

GEORGE MASON UNIVERSITY
AGENDA FOR THE FACULTY SENATE MEETING

January 28, 2026

3:00-4:15 p.m.

<https://gmu.zoom.us/j/97408895683?pwd=F1mcWoPVr8S33QWwAH6J7sa9rK9ICl.1> *

Passcode - 5201

- I. Call to order
- II. Approval of the Minutes: December 03, 2025
- III. Opening Remarks & Announcements from the President of the Senate
 - A. New Board Members, the BOV, and Richmond
 - B. Evidence Informed Institutional Development ([COACHE](#), [Gallup](#))
- IV. Special Guests & Discussion
 - A. Vice Rector of the Board of Visitors (Michael Meese)
 - B. [Mason Core](#)
- V. Senate Standing Committee Reports
 - A. [Organization and Operations](#) (Bylaws/Standing Rules action item)
 - B. [Academic Policies](#)
 - C. Budget and Resources
 - D. Faculty Matters
 - E. Nominations
- VI. New Business
- VII. Remarks for the Good of the General Faculty
- VIII. Adjournment

* Note: For security purposes, all attendees must login using any valid Zoom account to join the meeting. Having trouble joining the meeting with the link above?

1. If using GMU Zoom Account (required for all Faculty Senators)
 - a. Go to <https://gmu.zoom.us>
 - b. Click on [Sign into Your Account]
 - c. Use GMU login credentials to login. (May require 2FA authentication)
 - d. Once logged in – click on “JOIN A MEETING”
 - e. Enter the Meeting ID (see highlighted above) and click JOIN

2. Joining Senate Meeting using an account other than GMU Zoom Account

- a. Go to <https://zoom.us>
- b. Click on [SIGN IN]
- c. Use credentials for your existing zoom account
- d. Once logged in – click on “JOIN A MEETING”
- e. Enter the Meeting ID (see highlighted above) and click JOIN
- f. If asked for Passcode: enter the Passcode (highlighted above)

COACHE 2025 Survey Summary

The Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education is a national, research-based initiative specifically designed to understand the job satisfaction of instructional and research faculty.

- The purpose of the COACHE Faculty Engagement Initiative at George Mason is to deepen our understanding of faculty satisfaction.
- George Mason's survey scores are benchmarked across the cohort of 85 institutions as well as 5 selected peers.
- Previous administrations of the COACHE survey have taken place in 2019 and 2022.

✓ Highlights

54% Response Rate

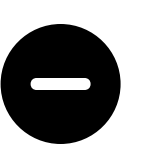


- 14.6 percentage points higher than our selected peers
- 14% higher than the institutions in our cohort.

Both the Best and Worst Aspects of Working remain stable.

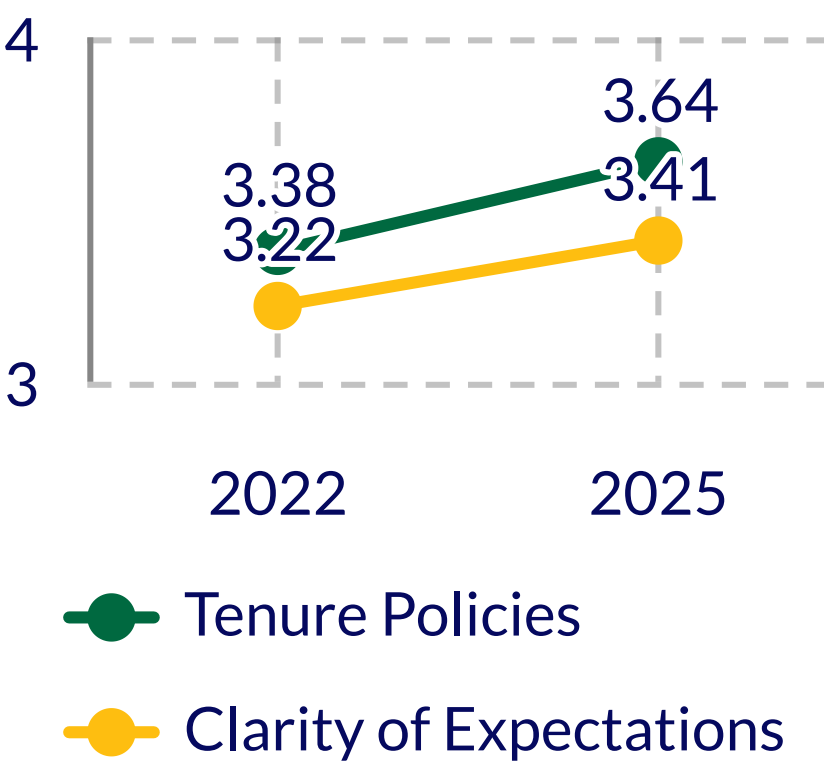


- Geographic Location
- Quality of Colleagues
- Support of Colleagues
- Academic Freedom



