

Faculty Senate Meeting Minutes

January 20, 2023

Approved January 27, 2023

1. Called to Order

Called to order at 1:05pm by Chair Reber.

2. Roll Call

Present:

Allen, Banford, Brandenburg, Caramanica, Carmack, Chambless, Cheng, Corley, Dahms, Davis, DeWeese, Dutt, Dyar, Edelman, Elman, Erben, Evans, Gault, Graffius, Green, Hadley, Hampton, Hester, Jara-Pazmino, Kellison, Khan, Kniess, Kramer, Lee (Gavin), Lee (Sungwoong), MacKinnon, Mason, McClenny, McLean, Olivieri Parker, Richter, Rollins, Scullin, Sheppard, Shin, Shoemake, Snipes, Swift, Sykes, Talbot, Van Valen, Weber, Wei, Williams, Yoder

Absent:

Barrett, Roberts, Wofford

3. Minutes

A) The December 2, 2022 Faculty Senate Meeting Minutes were approved electronically on December 11, 2022.

4. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

- *Administrators will provide statements at the end of the meeting today due to concurrent meetings. Provost Preston cannot attend, but sent a statement that was emailed to all Senators before the meeting and is included in these minutes.*
- *Thanks to all: the Senate accomplished much business in the past year, including substantial curricular efforts.*

- *The Faculty Development Committee (FDC) will provide some oversight on the development of rubrics to ensure a reasonable level of equity and fairness across programs, given disciplinary differences. College Deans have timelines: connect with the relevant Dean for information if you have not already been informed. The FDC is available for oversight and input.*
- *Final minor changes are being made to the Faculty Handbook policy that will be guiding the evaluation process. Should be finished soon.*
 - *Dr. Farooq Khan (Chair of the FDC): One remark by Dr. Noble that the Chair needs to do an independent review is not in accordance with the handbook statement that says “can provide feedback.” The FDC will have a meeting with the Provost and Dr. Erben regarding this matter. The FDC will also ask for a meeting with the Provost and Vice Provost. The remaining edits should be straightforward.*
 - *This process can be very nuanced, so the suggestion is that programs start sooner rather than later in designing their respective rubrics and not wait for the final handbook.*
 - *Questions:*

Q: Are USG changes in effect for this cycle?

 - *Chair Reber: Changes will start in the fall. Expectations may also be implemented over time. The Chancellor and USG administration are working with the BOR to iron out a few issues in the BOR policy revisions. UWG changes will be minor, so we can move forward, with the expectation that BOR and UWG policy will be finalized by the end of the semester at the latest. Changes to the Faculty Handbook will likely start to show up by fall.*

Q: What if a faculty member has a conflict with their Chair: does the Chair get a third attempt for a negative review?

 - *Dr. Khan: An evaluation of a 1 or 2 in review areas automatically triggers post-tenure review and a remediation*

plan. Final decision comes from the BoR regarding the sequence of steps in the review. This procedure should be described in the Faculty Handbook, but is not addressed as of now, as we await BOR policy finalization. The Chair is involved in the remediation plan.

- *Chair Reber: The Chancellor and USG administration is currently addressing this procedure with the BoR, specifically that there would be a committee of peers to examine the case and make a recommendation to the President prior to possible termination, but language is not finalized yet. Recommended language from the AAUP is for independent peer evaluation, independent of administrators and Chair. Ultimately, termination is at the President's discretion.*
- *President Kelly sent a set of revised mission statement options to the senate chair for review by the senate. The values that guide the university should also be looked at and discussed by the senate. Chair Reber asked for feedback from Faculty Senate to come through the senate committees: committee chairs will bring the statement and values options to their committees for discussion. Feedback will be qualitative and quantitative and should be informed by each committee's scope of responsibility and concern. Feedback needed by 2/27/23.*

2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [ANTH 2001 – Introduction to Archaeology](#)

Request: Revise

It is proposed to include Introduction to Archaeology as a choice to count in Core Area E. The course already exists. Adding a course to the core requires Board of Regents approval, but precedent exists for this course because Introduction to Archaeology already counts in Core Area E at many USG institutions. Each institution has to make the request for its own curriculum. The course aligns with Area E Learning Outcomes (E4, Social Sciences), but does not topically overlap with any course listed in this Area at UWG which will provide students with an added choice and flexibility to meet this core requirement.

Item approved with 48 in favor, zero opposed, and 1 abstention.

