



National Defense University

REGULATION

NDU Reg. 5.75

ACADEMIC AFFAIRS
2014

SUBJECT: NATIONAL DEFENSE UNIVERSITY ELECTIVES PROGRAM

REFERENCES: (a) CJCSI 1800.01 Series, "OFFICER PROFESSIONAL MILITARY EDUCATION POLICY (OPMEP)"

1. **PURPOSE.** This regulation assigns responsibilities and prescribes procedures to carry out and ensure that a robust and intellectually challenging elective program is offered.
2. **CANCELLATION.** This Regulation supersedes all previous National Defense University Electives Program policies and guidance.
3. **APPLICABILITY.** This Policy/Regulation applies to all NDU Colleges on the North campus [College for International Security Affairs (CISA), The Eisenhower School (ES), Information Resources Management College (iCollege), and National War College (NWC)] and components offering and participating in an electives program.
4. **BACKGROUND.** See Enclosure 1.
5. **DEFINITIONS.** See Glossary.
6. **POLICY.** It is NDU policy in accordance with CJCSI 1800.01D to offer an electives program which includes elective courses that enhance each student's professional and educational opportunities.
7. **RESPONSIBILITIES.** See Enclosure 2.
8. **PROCEDURES.** See Enclosure 3.
9. **INFORMATION REQUIREMENTS.** Not Applicable.
10. **RELEASABILITY. UNLIMITED.** This policy is approved for public release and is available on the NDU intranet at <https://portal.ndu.edu/Policies%20Instructions%20and%20Guidance/Forms/AllItems.asp>
[x](#)

11. NDU PROPONENT. Provost and Vice President for Academic Affairs (PROVOST).
12. EFFECTIVE DATE. This policy is effective 1 June 2014.
13. REVISIONS. Submit recommended policy/regulation changes to NDU – Academic Affairs, 300 5th Avenue, Suite 309, Washington, D.C. 20319-5066.



John W. Yaeger, Ed.D.
Provost and Vice President for Academic Affairs

Enclosures

1. Background
2. Responsibilities
3. Procedures
4. Syllabus, Assessment, and Lesson Plan Requirements
5. Glossary

TABLE OF CONTENTS

ENCLOSURE 1: BACKGROUND.....	4
ENCLOSURE 2: RESPONSIBILITIES.....	5
ENCLOSURE 3: PROCEDURES.....	8
ELECTIVES COMMITTEE	8
ADMISSION AND STUDENT ELIGIBILITY	8
ALTERNATIVES TO STANDARD ELECTIVES PARTICIPATION (RESEARCH OPTION).....	8
OVERLOAD.....	9
NEW ELECTIVES COURSE PROPOSAL.....	9
ELECTIVES COURSE SCHEDULE AND CREDIT HOURS.....	9
APPENDIX A TO ENCLOSURE 3	
ELECTIVE COURSE NUMBERING	11
ENCLOSURE 4: SYLLABUS, ASSESSMENT, AND LESSON PLAN REQUIREMENTS	12
ELECTIVES COURSE SYLLABI.....	12
INTRODUCTION	12
COURSE LEARNING OUTCOMES	12
ABSENCE POLICY	12
ASSESSMENT AND GRADING (ASSESSMENT/ADMINISTRATIVE)	13
COURSE LESSON PLANS.....	13
INDIVIDUAL LESSON PLANS.....	13
ANTHOLOGY	14
FINAL ASSESSMENT AND CLOSURE DATE	14
ELECTIVES PROGRAM CONCENTRATIONS	
NEW CONCENTRATION REQUIREMENTS AND RESTRICTIONS.....	14
NEW CONCENTRATION PROPOSAL REQUIREMENTS	14
APPENDIX A TO ENCLOSURE 4	
EXAMPLES OF EVIDENCE OF STUDENT LEARNING	15
APPENDIX B TO ENCLOSURE 4	
EXAMPLES OF GRADING/ASSESSMENT STANDARDS	16
APPENDIX C TO ENCLOSURE 4	
ADMINISTRATIVE GRADE SYSTEM-INFORMATION	17
ENCLOSURE 5: GLOSSARY.....	18
ABBREVIATIONS AND ACRONYMS	18
DEFINITIONS.....	19