- Compensation
- Cost of Living
- Teaching Load
- Too Much Service/Too Many Assignments

Improvement in RRPT, an area for growth in '19 and concern in '22



This was an Area of Concern in 2022. George Mason moved up well over 30 percentile points this survey administration.

Strength of Faculty Leadership

- Ranked #3 among our peers and 80th percentile within the cohort.
- Faculty leadership includes pace of decision-making, stated priorities, communication of priorities, and ensuring faculty input.



+Strengths

Harvard COACHE defines Areas of Strengths as those in which the institution scores first or second among our selected peers AND is in the top 30% of the survey cohort.

Departmental/LAU Collegiality & Engagement

- Ranked #1 among peers and 80th percentile in the cohort for Collegiality
- Ranked #2 among peers and 75th percentile in the cohort for Engagement

Shared Governance

In all 3 survey administrations

In 4 of the 5 categories within the theme of Shared Governance, faculty registered higher levels of satisfaction compared to faculty at our peer and cohort institutions.

- Includes Trust, Shared Sense of Purpose, Understanding the Issue at Hand, and Productivity
- In all 4 of the above, ranked #2 among peers and at 75th percentile or higher in the cohort

Departmental/LAU Leadership

In all 3 survey administrations

- Ranked #1 among our selected peers and in the 91st percentile in the cohort
- Third consecutive time this has been noted as a strength

↗Growth Opportunities

Harvard COACHE did not identify any Areas of Concern. The COACHE Leadership Team (LT) identified Growth Opportunities based on a deeper review of the data.

Mentoring & Mentoring Support

In all 3 survey administrations

- Faculty report that the mentoring they receive is effective
- There are low levels of satisfaction with mentoring of tenured associate professors, support to become good mentors, and mentoring instructional term faculty

Salary & Compensation

In all 3 survey administrations

- Salary is among the top things the university could do to improve the workplace
- **However**, the percentage reporting this has declined 11% since 2019, marking substantive progress in this area

Promotion to Full

- Tenure-line faculty satisfaction has improved slightly, yet George Mason is still ranked #5 among peers and at the 39th percentile in the cohort
- 79% report no formal feedback about their promotion to full

Divisional (Dean) Leadership

- Scores on this theme have declined in each survey cycle—from 3.36 in 2019 to 3.26 in 2022 to 3.13 in 2025
- Ranked #6 among peers and in the 33rd percentile within the cohort

Instructional Term Faculty Satisfaction

- Satisfaction with contract renewal and promotion improved and ranked between 75th-90th percentile within the cohort
- Satisfaction with Nature of Work: Teaching and Mentoring are in or near the bottom 30th percentile of the cohort

Interdisciplinary Work

- Given average scores under 3.0 on a 5-point scale, the LT has defined this as a growth opportunity
- Despite low numbers, George Mason ranked #2 among peers and at the 74th percentile within the cohort



Mason Core Assessment Findings: Spring 2025

Information Technology and Computing Quantitative Reasoning



Courtney Adams Wooten
Faculty Co-Chair
Mason Core Committee

Chris Lee, PhD
Office of Institutional Effectiveness and
Planning

Framework for Assessing General Education at George Mason

Students

- Ensure student learning of Mason Core Learning Outcomes

Faculty

- Provide faculty with targeted resources to strengthen teaching effectiveness and promote student learning

Institution

- Required for regional accreditation (SACSCOC) and for SCHEV to meet external reporting requirements

Phases of Assessment Cycle



1. Identify Outcomes and Measures	2. Collect Data	3. Analyze and Interpret Evidence	4. Share and Use Results for Improvement
The Mason Core Assessment plan is developed by identifying assessment outcomes and measures.	Instructors submit information from their Mason Core course: syllabus, one course assignment they think maps to one Mason Core SLO, and three randomly selected student artifacts.	The student work is de-identified and scored using the rubric for its respective Mason Core area.	Utilizing Mason Core assessment data, the Mason Core Committee will review and revise, as necessary, the overall structure and outcomes of the Mason Core.
• Essential questions of student learning • Target measures of success	The student artifacts should demonstrate performance on the specific learning outcome for the Mason Core area that is being assessed.	OIEP analyzes assessment evidence collected and prepares a report to share the aggregated findings with the Mason Core Committee.	Faculty members will have the opportunity to engage in various professional development opportunities to refine their practices (e.g., assignment design) to further support student learning.

