

Memorandum

To: General Faculty

Date: October 14, 2026

Regarding: Faculty Senate Agenda for October 16, 2026 in Richards Hall room 102

1. Call to Order
2. Roll Call
3. Minutes
 - A) The September 2026 Faculty Senate Meeting Minutes are pending electronic approval.
4. Discussion with Leadership
 - A) President
 - B) Provost
 - a) The Provost will be unable to attend. He has provided his comments as

Addendum I.

5. Presentation from the Office of Human Resources regarding Open Enrollment and the Workday Platform.
6. Committee Reports

Information Items (Martin McPhail, Chair):

- 1) General Information Updates
- 2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Sarah Elias, Chair)

Information Item:

- A) UPC was tasked by the provost to assist in the formation of the committee that will conduct the review of the Dean of the University College and Honors College. An election for the review committee chair and members was conducted.

Committee II: Graduate Programs Committee (Kim Green, Chair)

Information Item:

- A) GPC provided guidance for the formation of the committee that will conduct the Periodic Review of the Graduate School Dean.

Committee III: Academic Policies Committee (Rochelle Elman, Chair)

Action Items:

A) Academic Withdrawal Policy

- 1) The APC recommends that the withdrawal policy be extended to 10 weeks total.
 - a) The APC further recommends that students have 10 weeks to withdraw from a course. The 11th week would be a review period for the faculty member and student to discuss if withdrawal is necessary.
 - b) If a student withdraws earlier than the 10th week of the semester, they have five to seven days to communicate with the faculty member about their grades.
 - c) Once a student fills out and submits the withdrawal request form, an email notification will be sent to the faculty member and the student's advisor letting them know that they and the student have five to seven days to communicate about how the student is doing in the course and if withdrawal from the course is needed.

B) Hardship Withdrawal Deadline

- 1) The APC recommends that the institution increase the amount of time to submit for a Hardship withdrawal from six months to one academic year.

C) Graduate School Policy Changes

- 1) The APC recommends the following policy revisions (please see enclosed revisions to the **Double Wolf policy, Incomplete Policy, Transcript Requirements, Admissions Language, and Graduation Requirements** for detailed revisions):
 - a) Double Wolf—Start Early (**Addendum II**)
 - b) Incomplete Grade Policy (**Addendum III**)
 - c) Official Academic Transcript Policy (**Addendum IV**)
 - d) Admissions Language (**Addendum V**)
 - e) Graduation GPA Policy (**Addendum VI**)

Information Item:

- A) Current language in the Admissions section of the Graduate Catalog will be revised to be consistent with current policies.

Committee IV: Faculty Affairs Committee (Levi Ofoe, Chair)

Information Items:

- A) Workload Committee Updates.
 - B) Updates to the Policy Regarding Non-Tenured Dismissals. ([Addendum VII](#))
6. Old Business
 - A) None
 7. New Business
 - A) Workload Policy Discussion
 8. Announcements
 9. Adjourn

Addendum I

Provost Preston's Updates for Faculty Senate, October 2026

1. UWG continues to have a great trajectory of serving more students. Student credit hours as of 9/30/26 are 7,684 higher than they were last year at this time, indicating we are doing a great job of growing and meeting increased student demand. That's ~2,500 more seats (or 100 classes of 25 students) delivered than fall 2025!
2. Year-over-year credit hour growth is pronounced in History, Biology, Theatre, Sociology, Chemistry, Music, Management, and Education (various including ECED, EDRS, MEDT, and SLPA).
3. We have work to do to turn around year-over-year declines in Political Science, Economics, English, Art, Computer Science, and Computing.
4. I continue to be impressed with the work of faculty as they address artificial intelligence and its impact on higher education and our disciplines. In talking with colleagues in the USG and beyond, I recognize that we're ahead of many institutions and integrating AI appropriately and thoughtfully.
5. There is quite a bit of work going on to retain and graduate students. Activities include: the Pathway to HOPE project wherein high school students are invited to begin at UWG in summer to better cross-fade from high school to college; improved course scheduling to allow more flexibility for student demand; the Don't Lose HOPE campaign to advise students on the importance of keeping their HOPE scholarship and strategically scheduling their next classes to maximize their chance for success; and the JUMP! one-week summer bridge program that served 100+ students this past summer. UWG is working harder than ever to support students.
6. On a related note to the above, UWG will be searching for a director of student success to lead 10 new student success coaches. This group will work closely with academic advising and faculty, with focus on first year students. Be on the lookout for these position announcements and please refer people that you think would be great in these positions.
7. The UWG Strategic Plan listening sessions have been very helpful as we chart our future. Thank you to all who have participated and contributed their ideas. The Strategic Planning Steering Committee will be reviewing input and sharing findings and recommendations for us to discuss through the rest of the calendar year. We welcome continued feedback and contributions as this process evolves.
8. Deans received approval in September to convert 28 LTI positions (that started at UWG in August 2026) into permanent faculty lines and to add 16 new lines (LTIs) to start August 2027. These new colleagues are joining to help us meet sustained growth and advance our research. Please be on the lookout and talk with your deans about these new positions and the searches, and thanks for helping us search for new colleagues.

9. In recognition and support of professional development and operating needs, deans were provided new AY27 funds to colleges/schools. These funds should continue to support travel and other local needs.
10. Please encourage students, faculty, and staff to attend the Investiture week events. In particular, I hope people will enjoy student research presentations (Tues 10/20 9am-noon in Campus Center Ballroom), faculty scholarship talks (Tues 10/20 1-2:30pm in Townsend), and the investiture ceremony on Friday 10/23. This is an exciting week to celebrate President Johnson and his family but also the broader UWG community and all the amazing qualities that make UWG great.

Addendum II

Proposal: Double Wolf – Start Early Revision

Graduate Catalog, General Academic Policies section

Rationale:

- 1) Processes have changed. Students who meet the minimum eligibility requirements are automatically opted in to the Start Early pathway.
- 2) GPA was UWG (institutional) rather than cumulative

Removing unnecessary language and correcting the language provides a shorter policy for the Start Early pathway and is more transparent.

Current language

Double Wolf - Start Early

Think of Start Early like dual enrollment, but for graduate school. Just as dual enrollment lets high school students earn college credit before graduation, Start Early lets outstanding UWG undergraduates begin earning credit toward a master's degree while still finishing their bachelor's. Students can count up to 12 graduate credit hours toward both degrees.

A student's Start Early pathway can be a direct match between their majors or a related field that fits their career goals:

Direct alignment - for example, an English major moving into the M.A. in English.

Indirect alignment - for example, an English major moving into the MBA to build business skills for a publishing or media career.

Acceptance into Start Early is approved in collaboration with the student's undergraduate department and the graduate program the student wants to enter. For most pairings, the graduate course simply replaces a more advanced version of an undergraduate course (for example, HIST 4000 American History counted in place of HIST 6000 American History) or replaces an undergraduate elective. If the pairing is less traditional, such as an English major counting a business course toward a core requirement, the student must include a short justification in the application explaining how the graduate course covers the undergraduate learning outcomes.