2) Department of Art, History, and Philosophy

a) [Africana Studies Minor](#)

Request: Revise

This minor is jointly housed in the English and History departments. The revision changes from the current requirement which stipulates that 2 courses must come from the Humanities and 2 courses from the Social Sciences to the revised requirement that students take 4 electives (or 12 credit hours) related to race, Africa, the Caribbean, the African Diaspora, and/or African America chosen from at least 2 different disciplines. The revision increases flexibility for completing the minor, allows for more courses to be included that satisfy the minor, and overcomes complications created by the reorganization of colleges.

Item approved with 46 in favor, zero opposed, and 2 abstentions.

b) [Art, Art Education B.F.A.](#)

Request: Revise

This revision is proposed to change courses and reduce the total hours for the program. There will be a requirement of 15 credit hours in 3000/4000 level studio art electives. Three education courses (EDUC 2110 and 2130 and CEPD 4101) will be eliminated from the curriculum. For accrediting Art Education teacher certification programs, the state of Georgia defers to the art accrediting body (NASAD, National Association of Schools of Art and Design). These revisions meet NASAD standards. Also, this proposed revision is reducing the total credit hours from 132 to 126. The BOR has mandated that all teacher certification programs be at no more than 129 total credits. The

126 credit hours for the program meets the NASAD standards and aligns the program with all current UWG BFA Art concentrations. The students who are in the program as it presently exists will still be able to complete their program because no courses are being cancelled.

Dr. Jason Swift: Since this is a B.F.A. with a concentration in Art Education, the only education course that the professional standards commission requires is the special education course, SPED 3715. Since this is not a B.S. degree, there is flexibility in Georgia higher education; Georgia defers to NASAD. Making this change puts UWG in better alignment with applicable standards.

Item voted on as part of a block with c), below.

c) [Art, Art Education B.F.A.](#)

Request: Revise

This proposal creates a track for community arts within the Art Education BFA. This track serves students who want to teach art in settings other than public schools (such as community centers or museums) and do not want to seek Georgia P-12 teaching certification. There are only two other undergraduate programs like this on the East Coast. This program will utilize existing courses.

Items b) and c) were taken as a block and approved unanimously.

3) Department of English, Film, Languages, and Performing Arts

a) [MUSC 3860 – Advanced Conducting](#)

Request: Add

This proposal adds a second conducting course to the curriculum. This change is consistent with other programs in the state. This is a two-hour course. MUSC 3850 is a prerequisite. This new course will not add credit hours to the program because there are other changes for the program that are working their way through approvals. Similar to the Art proposals above, the Music program revisions are in line with the standards of their accrediting body (National Association for Schools of Music). The state of Georgia defers to those standards for music programs.

Item approved unanimously.

4) Department of Natural Sciences

a) [BIOL 4130 – Climate Change Biology](#)

Request: Add

This proposal adds a new course that examines the impacts of climate change on living organisms, biological communities, and ecosystems. It has been offered as a special topics course for three years and demand warrants setting it up as its own course. It will be cross-listed as BIOL 5130.

Item approved with 46 in favor, 1 opposed, and 1 abstention.

B) School of Communications, Film, and Media

1) [COMM 1100 – Human Communication](#)

Request: Add

This proposal will create a UWG version of this Human Communication course. Currently the only option for UWG students to take this course is the eCore version which does fulfill the core Area B1 requirement. Multiple other USG institutions have their own version of this course. Having a UWG version would eliminate confusion, provide students with a seamless learning environment, and provide a communications course that is more relevant to some majors and career paths, since our current B1 offerings focus exclusively on public speaking. This proposed course does include public speaking but also interpersonal and group communication, listening and conflict management.

Item approved unanimously.

Committee II: Graduate Programs Committee (Patrick Hadley, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of English, Film, Languages, and Performing Arts

a) [Music Education Educator Certification Program](#)

Request: Deactivate

This program was designed for people with music degrees, but who are not trained in education. It averaged one student per year for the last six years and no students are currently enrolled. All courses are part of the certificate program with courses in the evenings. These courses have been moved back to daytime blocks to accommodate the larger population of traditional students in music education programs. Music faculty voted in August to approve this deactivation.

Item approved unanimously.

B) College of Education

1) Department of Counseling, Higher Education, and Speech Language Pathology

a) [Speech Language Pathology, M.Ed.](#)

Request: Modify

The GPC approved a friendly amendment to remove the statement that the program requires completion of CASPAR test. Whitney Brand in the Registrar's Office has requested that this proposal be routed back to the originator so that this clarification can be added.