Assessment Scoring

Student samples could receive a score of:

- SLO Met (Target $\geq 70\%$)
- SLO Not Met (Target $\leq 30\%$)
- Assignment Not Mapped to SLO (Target 0%)
 - All assignments should map

Information Technology and Computing: Sample

Population: Undergraduate degree-seeking students enrolled in ITC courses during the 2022-2024 assessment period.

Student artifacts from the 2022-2024 assessment period were randomly selected using a process designed to ensure all learning outcomes and sections were represented.

- 628 sections enrolled
- 22,286 students enrolled
- 1,083 artifacts submitted
- 176 artifacts assessed



ITC: Findings

Student Learning Outcome	Assessment Findings	Score
SLO 1: Digital Information and Storage Exchange	70% of student artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. - Multiple concepts in one statement made it difficult to measure learning in one artifact.	30%
SLO 2: Critical Consumers of Digital Information	33% of student artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. - An additional 12% showed no evidence of learning.	55%
SLO 3: Employ Computing Technologies	12% of student artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. - An additional 4% showed no evidence of learning.	84%
SLO 4: Apply Algorithmic Methods	23% of student artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. - An additional 5% showed no evidence of learning.	72%

Quantitative Reasoning: Sample

Population: Undergraduate degree-seeking students enrolled in QR courses during the 2022-2024 assessment period.

Student artifacts from the 2022-2024 assessment period were randomly selected using a process designed to ensure all learning outcomes and sections were represented.

- 443 sections enrolled
- 19,414 students enrolled
- 1,756 artifacts submitted
- 241 artifacts assessed



QR: Findings

Student Learning Outcome	Assessment Findings	Score
SLO 1: Interpret Quantitative Information	• 11% of artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. • An additional 8% showed no evidence of learning.	81%
SLO 2: Formulate a Problem Quantitatively	• 8% of artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. • An additional 9% showed no evidence of learning.	84%
SLO 3: Evaluate Logical Arguments	• 33% of artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. • An additional 4% showed no evidence of learning.	63%
SLO 4: Communicate Quantitative Results	• 40% of artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. • An additional 6% showed no evidence of learning.	53%

Mason Core Assessment Plan Revisions

Assessment Process

- MCAC revised rubric in March 2025 (after this assessment). Ratings were revised : Meets, Partly Meets, Does Not Meet.
- Assessment timeline revised to collect data over one academic year.

Professional Development

- After this assessment, pre-assessment workshops were developed to support aligning assignments with learning outcomes.
- The [Mason Core Instructor Certification Program \(MC-ICP\)](#) is available to all Mason Core faculty, focused on strategies essential for teaching non-majors and promoting student success within the Mason Core framework.

  CERTIFIED Faculty	Complete the five-hour Mason Core Certification Workshop sequence OR Complete the Mason Core Mini-Portfolio to showcase your pedagogical knowledge
  ADVANCED Faculty	Complete the Certified Level AND Complete 8-10 hours of advanced guided study about teaching Mason Core (live and asynch options) and file your brief report
  DISTINGUISHED Faculty	Complete the Certified and Advanced Levels AND THEN Propose, complete, and share an Independent Study Course Inquiry Project about teaching Mason Core (~8-10 hours)

Next Steps – Preliminary Plan (2-year process)

Revise learning outcomes (2025-2026)

- Review and revision of category topic areas – Mason Core Committee
- Review of topic areas – subject matter experts/Mason Core instructors
- MCC finalizes outcomes
- Revised outcomes presented to Faculty Senate

Implementation of revised outcomes (2026-2027)

- Professional development
- Recertification process

Thank you!

