmative action employer.
Please consider both of the options carefully. I hope you will not consider the option to remediate as punitive, but rather an opportunity to more completely understand the research process. As Doctors of ______ we are charged with understanding and conveying the latest scientific knowledge to our patients. We believe that research is equally important to the preparation of a ______ as understanding basic physiology or clinical skills. Please review the remediation plan and inform me of your decision (Option #1 or Option #2) within five (5) working days of receipt of this letter.

Regards,

Andrew J. Butler, PT, MBA, PhD, FAHA
Associate Dean for Research & Professor
Chair Department of
Byrdine F. Lewis School of Nursing & Health Professions
Georgia State University
Atlanta, GA 30302

Cc: Gordon Warren, Lynda Goodfellow, Tai Wang, Jennifer Cline, Jim Lewis
December 28, 2012

PROPOSED REMEDIATION PLAN FOR

You received an Unsatisfactory (U) grade for . During Fall semester, 2012. You are being offered remediation in . If the following remediation plan is satisfactorily completed as judged by Drs. Andrew Butler and Gordon Warren, your grade in will be changed to Satisfactory (S). If you do not satisfactorily complete the remediation plan, your grade will not be changed and your standing in the program will be re-evaluated.

The remediation plan as outlined below will be conducted during Spring semester, 2013. You will formally meet for one hour with Drs. Butler and Warren on a weekly basis (day/time TBD). During those meetings you will formally brief Drs. Butler and Warren on your progress on completing the tasks outlined below. Adjustments to the meeting schedule are possible if agreed upon by you and Drs. Butler and Warren at least 24 hours in advance of the originally scheduled meeting. Adjustments to the tasks due for a particular week are possible if agreed upon by you and Drs. Butler and Warren at least one week in advance of the original task due date. You will be given specific feedback each week as to whether your progress is satisfactory or not. You are highly encouraged to contact Drs. Butler and/or Warren outside the one-hour, weekly meetings if you require assistance to complete the prescribed tasks. You are however expected to first consult your textbook, notes, and materials from the course that you took in Spring semester, 2012.

Outline of tasks to be completed under the proposed remediation plan:

Week 1 (week of January 14, 2013)

Task: *State the clinical research question and transform the question into one or more objectives.*

Requirements: State question in PICO format. Identify each PICO component. Define type(s) of patients (or participants). Specify intervention of interest and the intervention(s) against which these will be compared to. Specify types of outcomes and determine which outcome measures are most important.

Week 2 (week of January 21, 2013)

Task: *Describe plan for systematic review to answer the clinical research question.*

Requirements: State databases to be searched. State grey literature sources to be searched. State handsearching procedures. State search strategies for each database (e.g., specify search terms for each database). State search restrictions (e.g., date limits, languages, RCT or not). Describe how database searches will be documented and how the results will be handled. (It
is highly recommended that you work with the BFLSNHP reference librarian (Sharon Leslie) on this task and the actual database searches.)

Week 3 (week of January 28, 2013)
Task #1: Present results from searches of the MEDLINE database.
Requirements: State search strategies that were used. State the number of hits for each strategy. Using a cursory evaluation of the searches, estimate the number of relevant hits.
Task #2: If necessary, state the revised clinical research question and objective(s)
Requirements: Adjust research question and its PICO components to yield ≥5 relevant studies for which an effect size can be calculated for at least one common outcome measure.

Week 4 (week of February 4, 2013)
Task #1: State specific inclusion/exclusion criteria for whether a study should be included in the systematic review/meta-analysis.
Requirements: The inclusion/exclusion criteria should be based on the research question’s PICO components.
Task #2: Present instrument to be used to extract data from relevant studies.
Requirements: Consult Table 7.3.a in the Cochrane Handbook for Systematic Reviews of Interventions for detailed criteria to consider including in the instrument. Also, consider extracting data for all possible moderator variables. The instrument can be in hard copy or electronic (e.g., Excel, Access) form.
Task #3: Present results from searches of all databases, grey literature, and handsearching.
Requirements: State search strategies that were used in each database, et cetera. State the number of hits for each strategy in each database, et cetera.