Once approved, the student may take up to 12 credit hours of graduate-level courses across multiple semesters, with sign-off from the undergraduate program coordinator (or chair /

assistant chair) and the graduate program coordinator. Those credits count toward both the bachelor's and the master's.

Minimum Eligibility Requirements

To apply for Start Early, a student must:

- Have completed at least 75 credit hours toward your bachelor's degree,
- Have completed at least 30 credit hours of undergraduate coursework at UWG, and
- Have a minimum UWG undergraduate GPA of 3.2.

Please note: Some master's programs require more than 75 credit hours or a higher GPA than the 3.2 minimum. A student must meet both the general Start Early requirements and any additional requirements set by the specific master's program before being accepted. Any program-specific requirements will be posted on the Start Early website.

How to Apply

To apply to a Start Early pathway:

1. Confirm that the student meets the Graduate School's minimum eligibility requirements, plus any higher GPA or credit-hour requirements set by the specific master's program.
2. Meet with your undergraduate program coordinator (or chair / assistant chair) and the master's degree graduate program coordinator to get preliminary approval and identify the graduate-level courses that will count toward both degrees.
3. Complete the graduate application for the Double Wolf - Start Early degree pathway.

The Graduate School will review the application and coordinate approvals with the relevant academic departments. Once all approvals are received, the student will be accepted into the Start Early pathway and must follow the plan outlined in the application. The Graduate School will notify the Registrar's Office of the decision and the approved graduate-level courses.

Full admission into the master's program is not granted until the student's final undergraduate grades and GPA have been verified after the student earns the bachelor's degree.

Note: Some master's programs are not available through Start Early due to accreditation standards. Check the Start Early website for the current list of participating programs.

After You Graduate

Once the student earns the bachelor's degree, the Graduate School will automatically review the transcript to confirm the student is ready to move directly into the master's program. To advance, the student will need:

- A minimum 3.0 undergraduate GPA, and

- A grade of “B” or higher in every graduate-level course the student took as part of Start Early.

If the student meets these criteria, the student can be automatically admitted into the master’s program upon request - no separate application required, [MV1] [MS2] provided they begin the master’s program within three full academic terms of earning their bachelor’s degree.

If the student’s final undergraduate GPA falls below the threshold, the student will not be auto-advanced but is still encouraged to apply. Strong performance in graduate-level coursework may still support admission.

Proposed language

Double Wolf - Start Early

Think of Start Early like dual enrollment, but for graduate school. Just as dual enrollment lets high school students earn college credit before graduation, Start Early lets outstanding UWG undergraduates begin earning credit toward a master’s degree while still finishing their bachelor’s. Students can count up to 12 graduate credit hours toward both degrees.

A student’s Start Early pathway can be a direct match between their majors or a related field that fits their career goals:

Direct alignment - for example, an English major moving into the M.A. in English.

Indirect alignment - for example, an English major moving into the MBA to build business skills for a publishing or media career.

Acceptance into Start Early is based on meeting the minimum eligibility requirements.

Eligible students will be notified by the Graduate School. After meeting with their undergraduate advisor and selecting graduate-level courses that can count towards both degrees, the student will be enrolled in the graduate course(s). The student may take up to 12 credit hours of graduate-level courses across multiple semesters. These credits count toward both the bachelor’s and the master’s degrees.

Minimum Eligibility Requirements

A student must:

- Have completed at least 75 credit hours toward your bachelor’s degree,
- Have completed at least 30 credit hours of undergraduate coursework at UWG,
- Have a minimum cumulative undergraduate GPA of 3.2, and
- Have at least one semester left in your bachelor’s degree.

Please note: Some master's programs require more than 75 credit hours or a higher GPA than the 3.2 minimum. A student must meet both the general Start Early requirements and any additional requirements set by the specific master's program before being accepted. Any program-specific requirements will be posted on the Start Early website.

In the Final Semester

During the student's final undergraduate semester, they will be required to complete a streamlined application for the master's program. There is no application fee.

Full admission into the master's program is not granted until the student's final undergraduate grades and GPA have been verified after the student earns the bachelor's degree.

Note: Some master's programs are not available through Start Early due to accreditation standards. Check the Start Early website for the current list of participating programs.

After You Graduate

Once the student earns the bachelor's degree, the Graduate School will automatically review the transcript to confirm the student is ready to move directly into the master's program. To advance, the student will need:

- A minimum 3.0 undergraduate GPA, and
- A grade of "B" or higher in every graduate-level course the student took as part of Start Early.

If the student meets these criteria, the student can be automatically admitted into the master's program provided they begin the master's program within three full academic terms of earning their bachelor's degree.

If the student's final undergraduate GPA falls below the threshold and/or the student earns any grade lower than a B in any graduate course, the student will not be auto-advanced but is still encouraged to apply through the Apply & Continue Double Wolf option. Strong performance in graduate-level coursework may still support admission.

Revision

Double Wolf - Start Early

Think of Start Early like dual enrollment, but for graduate school. Just as dual enrollment lets high school students earn college credit before graduation, Start Early lets outstanding UWG undergraduates begin earning credit toward a master's degree while still finishing their bachelor's. Students can count up to 12 graduate credit hours toward both degrees.

A student's Start Early pathway can be a direct match between their majors or a related field that fits their career goals:

Direct alignment - for example, an English major moving into the M.A. in English.

Indirect alignment - for example, an English major moving into the MBA to build business skills for a publishing or media career.

Acceptance into Start Early is based on meeting the minimum eligibility requirements.

Eligible students will be notified by the Graduate School. After meeting with their undergraduate advisor and selecting graduate-level courses that can count towards both degrees, the student will be enrolled in the graduate course(s). The student may take up to 12 credit hours of graduate-level courses across multiple semesters. These credits count toward both the bachelor's and the master's degrees.

Minimum Eligibility Requirements

A student must:

- Have completed at least 75 credit hours toward your bachelor's degree,
- Have completed at least 30 credit hours of undergraduate coursework at UWG, and
- Have a minimum cumulative undergraduate GPA of 3.2, and
- Have at least one semester left in your bachelor's degree.

Please note: Some master's programs require more than 75 credit hours or a higher GPA than the 3.2 minimum. A student must meet both the general Start Early requirements and any additional requirements set by the specific master's program before being accepted. Any program-specific requirements will be posted on the Start Early website.

In the Final Semester

During the student's final undergraduate semester, they will be required to complete a streamlined application for the master's program. There is no application fee.

Full admission into the master's program is not granted until the student's final undergraduate grades and GPA have been verified after the student earns the bachelor's degree.

Note: Some master's programs are not available through Start Early due to accreditation standards. Check the Start Early website for the current list of participating programs.

After You Graduate

Once the student earns the bachelor's degree, the Graduate School will automatically review the transcript to confirm the student is ready to move directly into the master's program. To advance, the student will need:

- A minimum 3.0 undergraduate GPA, and
- A grade of “B” or higher in every graduate-level course the student took as part of Start Early.

If the student meets these criteria, the student can be automatically admitted into the master’s program provided they begin the master’s program within three full academic terms of earning their bachelor’s degree.