Academic Standards Committee

Charge: The Academic Standards Committee is charged with reviewing the policies and procedures utilized to maintain its academic standards, and to collaborate with Office of Academic Integrity and other relevant institutional groups to make revisions as appropriate. The committee will provide recommendations for educational information/efforts about academic standards for students and faculty, with particular attention given to education for students of differing cultural backgrounds. Finally, they will review historical case data and gauge faculty and student understanding of and thoughts about the Academic Standards case resolution processes to inform efforts listed above. [Elected members will serve for staggered 3 year terms.](#)

Composition:

- Six members of the faculty
- at least one of whom is a Faculty Senator
- from at least four different colleges or schools
- Two representatives from the Provost's Office
- One student government representative
- One GAPSA representative

School/College	2025 FTE Fulltime Faculty	2024 FTE Part Time Faculty	2025 FTE Total	Calculation of threshold size*	Adjusted FTE	% of total Adjusted FTE	x 49 Seats remaining	Calculated Allocation 2025-2026	Previous Allocation 2025-2026	Change
Antonin Scalia Law School	38.00	24.78	62.78	1.70	64.48	3.42%	1.67	2	2	0
College of Educ & Human Development	119.00	56.18	175.18	4.73	179.91	9.54%	4.67	5	5	0
College of Public Health	108.00	42.67	150.67	4.07	154.74	8.20%	4.02	4	4	0
College Humanities and Social Sciences	391.00	89.43	480.43	12.98	493.41	26.16%	12.82	13	13	0
College of Science	237.00	38.39	275.39	7.44	282.83	14.99%	7.35	7	7	0
College of Visual & Perf Arts	89.00	50.26	139.26	3.76	143.02	7.58%	3.72	4	4	0
Carter School	16.00	5.58	21.58	0.58				1	1	0
Costello College of Business	109.00	31.00	140.00	3.78	143.78	7.62%	3.74	4	4	0
Schar School of Policy and Government	62.00	22.76	84.76	2.29	87.05	4.62%	2.26	2	2	0
College of Engineering & Computing	260.00	68.14	328.14	8.86	337.00	17.87%	8.75	9	9	0
College UN*	20.00	10.14	30.14	0.81				1	1	0
			1888.33	37.03	1886.21		49.00	52	52	

*Threshold size = total FTE/#

The Carter School and UN do not meet the threshold size. We no longer pool these units.

A modification of the Charter rules that did not anticipate this, is to give each of these units 1 seat.

The remaining seats are proportionately allocated based on the total FTE excluding Carter School and UN FTE. This is the Adjusted FTE.

College UN - Comprised of faculty who are not represented otherwise, including INTO, SMSC,



STANDING RULES OF THE FACULTY SENATE

Proposed Revisions, October 29, 2025 January 28, 2026

- ~~1. It shall be the responsibility of the chairs of the Senate standing committees and the chairs of university faculty standing committees to verify the continuing presence on the George Mason University faculty of all members of each committee. Committee (co)chairs shall be responsible for notifying the Chair of the Senate Committee on Nominations of any vacancies.~~
- ~~2. Each elected Senate standing committee and University faculty standing committee shall include members from at least three colleges or schools. Membership in University faculty standing committees are determined by the Organization and Operations Committee and should contain at least one senator.~~
- ~~3. Committee chairs may submit business items and reports for inclusion in the Senate agenda on behalf of their committees before the meeting agenda is posted. Senate committee chairs may also bring new business to the floor during their committee reports on behalf of their committees. Any member of the General Faculty may submit items of business for inclusion in the agenda prior to the agenda being posted. Items that are clearly aligned with the responsibilities of a specific Senate or University Standing Committee shall be referred to that committee. All other items shall be referred to the Organization and Operations Committee, which shall refer items to the committee it deems most appropriate; the Organization and Operations Committee shall report its referrals at the next regular meeting of the Senate.~~
- 4.1. When practical, Senate meetings shall be recorded for the convenience of the clerk and secretary in preparing minutes. These recordings, however, are to be considered temporary records for the sole purpose of creating and ascertaining the accuracy of minutes; recordings shall be deleted after the minutes of the meeting have been approved. The approved minutes—along with agendas and attachments—shall be preserved in the University Archives.

When the Rector, President, Provost, members of the Board of Visitors, or representatives of administrative offices engage with the Senate, their comments shall be transcribed in the minutes along with the question to which they are responding.