Week 5 (week of February 11, 2013)
Task: Present listing of all relevant studies.
Requirements: Relevancy of the studies will be determined by two independent reviewers. Dr. Butler will serve as a reviewer in addition to you. Disagreements among reviewers will be reconciled by Dr. Warren. The review process will be conducted in two phases. The first review will be based on a review of the titles and abstracts resulting from Task #3 of Week 4. The second review will be based on a full-text evaluation of the studies that appear to meet the study inclusion/exclusion criteria during the first review.

Week 6 (week of February 18, 2013)
Task: Present evaluation of study quality for all relevant studies.
Requirements: Study quality will be evaluated using the PEDro scale. Study quality will be determined by two independent evaluators. Dr. Butler will serve as an evaluator in addition to you. Disagreements among evaluators will be reconciled by Dr. Warren.
Week 7 (week of February 25, 2013)
Task #1: Present results of data extraction from all relevant studies.
Requirements: Data extraction will be conducted by two independent data extractors using
the instrument presented during Week 4. Dr. Butler will serve as a data extractor in addition
to you. Disagreements among data extractors will be reconciled by Dr. Warren.
Task #2: Present table summarizing extracted studies.
Requirements: The table should resemble Table 1 of Sawyer et al., J. Yoga Phys. Ther.
2:120, 2012 (doi:10.4172/2157-7595.1000120) or Table 1 of Warren et al., Med. Sci. Sports

Week 8 (week of March 4, 2013)
Task: Present results from initial meta-analyses run on all outcomes.
Requirements: Run the meta-analyses using the Biostat Comprehensive Meta-Analysis
software. Justify the model used for calculating the overall effect sizes. Calculate overall
effect sizes for all outcome measures. Prepare forest plots for each primary outcome
measure.

Week 9 (week of March 11, 2013)
Task: Present assessments of effect size heterogeneity for all outcomes.
Requirements: For all outcome measures, calculate and interpret the $I^2$, Q, and associated p
value used in assessing between-study effect size heterogeneity. If medium to high
heterogeneity exists, determine the next steps for dealing with it, e.g., discuss plans for
performing subgroup analyses and/or meta-regressions.

Week 10 (week of March 18, 2013)
Spring break week (no tasks to be performed)

Week 11 (week of March 25, 2013)
Task #1: Present assessments of publication bias for all outcomes.
Requirements: Prepare funnel plots for all outcomes. Calculate Duval and Tweedie’s Trim
and Fill adjustments to the overall effect sizes.
Task #2: If necessary, present results of analyses done to explain substantial between-study
effect size heterogeneity.
Requirements: Perform and interpret any necessary subgroup analyses and/or meta-
regressions.

Week 12 (week of April 1, 2013)
Task: Present PowerPoint file needed to print a poster that will be presented at the GSU
Course on April 20.
Appeal Letter to Dean’s Office
January 7, 2013

Dr. Lynda T. Goodfellow, Ed.D., RRT, FAARC
Associate Dean of Academic Affairs
Byrdine F. Lewis School of Nursing and Health Professions
Georgia State University
Atlanta, GA 30302

Dr. Goodfellow,

I am a student in the GSU Department. This letter is notification to you that I am formally appealing the grade of “U” that I received in the course for the 2012 Fall semester. Over the Winter Break, I pursued the informal appeals process as outlined in the 2012 Student Handbook. I am now sending this letter of official appeal to you today on the first day that Georgia State University is officially open for business after the winter break.

My statement of complaint is that Dr. Gordon Warren, instructor of , acted in an inconsistent, variable, unpredictable and hence capricious manner in grading my performance in the referenced course as compared to how other students in the course.

Information and facts to support my complaint are as follows:

1. Grades for completed and submitted work for the course were not posted to my ULearn account during the semester nor after completion of the semester (attached figure), therefore I was unable to ascertain my progress or lack of progress in the course during the semester.

2. In addition to no grades being posted to my ULearn account, the course instructor did not notify me either verbally or in written form during the semester that I was in fact failing the course, if indeed I was.