ENCLOSURE 1

BACKGROUND

The elective programs for Professional Military Education were codified in the mid 1970's. Following the Vietnam War there were major reductions in DOD spending. One expenditure that drew Congressional attention was Professional Military Education. House and Senate Committees on Government Operations pressed the Secretary of Defense to be more proactive in consolidating education. Congress placed pressure squarely on the shoulders of the Secretary of Defense who needed to take some action. The Secretary of Defense, James Schlesinger, had become so concerned with the quality of education, lack of standardization, and the high operating costs of the senior military colleges (Industrial College of the Armed Forces (ICAF), National War College (National), Army War College (USAWC), Air War College (AWC), etc.) that he empowered Deputy Secretary of Defense William P. Clements, Jr. to "take immediate remedial actions". The immediate remedial action Clements took was to form a committee that he would personally chair. The final report, *the Clements' Report*, signed by the committee members changed the course of joint Professional Military Education for at least the next quarter of a century. For the five colleges, the committee determined that the portion of each curriculum which addresses itself to the specific mission-orientation of that particular College should be the dominant feature. Those mission areas were: (a) USAWC: Land Warfare, (b) AWC: Air Warfare, (c) Naval War College: Naval Warfare, (d) ICAF: Defense Management and Materiel Acquisition and (e) National: National Security Policy Formulation (Clements, June 5, 1975, p. 4-5). The remainder of the curriculum at each college would be devoted to a common core dealing with national security policy and an elective program that students could tailor to their individual professional development.

The elective program remains with all the Professional Military Education institutions today. The fundamental purpose endures: to allow students to have choice in their professional development.

ENCLOSURE 2

RESPONSIBILITIES

1. STUDENTS (Degree and Non-Degree). Qualified students shall: review, understand and abide by all applicable Electives Program policies and procedures, including those outlined in course syllabi.
2. PRIMARY FACULTY ADVISOR (PFA). The PFA shall:
 - a. Provide recommendations on electives appropriate to each student's expressed professional and academic interests and goals;
 - b. Counsel any students with indications of poor performance, attendance concerns or possible failing an elective course in accordance with the college's specific guidance;
 - c. Review and recommend approval/denial of overload requests/petitions; and
 - d. Review and recommend approval/denial of Audit (AU) and Incomplete (I) grade requests/petitions.
3. ELECTIVE COURSE PROFESSOR/INSTRUCTOR. The professor/instructor shall:
 - a. Prepare course syllabus in accordance with Enclosure 4 and any applicable college policies;
 - b. Coordinate the purchasing of texts and required copyright requests in accordance with the college/component administrative procedures;
 - c. Approve/Deny non-degree Course Enrollment Requests (CER);
 - d. Forward signed approval/denial CER to Electives Program Director;
 - e. Assess, grade, and provide feedback to students in accordance with policies outlined in syllabus, student enrollment status and student's assigned college;
 - f. Notify student's PFA immediately if/when there are indications of poor performance, attendance concerns or if a student is in jeopardy of failing an elective's course;
 - g. Submit grades no later than 14 days after the final electives course meeting;
 - h. Submit request through the college/component to the Associate Provost for Academic Affairs for grade submission extension consideration;
 - i. Review and recommend approval/denial of overload requests/petitions; and
 - j. Review and recommend approval/denial of audit (AU) and incomplete (I) grade requests/petitions.
4. DEANS OF FACULTY AND ACADEMIC PROGRAMS (DFAP). The DFAP shall:
 - a. Select a faculty member to be the Electives Program Director;
 - b. Establish a college/component review and approval process (to include review committee information, policies, procedures etc.) for new electives courses;
 - c. Establish a college/component-level student performance review process (to include review committee information, policies, procedures etc.);
 - d. Maintain a college/component policy and process to review and approve established elective courses at least every three years;
 - e. Maintain a college/component policy and review information and documentation as it pertains to student performance review; and

- f. Provide college/component policy and review information and documentation as it pertains to course approval and student performance review to Academic Affairs (AA).