If the student’s final undergraduate GPA falls below the threshold and/or the student earns any grade lower than a B in any graduate course, the student will not be auto-advanced but is still encouraged to apply through the Apply & Continue Double Wolf option. Strong performance in graduate-level coursework may still support admission.

Addendum III

Proposal: Revise Incomplete Grade Policy

Graduate Catalog, General Academic Policies section

Rationale:

This proposal revises the current Incomplete Grade Policy for graduate students and brings it in line with the undergraduate Incomplete Grade Policy, which allows students one semester to resolve an “I” grade for a class (if enrolled the subsequent semester) or up to one year rather than a full calendar year.

Students who receive “I” grades are 1) frequently forgetting to resolve the “I” grade, 2) are not working with their faculty in a timely manner to resolve the “I” grade, and/or 3) are requesting grade changes after one calendar year, after the grade has reverted to an “F.”

Allowing up to one calendar year, regardless of enrollment, creates a barrier to success for students, and it creates an academic standing tracking challenge for the Office of Graduate Support Services and the Office of the Registrar.

- Scenario: A student continuously enrolled and in “Good” standing who does not resolve an “I” grade before the year deadline will receive an “F” grade and is then placed on “Suspension.” Placing a student on suspension means that they are required to sit out for one semester before being eligible for reinstatement. This student may have completed all of their course requirements and is ready to graduate the semester they are required to sit out. Then the student must request reinstatement, and the program must approve the reinstatement, creating more work for both the student and the program.

Students are not aware of the incomplete grade process and do not realize they need to inquire directly with their faculty about the possibility of receiving an incomplete grade. Additional language has been added regarding this. Also, the additional language holds the student and the faculty accountable for developing a plan for course completion. Thus, promoting a greater student success outcome.

Additionally, transparency needs to reflect that incomplete grades are not calculated in the student’s GPA. However, if the “I” grade is not resolved before the deadline, it will result in a “F” grade, and the “F” grade will be calculated into the GPA and will appear on the student’s transcript.

Current language

Grading System for Graduate Students

I This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond their control, was unable to meet the full requirements of the course. An “I” must be removed by the completion of work within one calendar year or the “I” will become an “F”. The F grade will be calculated into the grade point average.

Proposed language

I This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond their control, was unable to meet the full requirements of the course. Incomplete grades are not calculated into a student’s grade point average. The student should inquire directly with their faculty about the possibility of receiving an incomplete grade. If agreed upon, the student and faculty will work together to develop a timeline for course completion. The student should not reenroll in the same class that they have an “I” grade in. A student must resolve an “I” grade during the succeeding semester of enrollment or within one year, whichever comes first; otherwise, the grade will be changed to “F.” The F grade will be calculated into the grade point average and will appear on the student’s transcript.

Revision

I This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond their control, was unable to meet the full requirements of the course. Incomplete grades are not calculated into a student’s grade point average. The student should inquire directly with their faculty about the possibility of receiving an incomplete grade. If agreed upon, the student and faculty will work together to develop a timeline for course completion. The student should not reenroll in the same class that they have an “I” grade in.

A student must resolve an “I” grade during the succeeding semester of enrollment or within one year, whichever comes first; otherwise the grade will be changed to “F.” The “F” grade will be calculated into the grade point average and will appear on the student’s transcript.

For Reference Only:

Undergrad “I” grade policy

This symbol indicates that a student was doing satisfactory work, but, for non-academic reasons beyond their control, was unable to meet the full requirements of the course. A student must remove an “I” grade during the succeeding semester of enrollment or within one year, whichever comes first; otherwise, the grade will be changed to “F”. An instructor who assigns a grade of “I” must submit with the final grade two copies of a statement indicating the level of performance (A,B,C,D) excluding the missed work and the work that must be done to remove the “I” grade to the appropriate department chair. The instructor retains a copy. It is the responsibility of the student receiving the “I” grade to see the instructor or department chair (if the instructor is not available) regarding the work to be completed.

Addendum IV

Graduate School - Policy Proposal

Proposal: Adopt an Official Academic Transcript Requirements Policy

Graduate Catalog 2026-2027, Admission section (pp. 13, 18, 22)

Convention: ~~red strikethrough~~ is proposed for deletion; blue underlined is proposed new language. In Amendment 2 the markup shows my recommended changes to the draft you provided, so each can be accepted or rejected individually.

What this replaces

The catalog currently states the graduate transcript requirement in two sentences inside Program Admission Standards on p. 13:

Applicants to master's and post-baccalaureate programs must submit official transcripts from all post-secondary schools attended. Applicants to specialist, doctoral, and post-masters programs must submit official transcripts from degree-granting institutions only.

That is the whole university-level rule. Everything else about transcripts lives in International Admissions (p. 22), in the two-year retention sentence on p. 14, and in individual program requirements.

The draft is a substantial narrowing of that rule, not a clarification of it, and it is worth stating the size of the change plainly so the committee is not surprised later. For master's and post-baccalaureate certificate applicants, the requirement moves from every institution attended to a single degree-conferral transcript. For specialist, doctoral, and post-master's applicants, it moves from every degree-granting institution to only the one conferring the highest degree required for admission.

Two things in the draft hold up well and should be said first. The five program categories map exactly onto the five Degree Level values in the Board of Regents program inventory for UWG, which are Master's, Post-Baccalaureate Certificate, Education Specialist, Post-Master's Certificate, and Doctorate. That is the right classifier, and it is the one the Graduate School already uses operationally rather than the catalog's looser groupings. And requiring a transcript that shows the qualifying degree conferred is squarely what an accreditor asks for. The draft's architecture is sound. The problems below are about reconciliation, not concept.

Amendment 1: Program Admission Standards

Location: Admission section, Program Admission Standards, p. 13, third paragraph. Delete and replace with a cross-reference.

Current language

Applicants to master's and post-baccalaureate programs must submit official transcripts from all post-secondary schools attended. Applicants to specialist, doctoral, and post-masters programs must submit official transcripts from degree-granting institutions only.

Proposed language

~~Applicants to master's and post-baccalaureate programs must submit official transcripts from all post-secondary schools attended. Applicants to specialist, doctoral, and post-masters programs must submit official transcripts from degree-granting institutions only.~~ [See the Official Academic Transcript Requirements policy in this section for the transcripts required at each program level.](#)

Note. The current sentences must come out. If they are left in place the catalog will state one transcript rule on p. 13 and a different one two paragraphs later, and the p. 13 version is the one most staff and applicants have been reading for years.

Amendment 2: New policy section

Location: Admission section, p. 13. Insert as a new subsection immediately following Program Admission Standards and preceding Application Process.

Below is your draft text. Unmarked text is adopted as written. Marked text is what I recommend changing, with the reason given after each block.

Official Academic Transcript Requirements *(new section heading)*

All applicants must submit official transcripts that verify completion of the degree required for admission to their intended program of study. Official transcripts must clearly indicate that the required degree has been conferred.

Unless otherwise required by the academic program, applicants are only required to submit official transcripts reflecting the highest degree required for admission. Individual graduate programs may require additional official transcripts to verify prerequisite coursework, prerequisite degrees, or other academic qualifications necessary for admission.

