

University of West Georgia
Graduate Programs Committee
6 March 2014, 2:30 pm
RCOB 2212
Minutes
Approved 10 April 2014

In attendance:

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|---|
| GPC members Lynn Anderson, Myrna Gantner (Academic Affairs), Elizabeth Kramer (Chair), Shirley Lankford, Kareen Malone, Nancy Penco, Jeannie Pridmore, Hema Ramanathan, and Susan Welch |
| Guests Kimberly Griffith, Chris Huff, L. Mike Johnson, Andy Nixon, Neema Noori, Nadya Popov, Lara Willox |

1. **Minutes 01/16/2014**

A. Changes, Additions, Modifications (Appendix A)

Action: Approved

2. **Course/Program Additions, Modifications, Deletions (*following requests can be reviewed at: <https://apps.westga.edu/catalog/>*)**

A. College of Education

Course Change:

(1) School Improvement

Course: EDSI 9171 Program Evaluation

Request: Add

Originator: Margaret Parrish

Rationale: This course is being added to increase students' research opportunities. This course will be cross listed with CEPD 9171, which already exists.

Action: Approved

Program Changes:

(1) Learning and Teaching

Program: Master of Education with a Major in Special Education and Teaching

Request: Modify

Originator: Jessica Bucholz

Rationale: Excerpt:...An MAT has been developed for initial certification students in special education. This gives us an opportunity to separate out preparation of those seeking initial teaching certificates from the preparation of candidates who already have credentials in special education. The proposed revision is designed to meet the needs of this latter group, as well as P-12 students and all stakeholders involved in public education...

Action: Approved

(2) Leadership and Instruction

Program: Specialist in Education with a Major in Educational Leadership

Request: Modify

Originator: Frank Butts

Rationale: See <https://apps.westga.edu/catalog/>

No Action Required: Information item

B. College of Arts and Humanities

Course Change:

(1) History

Course: HIST 6694 Historical Methods and Writing

Request: Add

Originator: Nadejda Popov

Rationale: Excerpt: ...The addition of this course aims to remedy the currently identified weakness of many in-coming students in the areas of historical research and writing. Training the students more systematically in these areas will, in turn, aid the students' rates of completing the programme by preparing them better for the process of writing the MA thesis. Many programmes of our size and caliber offer such a course as well. Furthermore, since this is a methodological course, all history faculty are qualified to teach it, so staffing should not be a problem.

Action: Approved

Program Change:

(1) History

Program: M.A. with a Major in History

Request: Modify

Originator: Nadejda Popov

Rationale: Excerpt:Adding this course [HIST 6694] will help remedy the identified weakness of entering students in research and writing skills, which in turn will lead to improved rates of programme completion for graduate students.

Action: Approved

C. College of Social Sciences

Course Change:

(1) Sociology

Course: SOCI 6003 Advanced Statistics for Sociology

Request: Add

Originator: Winston Tripp

Rationale: This course is being added as we restructure the graduate program in Sociology to better meet the needs of our students. It will serve as the required statistics course in the sociology program.

Action: Approved

Program Changes:

(1) Psychology

Program: Ph.D. in Psychology: Consciousness and Society

Request: Modify

Originator: Lisa Osbeck

Rationale: PSYC 8010 to be changed to elective status: Material is sufficiently covered in other existing courses.

Action: Approved

(2) Political Science

Program: Post-Baccalaureate Certificate in Nonprofit Management and Community Development

Request: Add

Originator: Neema Noori

Rationale: Excerpt: Recent cuts in local and statewide service provision have created new employment opportunities in the non-profit sector. As non-governmental organizations emerge to fill this vacuum, the demand for professionally trained and credentialed experts continues to grow.

Action: Approved

(3) Sociology

Program: Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods

Request: Add

Originator: Neema Noori

Rationale: Excerpt: ... The demand for program evaluation is growing as both private and public grant funding agencies require well-trained experts to evaluate the efficacy of programs that they have funded...

Action: Approved

(4) Sociology

Program: Master of Arts with a Major in Sociology

Request: Modify

Originator: Neema Noori

Rationale: We developed this new track to create a rigorous alternative to the thesis track. The thesis track is designed for students who have an interest in developing research skills or who want to pursue an academic career. The applied track, on the other hand, is aimed at students who want a terminal master's degree. The applied track will make students who want to work in the non-profit sector more attractive to potential employers.