5. ELECTIVES PROGRAM DIRECTORS (EPD). The EPD shall:

- a. Represent their respective college/component on the Electives Committee (voting member);
- b. Provide the University Registrar with all electives course updates with recommended scheduling (see electives schedule in Enclosure 3) for entry into the university database system;
- c. Review the electives catalog produced annually to ensure the accuracy of course information;
- d. Assign the elective course numbers in accordance with Appendix A to Enclosure 3) and submit the recommended course number to the University Registrar's Office for final review and approval;
- e. Maintain and disseminate college/component policy and review information and documentation as it pertains to course approval and student performance review;
- f. Ensure elective courses that are offered annually are reviewed for compliance with this instruction;
- g. Hardwire (direct register) students for "required electives" (i.e. those linked to a field studies or specific concentrations like the Senior Acquisition Course);
- h. Route non-degree student enrollment requests to respective professor/instructor for consideration;
- i. Approve/deny non-degree enrollment requests for the college;
- j. Forward non-degree approve/deny requests to University Registrar for processing;
- k. Review and approve/deny overload requests/petitions;
- l. Hardwire all overload students in classes after the "What's Best" process;
- m. Review and approve/deny audit (AU) and incomplete (I) grade requests/petitions; and
- n. Forward a copy of all approved audit (AU) and incomplete (I) grade requests/petitions to the University Registrar's Office.
- o. Verify that students have been enrolled in the required number of elective courses and that the university database accurately reflects student elective enrollment.

6. UNIVERSITY REGISTRAR (UR). The UR shall:

- a. Represent the University Registrar's Office on the Electives Committee (Ex-Officio-Non-Voting);
- b. Enter/load all NDU electives course updates into the university database system;
- c. Develop and review, in collaboration with college/component EPDs, the electives catalog to ensure the accuracy of course information and appropriate scheduling considerations;
- d. Assign final elective course numbers to all new electives courses in accordance with Appendix A of Enclosure 3;
- e. Provide EPDs with final course numbers;
- f. Maintain a copy of NDU elective course syllabi and a list and description of all NDU approved concentration programs;
- g. Coordinate the logistical aspects of the electives open houses;
- h. Receive and route all exceptions to the class period restrictions to the Associate Provost for Academic Affairs for Electives Committee consideration;

- i. Receive and process all non-degree admission applications, non-degree program agreements and CERs;
- j. Verify non-degree applicants have an earned bachelor's degree from an accredited U.S. institution or its equivalent;
- k. Route enrollment requests to the EPDs for consideration;
- l. Process approved CERs and hardwire the students into the courses;
- m. Process denied enrollment requests and inform student;
- n. Maintain Electives Program non-degree student files ; and
- o. Maintain a copy of all approved audit (AU) and incomplete (I) grade requests/petitions until they become a part of the student record.

7. ASSOCIATE PROVOST FOR ACADEMIC AFFAIRS (AP-AA). The AP-AA shall:

- a. Chair the Electives Committee (Voting Member);
- b. Chair the subcommittee which manages the review of proposed NDU elective courses (Voting Member);
- c. Review and approve/deny all professor/instructor requests for extensions to the grade/assessment submission deadline (14 days following the final class meeting);
- d. Establish policies and procedures for NDU course student performance review;
- e. Coordinate performance review of students who accumulate four or more foreseen or unforeseen absences in NDU elective courses; and
- f. Maintain Electives Program policy and procedure information and documentation related to the administration of the program (course approval, student performance review, Electives Committee records, Provost final decisions etc.).

8. PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS (Provost). The Provost shall:

- a. Receive and review all policy and procedure recommendations from the Electives Committee;
- b. Identify Electives Program partnerships and commit to partnership agreement and approve final Electives Program decisions based on recommendations from the Electives Committee;
- c. Review and make final decisions on new proposals for Electives Program concentrations. (if delegated by NDU-P); and
- d. Coordinate new Electives Program partnerships or delegate the authority to the AP-AA.

ENCLOSURE 3

PROCEDURES

1. ELECTIVE COMMITTEE

The NDU Elective Committee will be chaired by the AP-AA and include one representative from each College (CISA, ES, iCollege, JFSC, and NWC), along with one non-voting representative from each component offering an NDU elective course, and the University Registrar.

The Committee will recommend to the Provost:

- a. Dates for:
 - (1) Open House
 - (2) Electives registration
 - (3) Student drop/add suspense
 - (4) Grades/Evaluations suspense (professors/instructors)
 - (5) Student course critiques suspense
- b. Changes to the enrollment process, if applicable
- c. Approval of new electives concentration programs
- d. Approval for new electives offered from outside the colleges
- e. Approval for all electives falling outside the common elective course meeting schedule

2. ADMISSION AND STUDENT ELIGIBILITY

- a. Students admitted to a full-time degree program through CISA, the ES, iCollege, JFSC or NWC are guaranteed eligibility to participate in the Electives Program.
- b. All others must apply for admission through the University Registrar's Office (URO).