A proposal to table this item was put forth and seconded. Faculty voted unanimously to table this item to a future meeting.

2) Department of Educational Technology and Foundations

a) [School Library Media Certificate in Instructional Technology, Media, & Design](#)

Request: Modify

The current admission standards for the SLM Certificate require a student who does not hold a Georgia professional certificate to pursue the SLM certificate program, while concurrently obtaining initial professional certification by completing four separate prerequisite courses, for a total of 33 credit hours combined. However, after the recently-approved revision of the SLM M.Ed. from a 36-hour program to a 30-hour program, it is more efficient for a student without initial professional certification to pursue the M.Ed. program. The program thus proposes removing the option to take the four prerequisite courses for initial certification and requiring applicants for the SLM certificate to hold a Georgia professional certificate in any field as a requirement for admission.

Item approved unanimously.

3) Department of Literacy and Special Education

a) [READ 6705 – Comprehensive Final Exam for M.Ed. in Reading Instruction](#)

Request: Add

Currently, Education faculty are identified by the Registrar of potential graduates and then faculty reach out to the students listed to provide instructions with how to prepare and register for the exam. Results are then conveyed to students by the faculty. Every semester, students still fail to follow instructions or do not check their email. This

zero-credit course eliminates that problem by streamlining the process and allowing students to register for the course.

Item approved with 44 in favor, 1 opposed, and 2 abstentions.

b) [Special Education, Ed.S.](#)

Request: Modify

Change to catalog description and requirements. Currently, students who do not have the Master's degree in Special Education must complete additional courses. This modification adds the option for students to qualify for entrance to the Ed.S. with proof of a minimum of 3 years as a special educator or school experience as a speech language pathologist. In response to the growing number of students with speech language and school-based experience, this option will assist potential applicants. Feedback from students who have completed the courses suggests that course objectives add little value in lieu of their professional experiences. The option to take the courses is still allowed, but this provides an alternate option. An additional modification to current admissions criteria is also provided: currently, students need a GPA of 3.20 or higher, but now the requirement will be 3.00 or higher (for last graduate degree earned). This better aligns with peer institutions.

Item approved with 45 in favor, 1 opposed, and 2 abstentions.

C) University College

1) Department of Civic Engagement and Public Service

a) [Criminology, M.A.](#)

Request: Modify

These modifications concern the crime and social justice track and criminal justice track. Modifications include (1) requirement to complete CRIM 6233-Ethics in Criminal Justice as a core course in both tracks, and (2) requirement for completion of CRIM 6284 – Graduate Capstone course to exit the program under the criminal justice track. The capstone course replaces the comprehensive exam.

Item approved with 46 in favor, zero opposed, and 2 abstentions.

D) Graduate Catalog 2023 – 2024

1) Academic Standing ([Figure 1](#))

Request: Modify

Updated language clarifies that academic suspension only applies to students failing graduate course (not any failing grades listed on their undergraduate transcript), and adds a provision that allows a student who has been academically dismissed to request readmission three full terms after dismissal. Previously, they could apply to a different program, but there was no provision where they could be reinstated and readmitted from the program from which they were dismissed. Readmitted students in this case are then required to retake all course that led to dismissal.

Q: Does this apply if a student was dismissed due to academic dishonesty?

A: Conduct issues do not apply here.

Q: There are majors for which progression requires a certain number of years: how would this be applied?

A: After 7 years, a course needs to be retaken. Any other consideration would be up to the individual program.

Q: Is the accelerated B.A. to M.A. also captured here?

A: No, because M.A. classes in this case count to the undergraduate degree.

Q: What if a student earns all F's in one semester, or if an IN turns into an F?

A: If earned all in one semester, the student moves straight to dismissal. If F grades are earned one at a time, a student can retake the course to replace the grade.

Item approved with 47 in favor, zero opposed, and 1 abstention.

Committee IX: Rules Committee (Jamie Brandenburg, Chair)

Action Items:

A) UWG Academic Policies and Procedures

- 1) Remove duplication of policies and associated procedures in PolicyStat
 - a) Promotion, Tenure, and Faculty Evaluations Decommissions in PolicyStat
 - i. [Recurring Faculty Evaluations \(#2004\)](#)
 - ii. [Promotion \(#2002\)](#)
 - iii. [Tenure \(#2003\)](#)

Request: Modify

Policies are currently duplicated in too many places online: this modification deletes duplication of policies and any associated procedures in PolicyStat.

Q: What if the duplication was deliberate?