[Applicants must also submit any additional official transcripts necessary for the Graduate School to calculate the grade point average required for admission, including transcripts reflecting coursework completed at institutions other than the degree-conferring institution where that coursework is included in the required grade point average calculation.](#)

Why. This is the one addition I would treat as required rather than optional. Program admission GPAs at UWG are calculated on work attempted, not on the degree-conferral transcript alone. A degree-granting institution's transcript lists accepted transfer credit without the original grades, so a cumulative undergraduate GPA cannot be computed from it. Without this sentence the transcript policy and the GPA standards contradict each other, and admissions staff will have to request the additional transcripts anyway, which is the outcome the policy is trying to avoid.

The minimum transcript requirements are as follows:

Post-Baccalaureate Certificate Programs: Applicants must submit an official transcript reflecting the conferral of a bachelor's degree from ~~a regionally accredited institution~~ [an institution accredited by an agency recognized by the U.S. Department of Education](#) or the international equivalent.

Master's Degree Programs: Applicants must submit an official transcript reflecting the conferral of a bachelor's degree from ~~a regionally accredited institution~~ [an institution accredited by an agency recognized by the U.S. Department of Education](#) or the international equivalent.

Post-Master's Certificate Programs: Applicants must submit an official transcript reflecting the conferral of a master's degree from ~~a regionally accredited institution~~ [an institution accredited by an agency recognized by the U.S. Department of Education](#) or the international equivalent.

Education Specialist (Ed.S.) Programs: Applicants must submit an official transcript reflecting the conferral of a master's degree from ~~a regionally accredited institution~~ [an institution accredited by an agency recognized by the U.S. Department of Education](#) or the international equivalent.

Doctoral Programs: Applicants must submit an official transcript reflecting the highest degree required for admission to the specific doctoral program. Depending on the program's admission requirements, this may include a conferred [bachelor's degree](#), master's degree, Education Specialist degree, or other graduate degree as specified by the academic program.

Nondegree, Endorsement, and Certification-Only Applicants: [Applicants admitted in a nondegree classification, including Enrichment, Educator Certification nondegree, and endorsement or initial certification applicants, must submit official transcripts sufficient to establish eligibility for the courses or credential sought, as specified by the offering program. Where a Georgia Professional Standards Commission rule or an initial certification program requires transcripts from all institutions attended, that requirement governs.](#)

Why the two bullet changes. First, accreditation language. The U.S. Department of Education no longer distinguishes regional from national institutional accreditors, and the catalog itself says "an accredited institution" in nineteen places; "regionally accredited" appears once in the entire 454 pages. Writing "regionally accredited" into a new university-level policy narrows the standard, conflicts with the catalog's prevailing usage, and could exclude applicants from legitimately accredited institutions. Second, the five draft categories are the Board of Regents degree levels, which is correct for degree and certificate programs but leaves out every nondegree, endorsement, and initial certification applicant. Those applicants exist in volume, they are currently held to an all-institutions standard, and the policy as drafted is silent on them. Third, on the doctoral bullet, add "bachelor's degree" only if any UWG doctoral program admits directly from the baccalaureate; if none do, strike it.

Applicants are responsible for ensuring that all required official transcripts are submitted to the Graduate School. Transcript requirements vary by program and are published on each graduate program's official webpage on the University of West Georgia website. Applicants should carefully review their program's admission requirements to determine whether additional transcripts or supporting documentation are required.

Failure to submit all required official transcripts may result in an incomplete application or prevent the Graduate School from rendering an admission decision.

Applicants Completing a Degree in Progress *(new subsection)*

Applicants who are in the final semester of the degree required for admission (or, when appropriate based on the academic program and course sequencing, the final two semesters) may apply for admission prior to degree conferral. [Whether an applicant may apply two semesters prior to conferral](#)

[is determined by the academic program and is stated in the program's published admission requirements.](#)

Why. "When appropriate" as drafted assigns the judgment to no one. Naming the program as the decider, and requiring it be published, keeps this from becoming a case-by-case call at the front counter.

At the time of application, these applicants must submit an official transcript reflecting all completed coursework and any coursework currently in progress. The transcript must clearly demonstrate that the applicant is making satisfactory progress toward completion of the required degree. If needed, the Office of Graduate Admissions may request additional documentation from the applicant's current institution to verify current degree progress.

Applicants admitted under this provision are admitted contingently upon successful completion of the required degree. An official transcript reflecting degree conferral must be submitted to the Graduate School within 30 calendar days of the degree conferral date, [or by the end of the applicant's first term of enrollment, whichever is later. The Graduate School may extend this deadline where the issuing institution has not yet posted the conferred degree.](#)

Why the deadline change. A 30-day clock that starts at conferral can expire before the issuing institution posts the degree, which is common and entirely outside the applicant's control. The "whichever is later" clause and the extension sentence keep the deadline firm without making it impossible. Contingent admission is kept as you drafted it; how these students are coded is being handled operationally rather than in the catalog.

Failure to submit the final official transcript within the required timeframe may result in ~~the removal of any registration eligibility, rescission of the admission offer, or other administrative action as determined by the Graduate School~~ [a registration hold, rescission of the admission offer, or, for a student who has already enrolled, action under the Right of Refusal policy in this section.](#)

Why. "Removal of any registration eligibility" does not say whether the student is blocked from future registration or withdrawn from courses already underway, and "rescission" is silent on what happens to credit already earned and tuition already paid. The catalog already answers the enrolled-student case in Right of Refusal on p. 20: enrollment "will automatically be terminated, and earned credit may be revoked." Pointing to it is cleaner than writing a second, vaguer consequence.

Amendment 3: International Admissions

Location: International Admissions, p. 22, item 1, Previous Education.

This is a direct conflict, not a cross-reference gap. The new policy says highest degree only. International Admissions says every institution.

Current language

Previous Education - Submit official transcripts from each college or university you have attended. If this institution is based internationally and does not currently hold United States regional accreditation, an internal academic credential evaluation will be performed to determine the American equivalent of the courses/degrees earned.

Proposed language

Previous Education - Submit official transcripts ~~from each college or university you have attended~~ as required by the Official Academic Transcript Requirements policy, together with any additional transcripts necessary to complete a required academic credential evaluation. ~~If this institution is based internationally and does not currently hold United States regional accreditation~~ the issuing institution is based internationally and is not accredited by an agency recognized by the U.S. Department of Education, an internal academic credential evaluation will be performed to determine the American equivalent of the courses/degrees earned.

Note. Credential evaluation is the reason this section cannot simply adopt the highest-degree-only default. A NACES or AICE course-by-course evaluation with GPA conversion, which p. 22 authorizes UWG to require, needs the underlying coursework. Global should confirm this wording, since they own the credential evaluation requirement and the College of Education's Josef Silny and ECE restriction sits in the same item.

Addendum V

Graduate Admissions Policy: Proposed Revisions Fall 27

University of West Georgia Graduate School

Source: Graduate Catalog 2025–26

Tracked changes reflect revisions to clarify institutional admissions authority. Red strikethrough text is proposed for deletion; blue underlined text is proposed new language. Sections with no proposed changes are included for context only.