3. Because I was not able to register for the course until September 24, 2012 due to financial and funding issues, the course instructor informed me that he would not accept required course work due prior to September 24, 2012. I accepted his decision and proceeded with the syllabus from that date. All agreed who were in attendance at the meeting held September 24, 2012 that I would be able to successfully complete the course as outlined in the course syllabus.

4. During the December 21, 2012 meeting that included the course instructor and Dr. Wang, I was informed by the course instructor that I could have turned in the required assignment that was due prior to September 24, 2012 if “I had only asked him”, in fact reversing his prior statement on September 24, 2012, that I was unable to turn in the assignment. This quote was heard
and witnessed by a third party, Dr. Wang during a meeting that occurred on December 21, 2012 to resolve this issue with the course instructor.

5. The course instructor did not notify me until December 4, 2012, one day after classes ended for the 2012 Fall Semester, that he had changed the grading rubric for the course for my case only, and not for the entire class. Until December 4, 2012, I was unaware that a grading change in the form that my research partner would not be able to provide a required peer review (as listed in the syllabus grading rubric) of my performance and that he had increased the point value for the overall grade for his review, as the instructor instead. I was never provided the grade for his instructor review of my performance for the course.

The course instructor informed me that I failed the course with a grade of 69, hence earning a "U" for the course. The syllabus states that a grade of >69.49 is required to pass the course.

Because if items #1-5 as stated above, and specifically that no grades were provided to me but yet I was given a grade of "U", I believe that Dr. Warren graded me in a capricious and unpredictable manner with criteria yet unknown to me.

The redress I seek is to receive a grade of "S" in the course since I competed the required assignments as outlined in the course syllabus, and continue on in the GSU program, which includes immediately participating in course in order to maintain a schedule to graduate in August 2013.

The steps I have already taken as outlined in the 2012 Student Handbook to address this issue include:

1. Meeting informally with Dr. Warren and Dr. Wang on December 21, 2012 to address this issue. During this meeting Dr. Warren rejected my suggestion that I submit an additional update of the work I had completed with my research partner on our Meta analysis project since he was open to my submitting that first assignment in the first place. With the grading spreadsheet he showed me I think I would have passed the course, but still unsure as to no complete grades were provided to me.

2. Writing multiple emails and participating in a phone meeting with Dr. Butler on December 24, 2012 to informally resolve this issue.

My dissatisfaction with the decision from the informal process arises from the fact that:

1. Dr. Butler informed me in an email and letter that he was choosing to uphold the grade of "U" I was given for , with no further reason or detail of
how I was graded in the course. Therefore, I still don't know how I was graded, and why I received a "U" and not an "S."

2. The formal process is the only way available to me for an objective decision to be made in this matter.

This matter is very serious. Dr. Butler informed me that my academic standing has been impacted by the grade of "U" for ____________, and as such, I will not be allowed to proceed with __________ at this time in turn delaying my graduation from the GSU program until December, 2013. This creates an unnecessary economic impact on me in the form of delaying my entry into the field of ____________ and in the short term preventing me from continuing with ____________ and hence a tuition waiver, and requiring an additional semester of tuition and fees.

My contact information:

Thank you in advance for your consideration in this matter.
### My Grades

**December 24, 2012**

**Student:**

**Course:**

**Section:** Fall Semester 2012

**Section Instructor:** Warren, Gordon ()

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Statistics</th>
<th>Comments</th>
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</table>

**No grades released.** (XX) - Indicates a grade that is partial or not complete
Wednesday, January 23, 2013

TO: Margaret C. Wilmuth, Dean
FROM: Chip Zimmerman, Chair
Lisa Cranwell-Bruce, Member
Michelle Nelson, Member

RE: Hearing

The Byrdine F. Lewis School of Nursing and Health Professions Student Appeals Panel met on Tuesday, January 22, 2013 to hear the appeal of . The purpose of this meeting was to hear evidence regarding appeal of the final grade she received in during fall semester of 2012. Dr. Gordon Warren, the instructor of record for was also present at the hearing.