Action: Approved

(5) Sociology

Program: Master of Arts with a Major in Sociology

Request: Modify

Originator: Neema Noori

Rationale: Excerpt: ...This program is designed to allow academically superior undergraduate students who take up to six hours of graduate level coursework (5000 or 6000) as part of their Bachelor's program to complete the Master's program in a more timely fashion....

Action: Approved, but not sent to senate because of inadvertent policy violation

(5) Criminology

Program: Master of Arts with a Major in Criminology

Request: Modify

Originator: L. Mike Johnson

Rationale: Many students who succeed easily in undergraduate work choose to pursue higher degrees. With the number of schools within our state, and around the country, offering graduate degrees in criminology and criminal justice, this program will create for us a niche. In effect, we will allow academically superior students to achieve their objective to earn a graduate degree in less time than earning these degrees separately....

Action: Approved, but not sent to senate because of inadvertent policy violation

Mike Johnson presented the accelerated degree requests from Criminology and Sociology. He said that given pressure to increase numbers, the departments believe their best strategy is to keep the best UWG undergraduate students here for their graduate studies, since it is difficult to attract high performing graduate students from outside due to funding issues. This program modification would allow high performing UWG undergraduates to earn 6 hours toward this M.A. while earning their B.S. and to have these 6 hours count both toward the B.S. and the M.A.

Myrna Gantner said SACS is adamant that there can be no double dipping. Several GPC members stated they would like to see documentation of what amounts to double dipping. Hema

Ramanathan asked for clarification of how the student eligibility for the program would work. Discussion ensued.

Elizabeth Kramer asked the committee if it would like to further consider the proposal at a future time, or approve it now. She said if the GPC approved the proposal today, it would go to the March Faculty Senate meeting, and be within the purview of the SACS visit on 1 April. She continued that if the GPC requests a revision, then the potential GPC approval would occur in April and be forwarded to the April Faculty Senate meeting, after the 1 April SACS visit.

Kareen Malone proposed voting to approve this program change with a “friendly amendment” that “Note: While in the graduate program, students will not be required or allowed to repeat the same graduate courses taken as an undergraduate student.” The GPC approved the proposal as amended.

3. Unfinished Business

A. Electronic Submission of Theses and Dissertations via ProQuest

Susan Welch passed out a working document (see Appendix B) with information collected about the submission of dissertations and theses as ProQuest EDFs (Electronic Dissertations and Theses). In her research she has found that many universities have entire webpages designed to help graduate students submit EDFs. She asked for volunteers to help revise current UWG policies and to consider other ways in which UWG can support its students as they submit EDFs.

B. Update on the Office for Graduate and International Admissions & Recruiter

The pool for the Director of the Office for Graduate and International Admissions has been narrowed to three candidates, for whom on-campus interviews have been scheduled and announced to the faculty. UWG has purchased Ellucian Recruiter. Initial meetings with the Ellucian contact person and the project team in UWG’s ITS have taken place to address technical issues and Banner integration. The next step will involve set-up and configuration and the formation of a users’ team.

4. New Business

A. The committee approved the revisions to the Graduate Course Load policy to separate the three sections in the existing policy, to create three new policies to improve clarity. See Appendix B.

B. The committee approved the addition of an Attendance Policy to the Graduate Catalog. See Appendix C.

C. The committee approved the modification of the Graduation policy in the Graduate Catalog. See Appendix D.

D. Discussion item: The Faculty Senate Chair has forwarded to the GPC the following resolution for further research and consideration: “The College of Social Sciences Faculty Council formally recommends the Faculty Senate consider a university policy change to allow graduate students use of the library during the summer free of charge even if they are not registered in summer classes.”

Kareen Malone distributed and presented documentation comparing UWG’s practice in this area with a number of peer institutions. In addition, she presented information on the number of peer-reviewed articles published by UWG graduate students as well as the number of articles under review at peer-reviewed journals. Several members of the College of Social Sciences agreed that it is harmful for graduate students to be without library access in the summer.

Chris Huff said that while the library wishes to serve its constituents, its concern is that UWG would violate licenses for some of its library resources by allowing unenrolled students to use these resources. He said UWG would need to define “current students” differently in order to allow access to unenrolled students. He cautioned this should not be an ‘informal’ arrangement.