Foundational Statement: Admission Structure

Location: Admission section — insert as the second paragraph under the Admission section header.

Students apply to a specific graduate program and are admitted to the University of West Georgia Graduate School. Upon admission, students are placed into the program for which they applied on the basis of the program faculty's recommendation and the Graduate School's review of the applicant's qualifications.

Rationale: This language makes explicit the admissions structure that is standard practice across the University System of Georgia and most graduate institutions nationally. At institutions including Georgia Southern University, the University of Tennessee, the University of Georgia, and Georgia Tech, the graduate school functions as the admitting body, with programs serving in an evaluative and recommendatory capacity. Clarifying this structure in the UWG catalog aligns the institution with that broader norm, provides a clear foundation for the admissions language that follows, and affirms the central and valued role faculty play in evaluating and recommending applicants for their programs.

How to Apply

Location: Admission section — How to Apply. No revisions proposed. Included for context.

The Graduate School admissions office receives all documents in the admissions process. This includes the online application, standardized test scores (e.g., GRE, GMAT), all official transcripts, citizen or immigration documents, letters of recommendation, personal statements, essays, or any other documents that are a part of the admission process for any graduate program. A degree from an accredited institution is required.

Program Admission Standards

Location: Admission section — Program Admission Standards. Four revisions proposed.

Program admission standards aid the ~~selection~~ evaluation of applicants whose academic preparation indicates they ~~will~~ may be successful in graduate studies at the University of West

Georgia, although ~~programs may reject~~ the Graduate School may decline to admit otherwise qualified applicants ~~due to~~ based on space limitations, program capacity, faculty recommendations, or other programmatic variables. If no minimum GPA is stated in the program requirements, a 3.0 is required.

Programs may require additional indicators, beyond transcripts and grade point averages, that demonstrate the applicant's ability to successfully complete graduate study ~~prior to rendering an admission decision~~ as part of their recommendation to the Graduate School. For example, some programs may require letters of recommendation, narrative statements, art portfolios, program-qualifying examinations, interviews, and/or musical performances ~~to determine the admissibility of students~~ to inform the program's recommendation. See information in the Graduate Catalog about individual graduate programs for more details regarding admission requirements.

Applicants to master's and post-baccalaureate programs must submit official transcripts from all post-secondary schools attended. Applicants to specialist, doctoral, and post-masters programs must submit official transcripts from degree-granting institutions only.

Rationale: These revisions align the language of this section with the evaluative and recommendatory role that graduate program faculty play across USG institutions and most graduate schools nationally. Faculty expertise in their disciplines is the foundation of the admissions review process, and these revisions preserve and name that role explicitly. The revisions clarify that program faculty conduct the substantive evaluation of applicants and provide recommendations to the Graduate School, which is consistent with how this process functions in practice at UWG and at peer institutions. The language is updated to reflect that structure consistently throughout the section.

Application Process

Location: Admission section — Application Process. One revision proposed in item 3.

Applicants must submit an online application with a \$55 non-refundable application fee. (Georgia residents 62 years of age or older and McNair Scholars are not required to pay the application fee). The online application and instructions for the application process can be found at <http://www.westga.edu/gradstudies/apply-now.php>.

Graduate admission application deadlines vary by program and some programs do not admit students every semester. Application deadlines can be found at <https://www.westga.edu/academics/gradstudies/admissions-deadlines.php>.

International students must meet additional requirements and earlier deadlines. Admission information for international students can be found at <https://www.westga.edu/isap>.

Admission is valid only for the semester reflected on the application. Applicants may update their application once at no cost according to the following criteria:

- 1) An applicant who applies and receives an Accepted decision but chooses to defer admission may update the semester for which they applied if the update is completed within 12 months of the original payment date. The applicant should update the application online at westga.edu/gradschool. Only one update is permitted.

- 2) An applicant who applies but does not complete their application for review by the program's deadline may update the semester for which they applied if the update is completed within 12 months of the original payment date. The applicant should update the application online at westga.edu/gradschool. Only one update is permitted.
- 3) Applicants who are ~~Denied admission~~ denied admission by the Graduate School may update their application to a new program of study if the update is completed within 12 months of the original payment date. The applicant should update the application online at westga.edu/gradschool. Only one update is permitted.
- 4) Applicants who are denied admission, or who are accepted and subsequently decline the offer of admission, may not update to a new term for the same program of study. The applicant must submit a new application and a new application fee in addition to new supplemental materials. Official transcripts will remain on file for a maximum of 2 years.

Students furnishing the University with false, incomplete, or misleading information relating to their application or academic record will be subject to rejection or dismissal.

Rationale: Item 3 has been revised to name the Graduate School as the party issuing admission decisions based on the recommendations of faculty, consistent with the structure established throughout. Items 1, 2, and 4 use passive constructions that do not attribute authority to any specific party and require no revision.

Graduate Admission Classification

Location: Admission section — Graduate Admission Classification. Four revisions proposed.

A prospective student who plans to take coursework beyond the baccalaureate degree ~~must apply to the University and be admitted to a program under one of the following classifications:~~ applies to a specific graduate program and, upon admission, is admitted to the University of West Georgia Graduate School and placed into that program on the basis of the program faculty's recommendation and the Graduate School's review of the applicant's qualifications. Admitted students are classified under one of the following categories:

Degree Admission

~~Students admitted to a program~~ Students admitted to the Graduate School into a program that leads to a graduate degree are classified as degree-seeking students. Degree-seeking students are placed into one of two categories.

- 1) **Regular:** Meets all requirements for admission and ~~has been approved for admission by the graduate program and college/school in which they plan to study~~ has been admitted to the Graduate School based on the recommendation of the graduate faculty. See information in the Graduate Catalog about individual graduate programs for more details regarding admission.
- 2) **Provisional Degree:** Does not satisfy the full admission requirements to a degree program. Some programs allow Provisional Degree admission for an applicant who does not meet one or more of the standards required for admission as a Regular student. Provisional Degree admission is a temporary status that makes the applicant eligible for admittance under ~~conditions specified at the time of admission by the Department Chair~~

~~or Graduate Program Director and approved by the Graduate School~~ conditions established by the Graduate School on the recommendation of the Graduate Program Faculty at the time of admission. Provisional Degree status must be removed and Regular status achieved per the conditions specified at the time of admission. Failure to meet the specified provisions shall result in dismissal from the program. The Graduate School monitors and removes the provisional status where appropriate each semester. International students may not be admitted on a provisional basis.

Applicants are advised to communicate directly with the ~~Department Chair or~~ Graduate Program ~~Director Faculty~~ for more information as some programs do not permit Provisional Degree admission. See information in the Graduate Studies Catalog about individual graduate programs for more details regarding Provisional Degree admission.

Rationale: These revisions bring the classification language into alignment with the graduate school admission model that is standard across USG and most national graduate institutions, in which students are admitted to the graduate school as the institutional body and placed into programs on the basis of faculty recommendation. The role of program faculty in evaluating applicants and recommending them for placement is preserved and named throughout. The revision to the Regular classification also removes a reference to college/school approval, reflecting the standard distinction between academic program oversight, which appropriately resides with colleges, and admissions authority, which resides with the Graduate School. These two functions are complementary rather than conflicting, and the revised language reflects that relationship accurately.