A: This just applies to links. It is more helpful if what is duplicated refers to where a policy is listed in PolicyStat. Policies may be listed in the Faculty Handbook or any other applicable location, but the link itself will be permanent. When a policy or procedure is changed, the legal office then only has to update the one PolicyStat page and not every duplicated instance of the policy of procedure. The link is thus always the updated, most correct version.

Item approved with 46 in favor, zero opposed, and 2 abstentions.

5. Administrator Reports

A) Report from the President.

- The President was recently at a meeting of the University System of Georgia (USG) presidents. The Chancellor asked those in attendance how to make the USG better? Responses led to the creation of task forces in areas such as financial policy and dual enrollment standards. It is hoped that there will be updates and policy changes for how we do business by the end of this fiscal year that will then turn into outcomes that are just as heartening. Over next 60 days or so the taskforces will provide outcomes.*
- The President recently went to the SACSCOC annual meeting in Atlanta. The UWG reaffirmation report is due in September, then offsite and onsite review will take place in early 2024. It is important that anyone who is called to participate in this work attends to this request immediately. The President has already done three offsite reviews himself and is about to do an onsite review: UWG must meet requirements in every possible dimension.*
- There was a recent Chris Clark presentation on the new Georgia economy: 100 or more leaders from across campus attended and could ask questions regarding demands on the Georgia workforce. Many people have recently moved into the state of Georgia, which leads to talent demands. The economy needs universities to*

adapt to those needs. Demand for healthcare jobs, tech jobs, computing, engineering, are increasing across the board. Georgia universities cannot meet those demands as institutions are currently formulated. Problems have been reported in legislature and the Board of Regents (BoR) also wants these issues to be solved. Greatest headwind is population based, but current the population also causes a talent gap from now through 2040. College going rates are going down and UWG's work with K-12 districts needs to be enhanced. Less burdensome costs and frameworks need to be put into place because participation will keep going down otherwise. UWG is working in this direction and the President will continue to invite thinkers and leaders to campus to address these concerns.

- *BoR actions: approved Master of Science in Strategic Cybersecurity and Business Analytics, now these proposals go to SACS so that they will be ready for students in August. Approved an honorary degree for Zach Brown, who regularly remarks stage how much his time at UWG was important to his career. (He is a country music singer.) UWG will provide him with an opportunity to speak if he would like to; a campus walkthrough and other opportunities to meet him will be available during commencement.*
- *Legislative sessions have been ongoing in the last two weeks; this has prompted committee meetings including revisiting the university funding formula. State funding for universities was established in 1984 as a ratio of 75/25 funding from the state versus tuition. The formula is now roughly 57/43 and adjusts on an annual basis: the current formula does not necessarily meet needs. A dramatic example of this is the recent sixty percent increase in the cost of utilities. The inability to receive appropriate funding increases the potential that universities may miss the opportunity to create a growth economy. Universities thus must also compete with other state universities for enrollment and subsequent tuition dollars. These issues have come up before, but the formula has not been substantially revised: it is hoped that it may be brought up again this year. The Chancellor seems open to this possibility.*
- *Enrollment projections: the Carl Vincent Institute of the University of Georgia has reported that almost all universities will experience flat enrollment for the next*

fifteen years. Economy and student choice will change projections for all colleges in Georgia. Pennsylvania is a good reference example: the population increased and student choice created what would be successful and what would not.

- *Legislative sessions are working on USG and UWG priorities. Capital projects will be evaluated for funding. There are fifty-seven new legislators who are getting to know the process as well as UWG specifically. The President will be spending a great deal of time at the capital for this reason. UWG has been well received thus far. The governor's budget was released last week: some projects were not fully funded or not funded at all. There are many state priorities such as a fund being set up to impact workforce housing including overriding housing restrictions in communities for a middle-class workforce. Such a fund could change the redevelopment of Maple Street in Carrollton, which is a key project. That area is currently a tax allocation district: it is time to reinvest in the community. In years past many faculty live close to university, but this has changed. If housing options change then there are incentives for people to live and work in this community, creating a richer university town. Other key priorities include a potential cost of living increase of \$2000, which is not a firm decision at this point. The President expects some cost-of-living increase will occur. Mental health is also a priority, including putting more resources into conditions such as anxiety and depression.*

Questions:

Q: When will the budget be voted on and become final?

A: The session ends March 29. Once signed, then in effect for an amended fiscal year budget for this year, ending June 30. Future budgetary decisions come into effect at the next fiscal year starting on July 1.