Andy Nixon stated that in his area of Educational Leadership, graduate students must enroll in 1 credit hour in the summer. Nursing follows this practice as well.

Elizabeth Kramer requested that a subcommittee be formed to address the many issues and opinions involved in this matter. The GPC approved the formation of this subcommittee.

5.The meeting adjourned at 4:20pm.

| Senate Members | | |
|---|--|----------------------------------|
| Kramer, Elizabeth | ekramer@westga.edu | Senate – COAH (2014) |
| Pencoe, Nancy | npencoe@westga.edu | Senate – COSM (2014) |
| Thompson, Sandra | sthompso@westga.edu | Senate – RCOB (2016) |
| Welch, Susan | swelch@westga.edu | Senate – Nursing (2015) |
| Faculty Members | | |
| Anderson, Lynn | landerso@westga.edu | Faculty – COAH (2015) |
| Lankford, Shirley | slankfor@westga.edu | Faculty – Library (2014) |
| Lisa Osbeck (temporarily replaces Kareen Malone,) | kmalone@westga.edu , losbeck@westga.edu | Faculty – COSS (2014) |
| Payne, Greg | gpayne@westga.edu | Faculty – COSM (2015) |
| Pridmore, Jeannie | jpridmor@westga.edu | Faculty – RCOB (2015) |
| Ramanathan, Hema | hramanat@westga.edu | Faculty – COE (2015) |
| Wilson, Carol | cwilson@westga.edu | Faculty – Nursing (2014) |
| Administrator | | |
| Gantner, Myrna | mgantner@westga.edu | Administrator - Academic Affairs |
| Student | | |
| GPC Email list: ekramer@westga.edu , npencoe@westga.edu , sthompso@westga.edu , swelch@westga.edu , landerso@westga.edu , slankfor@westga.edu , kmalone@westga.edu , gpayne@westga.edu , | | |

jpridmor@westga.edu, hramanat@westga.edu, cwilson@westga.edu, mgantner@westga.edu,
losbeck@westga.edu

Graduate Programs Committee Meetings... 2013/2014

| GPC Meetings (Thursdays) | GPC Location/Time | Senate Agenda Deadline | Senate & Exec. Committee Meetings | Senate Meetings Location/Time | Executive Committee Location/Time |
|--|-----------------------------------|------------------------|-----------------------------------|-------------------------------|-----------------------------------|
| Dates | RCOB 2212, unless otherwise noted | Dates | Dates | TLC 1-303 | TLC 1-203 |
| 3/6/14 | 2:30 – 4:30pm | 3/7/14 | 3/14/14 | 3:00pm | 2:00pm |
| 4/10/14 | 2:30 – 4:30pm | 4/11/14 | 4/18/14 | 3:00pm | 2:00pm |
| 6/12/14 | 2:30 – 4:30pm | 6/13/14 | 6/20/14 | 3:00pm | 2:00pm |
| 7/10/14 | 2:30 – 4:30pm | 7/11/14 | 7/18/14 | 3:00pm | 2:00pm |
| The submission of items at least one week in advance of GPC meetings is strongly encouraged. | | | | | |

Revised Shared Governance Procedures

The process of notification and approval for the creation/modification of academic programs and curriculum is outlined below:

1. The following are *actions items* by the Senate and appropriate Senate Subcommittees:

- New academic programs and new courses (degrees, majors, minors, concentrations, certificates, etc...)
- Changes to a course level (i.e. changing from 3000 to 4000 level)
- Adding to or removing a course from the Core Curriculum
- Changes to course prerequisites that span across colleges
- Modifying the requirements to complete an academic program, including core curriculum
- New or modified concentrations within a degree program

2. The following are *information items* for the Senate:

- Modifications to XIDS courses (Action Item by the Committee)
- Changes in admission standards for an academic program
- Suspending (deactivating) or eliminating (terminating) academic programs
- Offering an existing academic program more than 95% online
- Offering an approved academic program more than 50%, but less than 95% online

3. The following are *reviewed by the Senate graduate and undergraduate programs* committees to assure quality of academic programs

- Comprehensive Program Reviews
- Academic program and core curriculum learning outcome assessments