Section 1: General Admission Criteria

Location: Admission section — General Admission Criteria paragraph

The criteria used in determining each applicant's eligibility for consideration shall include: (1) evidence of award of all required degrees or its equivalent (prior to matriculation) from an accredited institution; (2) evidence of preparation in their chosen field correlating to likely success in graduate study; (3) other qualifications consistent with standards in their degree and discipline. For international applicants, satisfactory completion of requirements listed on the Graduate School's website. From eligible candidates, programs ~~may make final admission recommendations~~ may submit admission recommendations to the Graduate School based on a combination of factors, including, but not limited to, academic degrees and records, the statement of purpose, letters of recommendation, test scores, and relevant work experience. Also considered is the appropriateness of the applicant's goals to the degree program in which they are interested and to the research interests of the program's faculty. In addition, consideration may be given to how the applicant's background and life experience holistically contributes to creating a community of scholars.

Rationale: This revision reflects the same evaluative and recommendatory structure that governs graduate admissions at USG peer institutions. Faculty judgment about applicants' preparation, goals, and fit with a program remains the substantive basis for admissions decisions; this language clarifies the institutional relationship through which that judgment is conveyed to the Graduate School. Additionally, the revision addresses the conflict in language between appeals and a final admission recommendation.

Section 2: Statement of Competitive Admission

Location: Statement of Competitive Admission — first paragraph

Verification of credentials and certification of compliance with University policies shall be the responsibility of the Graduate School. Policies and procedures that are approved by the Board of Regents of the University System of Georgia, Office of the President, the Graduate School, the Graduate Programs Committee, Graduate Council, or Academic Policies Committee shall be applied in determining eligibility for consideration for graduate study. ~~From those eligible candidates, final admission recommendations will be the responsibility of the admitting program.~~ Programs are responsible for evaluating applicants and submitting admission recommendations to the Graduate School. Admission to the University of West Georgia Graduate School is granted by the Dean of the Graduate School on the basis of those recommendations and the applicant's satisfaction of institutional eligibility standards. Satisfying minimal standards, however, does not guarantee admission since the number of eligible applicants generally exceeds ~~the number of places available~~ program capacity. As a result, many qualified applicants may not be accommodated.

Rationale: This revision names the complementary roles of programs and the Graduate School in a way that reflects standard USG and national graduate school practice. Programs conduct the substantive evaluation of applicants, which is appropriate given faculty expertise in their disciplines. The Graduate School confirms eligibility, reviews recommendations, and issues admission decisions, which is appropriate given its institutional responsibility for graduate education as a whole. The revised language makes both roles visible and valued.

Section 2 (continued): Statement of Competitive Admission

Location: Statement of Competitive Admission — second paragraph

Projections of the number of graduate students to be admitted and enrolled in any year will be determined (a) by the capacity of the University, (b) by the capacity of the admitting program, and (c) by approved enrollment levels. ~~If the number of eligible applicants for admission exceeds the number of applicants who can be admitted and enrolled, those to be offered admission will be selected on the program director's recommendation of the applicant's relative qualifications for satisfactory performance in the University/program/research area.~~ When the number of eligible applicants exceeds available spaces, the Graduate School admits on the basis of program faculty recommendations regarding applicants' qualifications relative to program outcomes. For programs that do not admit by cohort, admission is offered to applicants recommended by program faculty in the order in which completed applications are received.

For standard and competitive admissions, faculty evaluation of applicants is the substantive foundation of the Graduate School's admissions decisions. Program-specific pathways and institution-wide enrollment initiatives operate under frameworks approved at the appropriate level of institutional authority.

Graduate faculty directing externally funded research or creative activity that includes support for graduate student participation may submit nominations for priority admission consideration of qualified applicants whose work aligns with the funded project. The Graduate School will expedite review of such applications in recognition of the role externally funded scholarship plays in advancing the University's research mission.

Rationale: Program faculty expertise and recommendations are the substantive foundation of graduate admissions decisions at UWG, and this revision is designed to affirm and protect that role. The revision clarifies that the Graduate School acts on faculty recommendations in making final determinations, consistent with the structure described throughout this policy and with standard graduate school practice across the University System of Georgia. This structure does not diminish faculty authority over the evaluation of applicants; it ensures that faculty judgment is channeled through a consistent institutional framework that supports and gives effect to their recommendations.

Summary of All Proposed Changes

Twelve changes are proposed across six catalog locations. Together they establish a consistent admissions structure throughout the relevant sections of the catalog, aligned with the graduate school model standard across the University System of Georgia and most graduate institutions nationally. In this structure, program faculty serve in an evaluative and recommendatory capacity that is central to the admissions process; the Graduate School issues admission decisions on the basis of those recommendations and its review of institutional eligibility requirements.

Foundational Statement (new language): Establishes the Graduate School as the institutional admitting body and affirms faculty recommendation as the substantive basis for program placement, consistent with graduate school practice across the University System of Georgia and nationally.

Program Admission Standards (4 revisions): Updates language to reflect the evaluative and recommendatory role of programs consistent with USG and national practice.

Application Process, item 3 (1 revision): Names the Graduate School as the party issuing admission decisions on the basis of faculty recommendations.

Graduate Admission Classification (4 revisions): Aligns classification language with the graduate school admission model; clarifies the distinction between admissions authority and academic program oversight.

General Admission Criteria (1 revision): Clarifies the institutional relationship through which faculty recommendations are conveyed to the Graduate School.

Statement of Competitive Admission (2 revisions): Affirms the complementary and essential roles of program faculty and the Graduate School in admissions decisions, consistent with standard practice across the University System of Georgia and most graduate institutions nationally. Faculty evaluation of applicants remains the substantive basis for admissions recommendations; these revisions ensure the catalog language accurately reflects that structure and the institutional framework through which faculty recommendations are currently received and acted upon by the Graduate School.

Addendum VI

Graduate School - Policy Proposal

Proposal: Base the Graduation and Academic Standing GPA on the Graduate Program of Study

Graduate Catalog 2026-2027, General Academic Policies section (pp. 42-43, 49-50, 58, 59)

Convention: ~~red strikethrough~~ text is proposed for deletion; blue underlined text is proposed new language. Sections quoted without markup are included for context only.

The problem

The catalog uses four different grade point average constructs to govern the same graduate student, defines only one of them, and uses the loosest of the four to decide whether the student may graduate.

- Graduation Processes, p. 59: degrees are awarded to students who "have a minimum of a 3.00 *overall* grade point average."
- General Academic Standards, p. 42: students must maintain a "cumulative grade point average (GPA) of 3.0 or higher," and that standard "also applies to undergraduate courses which are sometimes taken during a student's graduate program."
- Academic Standing, Academic Probation, and Academic Suspension, pp. 42-43: probation, suspension, and dismissal are all adjudicated on the "cumulative *graduate* GPA."
- Grading System for Graduate Students, p. 58: the only GPA the catalog actually defines is the "institution grade point average," calculated on all hours attempted in which a grade of A, B, C, F, or WF was received.