Q: Is the Pafford building to be renovated next, and if so is there an update?

A: Pafford is a priority, but it was left out of the governor's budget. Richards was also omitted. The President will be seeking reconsideration for these projects. 1.8 million dollars is needed over a three-year process to fund Pafford: the university must keep finding funding every year. The President will be meeting with legislators in the next two weeks. Each member of the House and Senate have

funding allocations that allow them to assist with projects. Persistence is required: the President is confident that Pafford will be funded.

Q: What is the status of work on the Anthropology building?

A: This building is one of the costliest buildings on campus to maintain. It is on the demolition list for the state. Gunn Hall is also on that list, but on hold. Tyus Hall is currently the only project receiving attention.

Q: Mission statement: 4 options have been presented, but they are worded awkwardly. Are there opportunities for wordsmithing?

A: Open to feedback in all regards including wordsmithing.

Q: What is the status of the Along the Ridge project?

A: This project has been broadened. UWG history since 1906 includes the old part of campus. The Haley Sharpe design firm will address this project: we have asked to have them address this historic precinct of campus. (Kennedy Chapel all the way to Sanford Hall.) This firm knows how to create storytelling that is robust, compelling, and provides sense of place. The firm previously worked on exhibits for museums such as the Smithsonian. Their projects have been impactful and compelling. Working on this scale at UWG allows for many disciplines to have an experience and voice. Part of the project is telling the story of Kennedy Chapel and Bobby Kennedy coming to campus and dedicating the chapel to John F. Kennedy after his death. Creates sense of place: the firm will do interviews and focus groups. The breadth of the project will unfurl over time to tell history in ways that move people.

B) Report from the Provost.

- There are many exciting updates to share as UWG continues to have an excellent year in AY23. The following are only a few of the great things that faculty and staff have enabled:*
- The USG Board of Regents approved two new M.S. degrees earlier this week: the M.S. in Applied Business Analytics and the M.S. in Strategic Cybersecurity and Information Management. The Richards College of Business did a tremendous job this summer to build these proposals which both meet workforce needs throughout the state and nation. Thousands of jobs in these areas are available and will*

continue to grow beyond the national average, and UWG will meet the demand in these high-need and high-salary areas. The Provost commends the faculty and staff for their work in building these degrees, leveraging the recent investments in space, technology, and personnel within RCOB. UWG will begin advertising and launch these programs in fall 2023.

- *Mr. Trent North, alumnus from UWG's College of Education, was recently named the Georgia Superintendent of the Year and is now a finalist for the National Superintendent of the Year. Like so many of UWG's alumni, Mr. North has parlayed the experiences and academic excellence he received while at UWG to achieve great professional success and has had a tremendous positive impact on those he serves. The Provost points out this most recent example of excellence from UWG alumni because this is the essence of our work in higher education: enabling transformation and improving lives of those we teach and serve. Each of our faculty and staff create the space for students to flourish, and it is most appropriate that we collectively celebrate their accomplishments as validation of our work. The Provost commends the College of Education faculty and all faculty who support student success.*
- *UWG continues to excel in scholarship, research, and grants. At the end of the second quarter of FY23, UWG has received \$2.8M (as compared to \$3.3M for all of FY22) and expended \$1.35M (as compared to \$1.8M for all of FY22). The Office of Research and Sponsored Projects is well on the way to meet the FY23 goal of doubling external grants, and the Provost commends all of the faculty who have submitted and received external grants.*
- *The Graduate School will be receiving requests for graduate teaching and research assistantships. As done in the past, this competitive process awards assistantships based upon proposed outcomes achieved and the value of the work to the graduate student as well as the value of the work to UWG. Dr. Varga, the review committee, and the Provost will be examining proposals and making awards to support faculty and academic program work soon. Further, for the assistantship awards made in FY23, the Provost asks that faculty report the strong impact and outcomes achieved so that the Graduate School can celebrate these*

accomplishments but also to support further/future requests. With limited resources, those existing and proposed assistantships should clearly demonstrate positive outcomes.