4. The following are *not items considered* by the Senate and should be reported directly to office of the Provost:

- Modifications/additions/deletions to existing academic program learning outcomes, excluding core curriculum
- Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
- Minor modifications to courses including: course name, description, course learning outcomes, and prerequisites within a college or school
- Creation or modifications of assessment artifacts
- Moving an approved course to online delivery (including both “D” and “N” sections)

APPENDIX A
University of West Georgia
Graduate Programs Committee
Minutes
16 January 2014, 2:30pm
RCOB 2212

In attendance:

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| GPC members Lynn Anderson, Myrna Gantner (Academic Affairs), Elizabeth Kramer (Chair), Shirley Lankford, Lisa Osbeck (for Kareen Malone), Jeannie Pridmore, Sandra Thompson, Susan Welch, and Carol Wilson |
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|---|
| Guests Kimberly Griffith, Christine Haynes, Simone Lee, Mark Parrish, Hope Udombon, Lara Willox |
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3. Minutes 11/07/2013
 - A. Changes, Additions, Modifications (available at VPAA website)
Action: Approved

4. Course/Program Additions, Modifications, Deletions (*following requests can be reviewed at:*
<https://apps.westga.edu/catalog/>)

A. College: College of Education

Course Changes:

(1) Clinical and Professional Studies

a. Course: CEPD 6135 Applied Counseling Theories

Request: Add

Originator: Mark Parrish

Rationale: The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings. The chart at the beginning of the attached syllabus summarizes changes made to course syllabi that reflect the newly approved plans of study.

Action: Approved

b. Course: CEPD 7105 Counseling Across the Lifespan

Request: Add

Originator: Mark Parrish

Rationale: The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings. The chart at the beginning of the attached syllabus summarizes changes made to course syllabi that reflect the newly approved plans of study.

Action: Approved

c. Course: CEPD 7141 Professional Orientation and Ethics in Counseling

Request: Add

Originator: Mark Parrish

Rationale: The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings. The chart at the beginning of the attached syllabus summarizes changes made to course syllabi that reflect the newly approved plans of study.

Action: Approved

d. Course: CEPD 7153 Crisis Intervention

Request: Add

Originator: Mark Parrish

Rationale: The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings. The chart at the beginning of the attached syllabus summarizes changes made to course syllabi that reflect the newly approved plans of study.

Action: Approved

e. Course: CEPD 7158 Counseling in the Military Community

Request: Add

Originator: Mark Parrish

Rationale: The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP

accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings. The chart at the beginning of the attached syllabus summarizes changes made to course syllabi that reflect the newly approved plans of study.

Action: Approved

(2) Learning and Teaching

a. Course: SPED 8783 Readings in Research

Request: Modify

Originator: Jessica Bucholz

Rationale: The title and course objectives are being changed to reflect the idea that students will begin to read research that relates to their research topic in order to carefully select and implement an appropriate single subject design to answer their research question. We are requesting that the number of credits be increased from 3 to 4 to reflect the amount of work and the content that will be covered in this course. The prerequisite courses have been changed. The prerequisite material for this course will be taught in SPED 8704.

Action: Approved

b. Course: SPED 8784 Research Seminar

Request: Modify

Originator: Jessica Bucholz

Rationale: The course description has been changed to reflect the fact that this course is the final in a three-course sequence (SPED 8704, SPED 8783, and SPED 8784) where students develop and conduct a research project. As a result we are adding SPED 8704 and SPED 8783 as prerequisites to this course. The course objectives have been changed to reflect the change in focus. Students in this course will be compiling their results and writing a final paper that reflects those results as well as the research that supports the selection of their research topic. Finally, we are requesting to increase the number of credit hours from 3 to 4 to reflect the level of work required for this course.

Action: Approved

B. College of Social Sciences

Course Change:

(1) Psychology

Course: Renumbering of PSYC 8003 Historical Foundations of Psychology as PSYC 7004

Request: Modify

Originator: Lisa Osbeck

Rationale: Changing course to 7000 level will allow MA students to register for the course.

Action: Approved

Program Change:

(1) Psychology, Ph.D. in Psychology: Consciousness and Society

Request: Modify

Originator: Lisa Osbeck

Rationale: We would like to reduce the number of required courses for PhD students and increase available options.