5. ~~The Executive Committee of the Senate is composed of the Senate President, the Senate Secretary, the chairs of Faculty Senate Standing committees, and the chair of the Faculty Handbook Committee. The responsibilities of the Executive Committee are to meet regularly with the Provost, Executive Vice President for Finance and Administration, and the Vice Provost for Faculty Affairs and Development, and other members of the central administration as needed for discussion and resolution of matters raised by Senate Standing Committees and the broader faculty. The Executive Committee shall act for the Senate during the summer months, when the full Senate does not normally meet.~~
6. ~~Each standing committee of the Senate shall produce an annual report at the end of the academic year that identifies accomplishments and completed tasks, a record of participation of committee members, and a list of items of business remaining unfinished. These reports should be sent to the Senate Clerk and will be published on the Faculty Senate website.~~

University Policy 3006: Course Modality Policy

Responsible Office: Office of the Provost

Policy Procedure: N/A

Related Law, Policy & Guidelines:

- [University Policy 2207: Inclement Weather/Emergency Closure](#)
- [University Policy 3014: Distance Education](#)
- [Faculty Handbook section 2.10.4: Faculty Absences from Class](#)

I. **Scope:** This policy applies to faculty teaching all for-credit undergraduate and graduate courses. This policy does not apply to individual student requests for temporary accommodations in a class.

II. Policy Statement:

This policy governs course modality and when temporary changes can be made to course modality. Courses must be taught in the modality and on the days and times listed in the university schedule. Course modality may only be changed for the entire class temporarily for one of three reasons:

1. **Pre-planned absences:** When faculty need to be absent from class for a pre-planned professional obligation (e.g., attending an academic conference), faculty members must make arrangements in advance and notify their local unit administrator (LAU). In these cases, faculty members should either move their class to a different modality (e.g., move an In-person class to a Synchronous or Asynchronous format for that class period) or arrange for a qualified colleague to assume their teaching duties temporarily (see [Faculty Handbook 2.10.4](#)).
2. **Sudden illnesses or other emergencies:** In cases of absences due to sudden illnesses or other emergencies, faculty must notify their local unit administrator. In these situations, faculty may move their class to a different modality, arrange for a qualified colleague to temporarily assume their teaching responsibilities, or cancel class if the previous options are not feasible.
3. **Inclement weather and other campus closures:** When campus is closed due to inclement weather or other emergencies, Synchronous and Asynchronous online courses may continue as planned. Additionally, faculty may move their In-person, Hybrid, or HyFlex courses to either Synchronous or Asynchronous online modality during a campus closure to allow for instructional continuity. Instructors must communicate their plans for campus closures in their syllabi and must also email students about the plan to move to an alternate modality after the campus closure has been announced. Instructors should be aware of weather-related contingencies that may impact students' ability to attend online

and allow appropriate flexibility.

Instructors must comply with any academic accommodations approved by Disability Services for students in the class with respect to any course modality change. Any course modality changes that are planned for more than two weeks need to be approved by the local unit administrator and must be updated in Banner. In the case of extended emergencies, the Provost may authorize changes in the modality for all courses for a longer period of time.

III. **Definitions**

Asynchronous: Asynchronous online courses do not have a required time in which students and instructors must meet; however, asynchronous courses may include optional, live meetings or office hours. While there are regular deadlines, schedules of coursework are flexible. Information regarding proctored exams and/or the use of webcams must be outlined in the course syllabus.

Hybrid: A course in which a pre-determined proportion of the class is delivered using at least two alternating modalities (asynchronous online, synchronous online, face-to-face) on a planned schedule. For example, a course might meet in-person one day and synchronously online another day (Hybrid 1), in-person one day and asynchronously online for the remainder of the week (Hybrid 2), or synchronously online one day and asynchronously online for the remainder of the week (Hybrid 3). Meeting times for face-to-face and synchronous sessions must be noted at the point of student registration and should be consistent over the course of the semester.

HyFlex (Hybrid + Flexible): A course in which some students are attending face-to-face while others are simultaneously attending synchronously online. In a HyFlex model, all students engage with the same learning outcomes, assessments, instructional materials, and participate live in the same class sessions, regardless of modality in which they are enrolled.

In-person: In-person courses meet in a physical classroom on campus on specified days and times.

Synchronous: Synchronous online courses specify a required time during which instructors and students meet live, using supported video conferencing platforms (e.g., Microsoft Teams, Zoom). Required meeting times conform to standard patterns associated with face-to-face classes and must be noted at the point of student registration.