After reviewing the written materials provided to the committee and oral statements from both the student and the instructor, the hearing panel recommends that grade of "U" be changed to a grade of "I" until completes the remediation program outlined by Dr. Warren. The evidence upon which this recommendation was made was presented in the following documents and in verbal submission at the January 22, 2013 hearing:

1. While was unable to register for the course in question until September 24, 2012, (due to financial reasons) made no obvious effort to contact Dr. Warren prior to that time in order to make him aware of her situation.
2. While claims that she was unaware that she was not meeting the course requirements until after the course ended. made no effort to contact Dr. Warren in order make inquiry regarding her academic status in the course.
3. A grade of "U" on transcript would prevent from applying for a position that would allow her to continue her education.
4. Openly admits that needs remediation in the course in order to firmly grasp the subject matter.
5. Per a remediation agreement worked out between Dr. Warren, Dr. Andrew Butler, will not be removed from the program because of assigned grade, but will be allowed to continue work and simply graduate at the end of fall semester of 2013 (instead of August 2013 with classmates).

Given that:

1. is not being removed from the program as a result of grade.
2. Is in need of a position in order to continue financing education.

3. Drs. Warren and Butler have agreed that if I successfully completes remediation program that will be allowed to continue in the program.

The Student Appeals Committee was unanimous in its recommendation that grade in for fall semester of 2013 be changed from "U" to "I" in order for her to be eligible for the financial support that a position would provide. Once she completes the assigned remediation activities, Dr. Warren will have the opportunity to change the grade of "I" to the grade earned during the remediation process.

Respectfully Submitted,

Chip Zimmerman, MS, RRT-NPS
Committee Chair
Course Syllabus
GEORGIA STATE UNIVERSITY
Byrdine F. Lewis School of Nursing and Health Professions
Department of:

Fall 2012

Course Instructor: Gordon L. Warren, PhD
Credit Hours: 3 (0 lecture hours and 6 lab hours; 90 total contact hours)
Class Time / Location: TBD
Office: Urban Life Bldg, Room 1281
Phone: (404) 413-1255
Email: gwarren@gsu.edu
Office hours: Mon-Fri, 12:00-1:00 PM

COURSE EXPECTATIONS:
Class attendance:
Class attendance and participation are required. If you notify the course instructor that you will not be present for an acceptable reason in accordance with the GSU student handbook (death, jury duty, illness, and military duty) every effort will be made to assist you in your make-up efforts. If the course instructor is not notified properly or your absence is unexcused, you will be responsible for obtaining the material independently.

Classroom Mission Statement: The mission of our classroom is to collaborate as a team to facilitate the active learning and integration of material in a professional, non-threatening, non-intimidating environment.

Prerequisites:
Successful completion of all prior physical therapy course work and clinical internships.

Description:
This is the third in a series of four research courses ( ). This course offers the student the opportunity to obtain hands-on experience in the conduction of a research study, to include development of a research question and an appropriate research design, collection and analysis of the data, and presentation of the study’s findings. The overall expected outcome by the time of graduation is to have performed at least one of the following: 1) submission of a manuscript to a peer-reviewed journal, 2) two platform or poster presentations at national, national, or state/local professional society meetings, or 3) submission of a grant proposal for external funding.

Course Objectives:

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<thead>
<tr>
<th>Course Obj. #</th>
<th>Blooms Taxonomy</th>
<th>Description</th>
<th>CAPTE Criteria</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>I. Instructional/Learning Objectives</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>Collect and manage data while dealing with data collection problems (e.g., difficulties in selecting a sample, subject mortality, unforeseen events, etc.).</td>
<td>CC-5.21, 5.22</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>Using a commercial statistics software package, perform the statistical analysis procedure most appropriate for a given research design.</td>
<td>CC-5.21, 5.22</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>Evaluate and synthesize the findings from the study with current available research.</td>
<td>5.22</td>
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<tr>
<td>Course obj. #</td>
<td>Blooms Taxonomy</td>
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<tr>
<td>4</td>
<td>6</td>
<td>Professionally communicate a research study’s findings in both oral and written formats.</td>
<td>CC-5.17</td>
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<tr>
<td>5</td>
<td>3</td>
<td>Demonstrate professional behaviors.</td>
<td>CC-5.11</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Participate in self-assessment and peer-review during the performance of the project.</td>
<td>CC-5.10, 5.11, 5.12, 5.13, 5.14</td>
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**Assignments:**
Initially, the students in this section will work with the course instructor to plan and prepare for a research agenda. Because of the fluid nature of this course, it is imperative that the group of students defines and re-defines its work objectives on a regular basis. This will be done while in consultation with the course instructor. Three times during the semester (i.e., August 31, September 28, and October 26), you will formally review your work objectives and accomplishments with the course instructor. At the end of the semester, the student group will prepare a report summarizing the group’s accomplishments and findings during the semester. The body of the report will be limited to 10 double-spaced pages. The report should be prepared in the format one would use if the report was going to be submitted for publication in the journal.