Action: Approved

C. Richards College of Business

Course Changes:

(1) Accounting and Finance

a. ACCT 6242 Strategic Information Systems

Request: Add

Originator: Christine Haynes

Rationale: See attached

Action: Approved

b. ACCT 5242 Strategic Information Systems and Risk Management

Request: Delete

Originator: Christine Haynes

Rationale: See attached

Action: Approved

3. Unfinished Business

A. Susan Welch and Lara Willox have surveyed all units with graduate programs regarding their interest in the electronic submission of theses and dissertations through ProQuest. All who have responded (there is one department yet to respond) have given written support for the change. Willox and Welch are revising current thesis and dissertation guidelines to comport with ProQuest processes.

B. If you have a suggestion for a student representative for the FS-GPC please contact the Chair.

4. New Business

A. The creation of an Office of Graduate and International Admissions [OGIA] was approved by President Marrero and the Deans at the end of 2013. The Office will report directly to the Associate Vice President for Enrollment Management John Head, who is leading organization efforts. A search is

currently underway for a Director for the Office

(https://jobs.westga.edu/applicants/jsp/shared/position/JobDetails_css.jsp?postingId=140242). A summary of events and issues leading to the proposal of the Office can be found in the report entitled “Draft—Rethinking Graduate and International Admissions” (attached to 12 December 2013 and 13 January 2014 emails from the FS-GPC Chair).

Myrna Gantner gave an update and fielded committee questions. Some adjustments have been made in budget, as the Deans made good arguments for keeping the GSA positions, and the President found the necessary funds for this. The search for the Director of Graduate Admissions is being chaired by Maria Doyle, Director of International Services and Programs. Current plans include the move of one member of the current Admissions staff and another staff member presently involved in graduate admissions process to the OGIA. It is likely that the incoming Director of Graduate Admissions will be involved in the search for an International Admissions Specialist and another Processor/Imager. The acquisition of the admissions software Recruiter, which would be integrated with current Banner processes, is being considered. Recruiter offers very promising functions for prospective students and those involved in admitting students.

John Head, who was not able to attend the meeting because of scheduling conflicts, has offered to periodically update the committee about the OGIA and the acquisition and implementation of admissions software.

B. Faculty members within the COSS have been researching accelerated bachelor / master degree programs and may be interested in sharing this with the FS-GPC should the committee so choose. Initial response was that a brief presentation during an already scheduled meeting time could be fruitful.

5. Adjournment

APPENDIX B

GRADUATE COURSE LOADS POLICY REVISION

RATIONALE: This policy revision separates the three sections in the existing policy, to create three new policies. The purpose is to improve clarity.

REVISION OF POLICY

~~Graduate Course Loads~~

~~Minimum~~ Graduate Course Loads for Financial Aid Eligibility

To be eligible for Federal Student Aid (FSA), a graduate student must be enrolled at least half time. ~~The UWG Office of Financial Aid defines full-time enrollment for a graduate student as 9 credit hours, or the equivalent, each term. Half-time enrollment is defined as 5 credit hours, or the equivalent, each term. Students must register for and attend 5 credit hours, or the equivalent, to be eligible for Financial Aid each term.~~ To be enrolled half time, a student must be taking at least half the course load of a full-time student. Full-time enrollment for a graduate student is 9 credit hours and half-time enrollment is 5 credit hours. These minimum enrollments apply consistently across all terms, Fall, Spring, and Summer.

| | Fall | Spring | Summer |
|-----------|------|--------|--------|
| Full Time | 9 | 9 | 9 |
| Half Time | 5 | 5 | 5 |

~~Minimum~~ Graduate Course Loads for Graduate Assistantship Eligibility

Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 9 semester credit hours, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 6 semester credit hours.

| | Fall | Spring | Summer |
|-----------------------------|------|--------|--------|
| Minimum Required Enrollment | 9 | 9 | 6 |

~~Maximum~~ Graduate Course Loads for All Graduate Students

~~Graduate students who do not hold one of the three types of assistantships may register for 12 credit hours without permission.~~ Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Director of Graduate Studies (or Dean/designee) for their college or school. Some programs may require additional levels of approval.

Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.