IV. **Responsibilities:**

Faculty are responsible for (1) teaching their courses in the modality in which they are scheduled, (2) communicating their plans for course modality changes during campus closures in their syllabus and in an email to students any day that their class is impacted by a campus closure, and (3) contacting their LAU administrator any time they change their modality for a class session, except when that modality change is due to a campus closure.

LAU administrators are responsible for (1) ensuring that faculty teach their courses in the modality scheduled, (2) documenting any temporary modality changes due to the reasons outlined in this policy, and (3) communicating the expectations outlined in this policy to faculty and the procedures for performance management that will be used to address violations of this policy.

V. **Compliance:**

Faculty who change course modality or cancel class for reasons that are not outlined above may be subject to disciplinary action up to and including termination.

VI. **Amendments:** Amendments to this policy should be approved by the Provost and Executive Vice President. This policy will be reviewed every three years.

VII. **Dates:**

Approved:

Effective:

AP.1.5.6 Retroactive Withdrawal with Dean or Dean's Designee Approval for Graduate Students

For graduate students, retroactive withdrawal begins after the end of the unrestricted withdrawal period. Retroactive course or semester withdrawals are not permitted unless an academic policy exception is obtained through the process provided for by the College/School's Dean's Office. Any student that is:

- On Graduate Academic Probation; and/or
- Eligible for Academic Termination; and/or
- Attempting to retroactively withdraw after the last day of the examination period for the semester in which the course was taken

must obtain an exception to academic policy approved by the College/School and the Graduate Division. Only nonacademic reasons that prevent course completion will be considered. Please see your College/School's Dean's Office for additional guidance.

AP.1.5.7 Retroactive Drop with Dean or Dean's Designee Approval for Graduate Students

For graduate students, retroactive drop begins after the last day of the course's drop period. Retroactive course or semester drops are not permitted unless an academic policy exception is obtained through the process provided for by the College/School's Dean's Office. Any student that is:

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- Attempting to retroactively withdraw after the last day of the examination period for the semester in which the course(s) was taken

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AP.3.7 GPA

Quality point values are assigned to letter grades as indicated in the grading system table. A quality point score is computed by multiplying the value of a letter grade by the number of credits for the course. For example, a student receiving an A (4.00) in a 3-credit course earns 12 quality points. The GPA is computed by dividing the quality points earned by the number of credits graded A+ through F (GPA hours).

For undergraduates, the GPA computed for the current term gives the current GPA, which is the measure of academic performance in one semester and affects eligibility for the dean's list. The GPA computed for all institutional credit gives the cumulative GPA, which is the basis for the university's retention policies, including good standing, warning, probation, suspension, and dismissal. Cumulative GPA also determines students' eligibility to graduate and have university honors posted to their record at graduation.

For graduate students, the GPA computed for all graduate-level institutional credit including, but not limited to, any George Mason graduate degree or certificate program pursued with the primary graduate program gives the cumulative GPA. A degree GPA is computed for graduate students based on graded graduate level courses completed at the university and applied toward the current degree or certificate program requirements. The Degree GPA is calculated at the time of graduation after all current program requirements are completed. For more information, see AP.6.6 Graduate Academic Standing.

AP.3.7 GPA

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~~A notation of academic warning is entered on the transcript of a graduate student who receives a grade of C or a grade of F in a graduate course. A degree GPA is computed for graduate students based on graded courses completed at the university and applied toward the degree. For more information, see [AP.6 Graduate Policies](#).~~

For graduate students, the GPA computed for all graduate-level institutional credit

including, but not limited to, any George Mason graduate degree or certificate program pursued with the primary graduate program gives the cumulative GPA. A degree GPA is computed for graduate students based on graded graduate level courses completed at the university and applied toward the current degree or certificate program requirements. The Degree GPA is calculated at the time of graduation after all current program requirements are completed. For more information, see AP.6.6 Graduate Academic Standing.

AP.4.2.1

- **Concentration:** A second-order component of a degree program. A concentration consists of at least 12 hours that are not applied to any other concentration. Concentrations are approved by the Undergraduate Council at the undergraduate level or by the Graduate Council at the graduate level.

Revised

- **Concentration:** A second-order component of a degree program. A concentration consists of at least 12 hours that are not applied to any other concentration **in the same degree program or major**. Concentrations are approved by the Undergraduate Council at the undergraduate level or by the Graduate Council at the graduate level.