**Student Evaluation:**
Group written work objectives and accomplishments
(3 sets prepared throughout semester) 30% (10% per set of objectives)
Group written progress report at the end of the semester 20%
Evaluation of your performance by your peers 20%
Evaluation of your performance by the course instructor 30%

**Grading System:**
These grades are used to specify levels of performance in the course:

- S. >69.49 This is the minimum grade required for all physical therapy courses,
- U. ≤69.49 This grade does not give credit hours.
- WF: Withdrawal while failing
- W: Withdrawal without penalty
- I: Incomplete

Grades will not be awarded on a +/- basis.

Be advised that the last day to withdraw from a course with the possibility of receiving a ‘W’ is October 9. If a student withdraws by this date but is failing the course, he/she will receive a ‘WF.’ All students who withdraw after this date will receive a ‘WF.’

**ACADEMIC CONDUCT AND POLICIES:**
The code of academic conduct is outlined in the departmental and university student handbooks. Violations of academic honesty policies include plagiarism, cheating on examinations, unauthorized collaboration, falsification and multiple submissions. Students, who have any questions or need further clarification on these policies, should see the instructor prior to turning in an exam or project.

**Academic Honesty (Section 409 in GSU Faculty Handbook):**
All students at this University are expected to engage in academic pursuits on their own with complete honesty and integrity. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Students should read the current Georgia State University Graduate Catalog to review policies on Academic Honesty.

Academic Integrity:
Students are responsible for the information contained in the Student Handbook.

Teaching Methods and Learning Experiences:
Lecture, discussion, group study, self-directed study, research scenario, query-based exploration, and peer assessment.

Recommended Textbooks:

Readings:
As determined through literature searches.

Make-Up Policy:
Students are responsible for making up all missed work. If necessary, the student should schedule his/her make-up work with the instructor and/or fellow students.

Course Changes:
The course syllabus provides a general plan for the course; deviations may be necessary.

Accommodation For Students With Disabilities:
Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. [Office of Disability Services is located in the Student Center, Suite 230]

Course Evaluation:
Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
**Tentative Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of Aug 20</td>
<td>Introduction to course</td>
</tr>
<tr>
<td>Week of Aug 27</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
</tr>
<tr>
<td>Fri, Aug 31</td>
<td><strong>Review of group's written objectives and accomplishments (set #1)</strong></td>
</tr>
<tr>
<td>Week of Sept 3</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
</tr>
<tr>
<td>Week of Sept 10</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
</tr>
<tr>
<td>Week of Sept 17</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
</tr>
<tr>
<td>Week of Sept 24</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
</tr>
<tr>
<td>Fri, Sep 28</td>
<td><strong>Review of group's written objectives and accomplishments (set #2)</strong></td>
</tr>
<tr>
<td>Week of Oct 1</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
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<td>Week of Oct 8</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
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<tr>
<td>Week of Oct 15</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
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<tr>
<td>Week of Oct 22</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
</tr>
<tr>
<td>Fri, Oct 26</td>
<td><strong>Review of group's written objectives and accomplishments (set #3)</strong></td>
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<tr>
<td>Week of Oct 29</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
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<tr>
<td>Week of Nov 5</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
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<tr>
<td>Week of Nov 12</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
</tr>
<tr>
<td>Week of Nov 19</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>Week of Nov 26</td>
<td>Work with instructor on projects (exact date/time and location TBD)</td>
</tr>
<tr>
<td>Mon, Dec 3</td>
<td><strong>Group written progress report due</strong></td>
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Misc. email communications
To all concerned:

In regards to the grade appeal for , the following are members of the Student Appeals Committee:

**Student Appeals Committee**
Prof. Chip Zimmerman, Chair
Prof. Lisa Cranwell-Bruce
Prof. Michelle Nelson
Prof. Traci Sims

Dr. Lynda Goodfellow, DO Liaison

Per guidelines, the faculty member and student may each elect to strike one (1) name from the list, however, the hearing panel will be composed of three (3) faculty members elected to the student appeals committee.

Please email me if you have any questions.

Lynda T. Goodfellow, EdD, RRT, AE-C, FAARC
Professor and Associate Dean for Academic Affairs
Byrdine F. Lewis School of Nursing and Health Professions
Georgia State University
PO Box 3995
Atlanta, GA 30302 USA

Office; 404.413.1100
Fax: 404.413.1090

LTGoodfellow@gsu.edu

In Person:
Urban Life Building
140 Decatur Street, Room 816
Atlanta, GA 30303 USA
I am in receipt of your formal grade appeal as of yesterday, January 7, 2013 at 2:34 PM. Attached are guidelines governing the conduct of a student appeal hearing. I will contact the chair of the student appeals committee to schedule a hearing. After I have made contact, the member names of the student appeals committee will be forwarded to you.

Professor Chip Zimmerman will also contact you shortly to ascertain your availability as he will schedule the date and time of the hearing with you and the committee.

All email correspondence from this point forward will be through your GSU email address at

I note from your appeal and email that you list as part of your title. I would consider the title to be used as a courtesy when I am speaking with . Because we are not communicating in regards to your position, but in a faculty/student liaison, I am not comfortable addressing you (nor am I required to) as . The same goes in that I would not expect you to address me as Dr. Goodfellow or Associate Dean Goodfellow outside of Georgia State University. I hope that you recognize the differences I am outlining. As the Dean’s representative in this appeal, I will assure that all parties treated in a civil and respectful manner throughout this process.

If you have any questions about the attached guidelines, please email me.

Lynda T. Goodfellow, EdD, RRT, AE-C, FAARC
Professor and Associate Dean for Academic Affairs
Byrdine F. Lewis School of Nursing and Health Professions
Georgia State University
PO Box 3995
Atlanta, GA 30302 USA
Office; 404.413.1100
Fax: 404.413.1090
LTGoodfellow@gsu.edu

In Person:
Urban Life Building
140 Decatur Street, Room 816
Atlanta, GA 30303 USA
Dr. Goodfellow,

Please find attached a letter notifying you of my formal appeal of the grade of "U" that I received in the Fall Semester 2012. Thank you in advance for your consideration in this matter.
Dear [Name],

I am writing to follow-up on your change in Academic Status. Since my letter to you on Dec. 17, 2012 I have had multiple conversations with you, the faculty in the Department of [Department Name], and Dr. Lynda Goodfellow the Associate Dean for Academic Affairs in the BFLSNHP about your academic status. Based upon those conversations the decision has been made to uphold the grade of “U” in [Course Name]. You will need to remediate before you can proceed with [Next Course] and proceed in the program. Dr. Gordon Warren has developed a remediation plan for [Program Name] (see attached). At this point there is no option for you to participate in a clinical rotation in Spring 2013.

Please review the remediation plan and inform me of your decision (Option #1 or Option #2) within five (5) working days of receipt of this letter.

Regards,

Andrew

p.s. Please acknowledge receipt of this email and the ability to open both attachments.

Andrew J. Butler, PhD, MBA, PT, FAHA

Associate Dean for Research & Professor

Interim Chair Department of

Byrdine F. Lewis School of Nursing & Health Professions

Georgia State University

Atlanta, GA 30302
Jim, Tai, Jennifer.