CLEAN COPY OF REVISION OF POLICY

Graduate Course Loads for Financial Aid Eligibility

To be eligible for Federal Student Aid (FSA), a graduate student must be enrolled at least half time. To be enrolled half time, a student must be taking at least half the course load of a full-time student. Full-time enrollment for a graduate student is 9 credit hours and half-time enrollment is 5 credit hours. These minimum enrollments apply consistently across all terms, Fall, Spring, and Summer.

| | Fall | Spring | Summer |
|-----------|------|--------|--------|
| Full Time | 9 | 9 | 9 |
| Half Time | 5 | 5 | 5 |

Graduate Course Loads for Graduate Assistantship Eligibility

Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 9 semester credit hours, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 6 semester credit hours.

| | Fall | Spring | Summer |
|-----------------------------|------|--------|--------|
| Minimum Required Enrollment | 9 | 9 | 6 |

Graduate Course Loads

Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Director of Graduate Studies (or Dean/designee) for their college or school. Some programs may require additional levels of approval. Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.

EXISTING POLICY

Graduate Course Loads

Minimum Course Load for Financial Aid Eligibility

To be eligible for Federal Student Aid (FSA), a student must be enrolled at least half time. To be enrolled half time, a student must be taking at least half of the course load of a full-time student. The UWG Office of Financial Aid defines full-time enrollment for a graduate student as 9 credit hours, or the equivalent, each term. Half-time enrollment is defined as 5 credit hours, or the equivalent, each term. Students must register for and attend 5 credit hours, or the equivalent, to be eligible for Financial Aid each term.

| | Fall | Spring | Summer |
|-----------|------|--------|--------|
| Full Time | 9 | 9 | 9 |
| Half Time | 5 | 5 | 5 |

Minimum Course Load for Graduate Assistantship Eligibility

Graduate Assistantships are classified by function or purpose and include Graduate Teaching Assistantships (GTAs), Graduate Research Assistantships (GRAs), and Graduate Assistantships (GAs). GTAs, GRAs, and GAs must register for and earn 9 credit hours, or the equivalent, to be eligible for a Graduate Assistantship each term.

Maximum Course Load for All Graduate Students

Graduate students who do not hold one of the three types of assistantships may register for 12 credit hours without permission. Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Director of Graduate Studies (or Dean) for their college or school. Some programs may require additional levels of approval.

Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.

APPENDIX C

Undergraduate Catalog Provision

(For review and possible modification by GPC for inclusion in Graduate Catalog)

Class Absence

Instruction begins the first day of class. In face-to-face courses, if students fail to attend the first day and have not contacted the instructor to explain their absence, they may be dropped during the Drop/Add Period to make room for other students.

In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course-delivery system by a specified date, or to take other specified steps at the beginning of the session.

For those courses that meet for the first time after the end of the Drop/Add Period, see Faculty Handbook Section 204.

Class attendance policies are determined by each instructor for his or her courses and may be found in the syllabus. Since course policies differ, students are responsible for understanding attendance requirements for each course. Failure to comply with those requirements may significantly affect grades.

Students are expected to attend each class meeting. Students absent from class while officially representing the University or observing religious holidays should generally not be penalized in the calculation of final grades, as long as they provide advance notice and expeditiously make arrangements to complete any missed work.

University-sponsored activities include but are not limited to the following: intercollegiate athletic competitions; musical/theatrical/art performances or exhibitions associated with a degree program; debate competitions; and research conferences. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG, or events associated with social organizations such as fraternities or sororities.

Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up is at the discretion of the instructor.

Any student who must be absent for more than one week of class should notify the Patient Advocates in Health Services, telephone 678-839-6452. The student should also notify the instructor or department.

(See Faculty Handbook Sections 201-204)

APPENDIX D

[2013-2014 Graduate Catalog, General Academic Policies section]

GRADUATION

A student with a minimum 3.0 overall grade point average and who has met all requirements of the Program of Study must submit an application for the degree with the Registrar's Office the semester prior to the semester of graduation. No student will be issued a diploma or academic transcript if in default of payment due to the University.

[2014-2015 Graduate Catalog - add new, second paragraph so the policy reads as below]

GRADUATION

A student with a minimum 3.0 overall grade point average and who has met all requirements of the Program of Study must submit an application for the degree with the Registrar's Office the semester prior to the semester of graduation. No student will be issued a diploma or academic transcript if in default of payment due to the University.

The graduation application and \$40 (per degree) application fee can be deferred up to one year from the initial term of scheduled graduation. If the student does not graduate within one year of the original scheduled graduation date, the student must reapply for graduation and pay the \$40 (per degree) application fee again.