- *Yesterday, Dr. Kelly and the Provost attended a Carroll County Workforce Steering Committee that is a long-term working group that examines local market needs and how government, private companies, P12, and higher education institutions can work together to strategically and intentionally support the population and workforce growth in Carroll County. Two of the key takeaways from this group are that 1) the growth this region will outpace the state and national averages, especially in younger demographics and 2) the trend for the past 10 years is that fewer overall high school students are entering AND graduating from college. As UWG focuses on recruiting and admitting more students (and as population growth trends make this more possible than other regions in the nation), it is vitally important that we also ensure that we are retaining and graduating these students. The Provost is happy to report that retention from fall 2022 to spring 2023 currently is higher than we've experienced in the past. This is a result of improving processes that support students, removing holds that unnecessarily make it harder for students to register and return, and a tremendous effort among faculty and staff to advise and mentor students on options when they run into challenges. Content excellence is important and thriving at UWG, and adding this outside-of-the-classroom support and understanding is that extra little bit that makes student retention and success more likely across UWG. The Provost appreciates all of the accommodations and compassion that faculty have shown to students: this is part of the "belonging" that complements our work in competitiveness and relevance.*
- *Please look to the weekly Academic Affairs newsletters for opportunities to support your careers and interests. UWG has so many great events and experiences to support faculty and staff, and additionally, these newsletters highlight accomplishments of our faculty. Some recent examples of faculty accomplishments include a new book chapter published by Dr. Walter, Dr. Dyar's induction into the Nursing Hall of Fame, and Dr. Baylen receiving a Presidential Distinguished*

Service Award by the Association for Educational Communications and Technology (AECT). These faculty represent so many great things that UWG faculty are achieving.

- *ITS has established a common standard for computers and will begin working across the next 6 months to support lifecycle replacement and upgrades for faculty, staff, and lab computers. If anyone needs a customized computer (with more RAM, speed, etc.) to meet their individual needs, this will be reviewed and supported whenever possible, so please know this standard will not inhibit any specific need. These changes will improve services, provide better equipment across UWG, and reduce overall costs. Please look for more information from your deans and ITS soon.*

6. Old Business

None reported.

7. New Business

None reported.

8. Announcements

None reported.

9. Adjourn

Adjourned at 2:35pm by Chair Reber.

Respectfully submitted by Laura McCloskey Wolfe, Executive Secretary.

Figure 1

APPROVED REVISED POLICY

Good Academic Standing

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

Academic Probation

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 his or her 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, he or she 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, he or she will be suspended for one term.

Academic Suspension

A student who fails a graduate course, regardless of the term or cumulative graduate GPA, will be suspended from the University for one term. Also, a student on Academic Probation who earns a term GPA below 3.0 will be suspended from the University for one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, a suspended student is required to not be enrolled for all sessions that comprise the Summer term. An Academic Suspension Appeal may only be reviewed through a grade appeal or hardship withdrawal.

The student on Academic Suspension is not guaranteed the opportunity to return to the University. The suspended student must apply for reinstatement to return to the University and

program after one-term absence. Reinstatement criteria are outlined in the Reinstatement Procedures of the Graduate Catalog. A student may only be suspended from a program once. If a student is suspended a second time, they will be academically dismissed from the academic program.

If a student's request for reinstatement is approved, the student returns to the University on Academic Probation. One of three possible actions will be implemented for a reinstated student on Academic Probation at the end of each term of enrollment:

1. A reinstated 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 reinstated 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 reinstated student earns a grade of C or lower or a term GPA below 3.0 while on Academic Probation, regardless of the cumulative graduate GPA, they will be academically dismissed from the academic program.

If a student's application for reinstatement following a term suspension is denied by the college or school that houses the student's graduate program, the student will be academically dismissed from the program of study.

Academic Dismissal

A reinstated student on Academic Probation who earns a term GPA below 3.0 will be academically dismissed from the program of study.

A reinstated student on Academic Probation who fails a second graduate course will be dismissed from the program of study. In other words, graduate students are only able to earn one failing grade before being dismissed from the program of study.

A student who fails two graduate courses, regardless of term or cumulative graduate GPA, will be academically dismissed from the program of study.

Academic dismissal from a program does not preclude a student from applying to another graduate program; however, the student must be able to achieve good academic standing with a cumulative graduate GPA. Admission to a new graduate program is not guaranteed, and the previous cumulative graduate GPA may affect any new admission decision.

A student who has been academically dismissed for any of the above, as it relates to grades, may request a reinstatement into the program of study from which they were dismissed after three terms. The student will have to reapply through the Graduate Admissions process to be considered for reinstatement. If the student is reinstated, they must retake all courses that led to their dismissal.

Additional College of Education policies apply. Please see the following link to access policies that apply to each

program: <https://drive.google.com/drive/folders/1RvhmkelBwG5M6IbtzxA9BMCB27XpCysi?usp=sharing>