At this point there is no option for clinical rotation in spring 2013 for

Option #1. Accept the remediation plan. Dr. Warren provides a remediation plan for . . . . . . . . . . . . . The remediation will begin in Jan. 2013-May 2013. If accepts the remediation plan then registers for: ) for spring 2013. Lynda Goodfellow will set up the course. Hopefully she’ll have a success outcome, remediate, get some data and be able to move on to the next stage of the research course. can continue with the appeal to the Dean’s office. If the appeal results in overturning her grade from “U” to “S” then she can stop (But she has no data, so it will be difficult to move onto next research course in the series).

Remainder of her academic career would look like this:
1. Jan-May- 
2. May-XX- Clinical and/or coursework? 
3. XX-YY- coursework or clinical?? 

Option #2. Reject the remediation plan: can continue with the appeal to the Dean’s office. If the appeal results in overturning her grade from “U” to “S” then she can stop . . . . (But she has no data, so it will be difficult to move onto next research course in the series). If the grade is upheld, she still has the grade of “U”. Is then removed from the program? Is then offered remediation?
Dean's Response to Student Appeal
January 30, 2013

I have reviewed your letter of appeal dated January 7, 2013. You are appealing the unsatisfactory grade or “U” received for Your appeal letter claims that Dr. Gordon Warren “acted in an inconsistent, variable, unpredictable and hence capricious manner...” in grading your performance. In reviewing this appeal, I have your letter to Dr. Andrew Butler (December 26, 2012) acknowledging his efforts to resolve this issue informally and your desire to remain in the program, Dr. Butler's (December 28, 2012) response to your letter with a remediation plan, documentation to Dr. Lynda Goodfellow to file a formal appeal, and the report of the Byrdine F. Lewis School of Nursing and Health Professions (SNHP) Student Appeals Committee.

From my review, I note that you accepted the remediation plan as outlined by Drs. Butler and Warren in order to remain in the program. I also note from the hearing panel's report that the committee heard your testimony as well as testimony from Dr. Warren. The report states that you admitted that the remediation plan that you are currently following was needed in order for you to more firmly grasp the subject matter. From this information, it seems to me that the faculty had your best interests in mind when creating the remediation plan.

In making my decision on the merits of this appeal, the following points were considered:

- As a year student, you are responsible for course requirements and you made no effort to contact Dr. Warren either before or after you registered for regarding our status throughout fall semester.
- Your progress in the program was not stopped but you were advised to remediate and then proceed with the final requirements to complete the program.
- Like many of our graduate students, positions are needed in order to finance your education and a grade of “U” prevents you from applying for such positions if they are available.

From your letter to Dr. Goodfellow, I do not agree with your statement that Dr. Warren “acted in an inconsistent, variable, unpredictable and hence capricious manner...” in grading your performance. Additionally you did not seek to contact Dr. Warren prior to September 24, 2012, about the delay surrounding your situation nor did you contact him at any time between September 24 and December 21 to discuss your progress in the course. Further, the faculty have created a remediation plan for you that is very thorough and goes above and beyond what other
students were afforded who took the class fall, 2012. I believe that your unsatisfactory grade could have been avoided if you had communicated with Dr. Warren as instructed in his syllabus.

My decision regarding this appeal is as follows. I will instruct Dr. Warren to change your grade of “U” to an incomplete (“I”). You are to continue with the remediation plan for that you are currently following. Once you complete the requirements per Dr. Warren, the grade will be changed to reflect his satisfaction. Once you have successfully completed, you can proceed with your clinical practicum and other obligations for completing the program as outlined in Dr. Butler’s letter to you on December 28, 2012. From the information presented, your graduation date will be delayed to December 2013. This decision allows you to be eligible for positions once the grade is changed to “I”.

You have the right to appeal my decision by providing a written statement to the Provost within 10 business days of being notified of my decision. Please refer to the University’s Student Appeals Policies and Procedures: Student Complaints on Academic Matters found on the University’s Dean of Students website for details about submission of a final course grade appeal.

Sincerely,

Margaret C. Wilmoth, PhD, MSS, RN, FAAN
Dean and Professor

cc: Gordon Warren, Professor
    Andrew Butler, Interim Chair, Department of
    Ralph (Chip) Zimmerman, Chair, SNHP Student Appeals Committee