"Overall grade point average" is not a defined term anywhere in the catalog. As the record is maintained, it functions as the institutional GPA, which sweeps in every University of West Georgia course the student has attempted at any level. That includes undergraduate prerequisite and leveling coursework, graduate courses left behind after a Change of Program (p. 50), courses from a previously completed UWG graduate degree that are not applied forward under Multiple Graduate Degrees (p. 65), and non-degree or personal enrichment coursework.

The result is that a student can complete every course on the approved program of study at a 3.0 or better, satisfy the residency requirement, and satisfy every transfer and course-level grade restriction, and still be denied a degree on the strength of coursework the degree does not require. That is not an academic quality standard. It is an artifact of how the GPA happens to be stored.

Rationale

1. The threshold does not change; only the courses that count

This proposal does not lower the 3.0. Every course-level quality control in the catalog stays exactly where it is. Grades of F, I, U, W, WF, and WM are still not accepted toward any program of study (p. 58). Programs that do not accept a C still do not accept a C. A single failed graduate course still triggers suspension regardless of GPA (p. 43). Transfer credit still requires no grade below B (p. 63), and coursework carried from a prior UWG degree still requires a B (p. 65). A student cannot pass through this policy while hiding a failure.

2. The catalog already applies this standard to certificates

Requirement 6 for embedded certificates (p. 49) and requirement 6 for stand-alone certificates (p. 50) are both stated as "a minimum grade point average of 3.0 in courses used to satisfy the certificate." That is a program-of-study GPA. UWG already holds the smaller credential to the standard being proposed here and holds the degree to a looser and less precise one. The revision makes the degree consistent with the certificate rather than inventing a new construct.

3. It matches how the rest of the degree is regulated

The Residency Requirement is written in terms of hours completed "within their graduate program" (p. 64). Transfer Credit, Credit for Prior Learning, and Multiple Graduate Degrees all regulate quality course by course, against the plan of study, at the point the credit is applied. WolfWatch already evaluates the student against the approved program of study. The plan of study is the unit of analysis everywhere in the catalog except the one sentence that decides whether the student graduates.

4. It resolves an existing internal inconsistency

Good Academic Standing is a stated condition of graduation eligibility (p. 42), and the catalog defines it two ways on facing pages. Page 42 sweeps undergraduate coursework into the 3.0. Page 43 defines Good Academic Standing as "a cumulative graduate GPA of 3.0 or higher" and adjudicates every probation and suspension decision on that graduate GPA. A student can be in Good Academic Standing under the probation rules and out of compliance under the standards paragraph. Fixing graduation alone would leave that contradiction in place and simply move the blocked student from one door to the other, which is why this proposal addresses both.

5. The students affected are the students UWG is recruiting

The population exposed to the current language is not a random slice. It is career changers admitted with leveling coursework, students who change programs after a term or two, students returning to UWG after completing a degree here, Double Wolf students who took graduate courses as undergraduates, and non-degree students who later matriculate. Those are the pathways the Graduate School is actively building. The current policy penalizes exactly the flexibility the enrollment strategy depends on.

Amendment 1: add a defined term

Location: General Academic Policies, Grading System for Graduate Students, p. 58. Insert immediately after the paragraph defining the institution grade point average.

Current language

Students who withdraw from a course after the W deadline receive a WF for the course. The WF counts as an F in the calculation of the grade point average. The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled.

Proposed new paragraph

Program of Study GPA. The Program of Study GPA is calculated only on courses applied to the student's approved program of study for the degree or stand-alone certificate being sought, using the grade points earned in those courses through instruction offered by the University of West Georgia. Courses not applied to the approved program of study are excluded, including undergraduate prerequisite or leveling coursework, courses from a program the student has left under the Change of Program policy, non-degree or personal enrichment coursework not applied to the program of study, and coursework from a previously earned UWG degree or certificate that is not applied forward under the Multiple Graduate Degrees policy. An undergraduate course is included when the program requires it as part of the approved program of study. Where the Course Repeat Protocol applies, the highest grade earned is used. Transfer credit, credit awarded for prior learning or work experience, and courses graded S or U carry no grade points and are not included.

Note on scope. This definition deliberately does not touch the term GPA. Term GPA remains the Registrar's calculation on all coursework attempted in the term and continues to govern probation trajectory. A term GPA is a warning signal, and a warning signal that ignores half a student's enrollment is not much of a signal. Only the cumulative measure, which carries the graduation and standing consequence, changes.

Amendment 2: General Academic Standards

Location: General Academic Policies, General Academic Standards, p. 42.

Current language

Graduate students must maintain a cumulative grade point average (GPA) of 3.0 or higher to remain in Good Academic Standing. The cumulative GPA of 3.0 also applies to undergraduate courses which are sometimes taken during a student's graduate program. Students must be in Good Academic Standing to be eligible for graduation and admission to Doctoral Candidacy.

Proposed language

Graduate students must maintain a ~~cumulative grade point average (GPA)~~Program of Study GPA of 3.0 or higher to remain in Good Academic Standing. ~~The cumulative GPA of 3.0 also applies to undergraduate courses which are sometimes taken during a student's graduate program.~~Undergraduate courses taken during a student's graduate program are included in the Program of Study GPA only when the course is required as part of the approved program of study. Students must be in Good Academic Standing to be eligible for graduation and admission to Doctoral Candidacy.

Revision (clean)

Graduate students must maintain a Program of Study GPA of 3.0 or higher to remain in Good Academic Standing. Undergraduate courses taken during a student's graduate program are included in the Program of Study GPA only when the course is required as part of the approved program of study. Students must be in Good Academic Standing to be eligible for graduation and admission to Doctoral Candidacy.

Amendment 3: Academic Standing, Good Academic Standing, Academic Probation, Academic Suspension

Location: General Academic Policies, pp. 42-43. Each instance of "cumulative GPA" or "cumulative graduate GPA" is replaced with "Program of Study GPA." Term GPA language is unchanged.

Academic Standing (p. 42), current

Graduate students are expected to maintain Good Academic Standing as they progress toward completing their programs. Students will be evaluated each term on the basis of the cumulative GPA.

Proposed

Graduate students are expected to maintain Good Academic Standing as they progress toward completing their programs. Students will be evaluated each term on the basis of the ~~cumulative GPA~~[Program of Study GPA](#).

Good Academic Standing (p. 43), current

Good Academic Standing is defined for graduate students as a cumulative graduate GPA of 3.0 or higher.

Proposed

Good Academic Standing is defined for graduate students as a ~~cumulative graduate GPA~~[Program of Study GPA](#) of 3.0 or higher.

Academic Probation (p. 43), current

A student whose cumulative graduate GPA drops below 3.0 will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises their cumulative graduate GPA to 3.0 or higher will return to Good Academic Standing.
2. If a student's term GPA is 3.0 or higher, but the cumulative graduate GPA remains below 3.0, they will remain on Academic Probation.
3. If a student earns a term GPA below 3.0 while on Academic Probation, regardless of the cumulative graduate GPA, they will be suspended for one term.

Proposed

A student whose ~~cumulative graduate GPA~~[Program of Study GPA](#) drops below 3.0 will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises their ~~cumulative graduate GPA~~[Program of Study GPA](#) to 3.0 or higher will return to Good Academic Standing.
2. If a student's term GPA is 3.0 or higher, but the ~~cumulative graduate GPA~~[Program of Study GPA](#) remains below 3.0, they will remain on Academic Probation.

3. If a student earns a term GPA below 3.0 while on Academic Probation, regardless of the ~~cumulative graduate GPA~~[Program of Study GPA](#), they will be suspended for one term.

Academic Suspension (p. 43), current opening sentence

A student who fails a graduate course, regardless of the term or cumulative graduate GPA, will be suspended from the University for one term.

Proposed

A student who fails a graduate course, regardless of the term or ~~cumulative graduate GPA~~[Program of Study GPA](#), will be suspended from the University for one term.

The same substitution applies to the three reinstatement provisions later on p. 43, which repeat the probation language verbatim for reinstated students.

Amendment 4: Graduation Processes

Location: General Academic Policies, Graduation, Graduation Processes, p. 59. This is the operative change.

Current language

The University of West Georgia awards degrees and stand-alone certificates three times a year to the students who have applied, have a minimum of a 3.00 overall grade point average, and who are meeting all graduation requirements at the time final grades are posted.

Proposed language

The University of West Georgia awards degrees and stand-alone certificates three times a year to the students who have applied, have a minimum ~~of a 3.00 overall grade point average~~[3.00 Program of Study GPA, are in Good Academic Standing](#), and who are meeting all graduation requirements at the time final grades are posted.

Revision (clean)

The University of West Georgia awards degrees and stand-alone certificates three times a year to the students who have applied, have a minimum 3.00 Program of Study GPA, are in Good Academic Standing, and who are meeting all graduation requirements at the time final grades are posted.

Adding the Good Academic Standing clause states a condition already imposed on p. 42 and makes the graduation sentence readable on its own. Because both provisions now use the same defined measure, the clause creates no additional burden.

Conforming amendments (terminology only, no change in effect)

- Embedded Certificates, requirement 6, p. 49: "Students must attain a minimum ~~grade point average of 3.0 in courses used to satisfy the embedded certificate~~[3.0 Program of Study GPA in the courses used to satisfy the embedded certificate](#)."
- Stand-Alone Certificates, requirement 6, p. 50: the same substitution.
- Course Repeat Protocol, p. 51: no change proposed. The protocol already governs by highest grade earned, and the new definition adopts that result by reference.

What this proposal does not change

Satisfactory Academic Progress for financial aid (pp. 29-31) evaluates graduate students on the "cumulative institutional GPA" with a 3.00 minimum. That language implements federal Title IV requirements and is owned by Financial Aid, not the Graduate School, so it is left untouched here.

This creates a real and deliberate gap: after this revision a student could satisfy the degree requirement while remaining out of compliance for federal aid on the strength of excluded coursework. The gap is narrower than it sounds, since SAP also has completion-rate and maximum-timeframe components and its own appeal process, but it is not zero. Financial Aid should be consulted before the Graduate Programs Committee votes, and the catalog should carry a cross-reference noting that the aid standard is calculated differently. Whether the federal standard permits a program-of-study calculation is Financial Aid's determination to make, not this office's.

Addendum VII

Faculty Affairs Committee

Action Item

Policy Development Regarding Non-Tenured Dismissals

Note: Red font is proposed text to be included in the faculty handbook

1. Faculty Handbook Section:

Members discussed which section of the handbook the charge should fall under.

Unanimous Recommendation: New section should be created:

Section 102. 0202 C. Reappointment Notification

2. Putting BOR 08.03.04.03 (Employment of Lecturers, Senior Lecturers, and Principal Lecturers) in the Faculty Handbook:

Lecturers, senior lecturers, or principal lecturers who have served for six or more years of full-time continuous service in those positions at the current institution and who have received timely written notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Chancellor or his or her designee prior to implementation. Additional appeal procedures are contained in the Board Policy Manual. In no case will the service as lecturer, senior lecturer, or principal lecturer imply any claim upon tenure or reappointment under other conditions than those above. Previous years of service in positions other than lecturer, senior lecturer, or principal lecturer positions shall not be included in the calculations to determine the schedule for notice of intention not to renew a faculty member's contract or the availability of a review of that decision. Previous years of service in any capacity at institutions other than the current institution shall not be included in the calculations.

The decision whether to renew a non-tenured faculty appointment is an administrative determination made in accordance with Board of Regents policy and institutional procedures. A non-renewal decision is not subject to substantive appeal. However, a faculty member may request administrative review in writing within 10 calendar days following the notice of nonrenewal to the Chief Human Resources Officer or designee. The review shall be limited to procedural compliance and shall not reconsider the academic or administrative merits of the decision. The faculty member and respective department/college may submit any supporting documentation to the CHRO within 10 calendar days of receipt of request for review. The CHRO will consult with the Office of the Provost and Chief Legal Officer during procedural review and notify the faculty member of review outcome within 30 days of initial receipt of review request.

3. Current Notification Procedures

FH 102.0202 Notification:

By or before the beginning of the contract year, the President shall, in writing, advise all nontenured faculty members and other non-tenured personnel employed under written contract (except those who are in their first year of employment) whether an employment contract for the succeeding academic year will be offered to them. Such written notice shall be delivered by hand or by certified mail to the addressee only.

Notice of the intention to renew or not to renew a non-tenured (tenure-track) faculty member shall be furnished in writing according to the following schedule:

1. at least three months before the date of termination of an initial one-year contract;
2. at least six months before the date of termination of a second one-year contract;
3. at least nine months before the date of termination of a contract after two or more years of service in the institution.
4. For lecturers, senior lecturers, or principal lecturers with six years or more of full-time continuous service in those positions at the current institution, the provost must provide non-reappointment notice at least 180 calendar days prior to the institution's first day of classes in the semester.

4. Dismissal Procedures

Full-time non-tenured and non-tenure track faculty may be dismissed without cause according to BOR Policy 8.3.4.2 or BOR Policy 8.3.4.3, as applicable. The unit supervisor/director should be objective in annual evaluations and always keep documentation with specific dates and incidents that have led to the desire to terminate the faculty member. Prior to initiating the dismissal process, unit supervisors/directors should discuss the matter with the dean.

The unit supervisor/director and dean must provide the following to the provost before a termination is granted:

1. Any documented discussions or correspondence concerning the reason for requested termination;
2. If applicable, copies of all annual reviews;
3. Any written rebuttals from the faculty member concerning allegations of non-performance or reasons for termination;

The provost will review the request for termination and consult with the Office of Legal Affairs and the Office of Human Resources. Once approved by the provost, the unit supervisor/director must submit the termination request through the appropriate university mailing system to the address on file.

A letter of non-renewal or dismissal will be sent from the provost to the faculty member pursuant to the timelines established by BOR Policy 8.3.4.2 or BOR Policy 8.3.4.3, as applicable. The termination letter will either be hand-delivered to the faculty member or sent via certified mail. A copy will also be emailed to the faculty member.