3. ALTERNATIVES TO STANDARD ELECTIVES PARTICIPATION (RESEARCH OPTION):

- a. Degree seeking students have the option to complete a substantive research project in lieu of enrollment in and successful completion of one or more elective courses. If the research option is chosen, students will be expected to produce a fully documented, scholarly paper. Details on research options, including possible topics, are promulgated separately by each college. Students must consult with their PFA and appropriate college POCs regarding this option.
- b. The ES and NWC sponsor a rigorous Research Fellows Program that takes the place of enrollment and participation in the Electives Program. Students participating in this program must apply and get approval in accordance with their assigned college's established procedures.
- c. As appropriate, colleges may grant an elective credit for their students' Individual Strategic Research Project or thesis preparation.

- d. Colleges may grant an elective credit for a specific course they assign students to that is linked to their capstone exercise.

4. OVERLOAD POLICY

Students are allowed to take an additional elective course as an overload provided they submit a petition/request and obtain the permission of their faculty advisor, course professor/instructor, program director, as well as their assigned college leadership. Students may also request to audit an overload course. The audit request should be submitted in conjunction with the overload request as part of the review and consideration materials.

5. NEW ELECTIVE COURSE PROPOSALS:

a. College Elective Courses:

- (1) College faculty members will submit new course proposals based on the college's established process to ensure it meets the expectations of a graduate-level course and satisfies the requirements of this instruction.
- (2) The EPD will assign a proposed course number in accordance with Table 1 (Enclosure 3) and forward the new course information (course number and title) to the UR for final course number assignments.

b. Non-College Elective Courses:

- (1) Faculty members from components outside the colleges will submit new course proposals and course syllabi to the UR in accordance with the AP-AA established process.
- (2) The Registrar will forward the course proposal and syllabus to the AP-AA for consideration at the next Course Review Subcommittee meeting.
- (3) The course will be reviewed by the Course Review Subcommittee utilizing the committee's established process to ensure it meets the expectations of a graduate-level course and satisfies the requirements of this instruction.
- (4) The AP-AA will forward the approval to the Registrar for course number assignment.
- (5) The UR will assign a final course number in accordance with Table 1 (Enclosure 3).

6. COURSE SCHEDULE AND CREDIT HOURS:

Elective courses are held in the spring of each year and convene 12 times over a six week period. Electives courses will be held twice a week on Monday and Thursday or on Tuesday and Friday. Courses will be held either during a morning session (0830-1100) or an afternoon session (1300-1530). Electives will be assigned to one of four scheduling groups (A, B, C, or D--See schedule matrix below). College/Component Elective Program Directors, in coordination with elective course professors and the University Registrar, will assign electives between the four scheduling groups to ensure instructors aren't assigned to teach two electives in the same time period. Furthermore, electives that focus on similar fields of study should be

divided between the scheduling groups as best possible to provide students with greater opportunity to get courses they are interested in. Each course meeting is expected to be 2 hours and 25 minutes (145 minutes) in length. All elective courses earn students two credits if completed successfully. Wednesdays will be reserved primary as dedicated time for reading, research and writing, but may also be used for other academic purposes such as counseling, meeting with subject matter experts and professional development program events.

Electives Program Schedule

	Mon	Tues	Wed	Thurs	Fri
Week 1 AM	2A	2C		2A	2C
PM	2B	2D		2B	2D
Week 2 AM	2A	2C		2A	2C
PM	2B	2D		2B	2D
Week 3 AM	2A	2C		2A	2C
PM	2B	2D		2B	2D
Week 4 AM	2A	2C		2A	2C
PM	2B	2D		2B	2D
Week 5 AM	2A	2C		2A	2C
PM	2B	2D		2B	2D
Week 6 AM	2A	2C		2A	2C
PM	2B	2D		2B	2D

7. **COURSE CONTENT REVIEW:** All elective courses will be reviewed at least every three years to evaluate course compliance with this regulation. Each college will be responsible for reviewing elective courses taught by their faculty and the AP-AA will conduct reviews of all component elective courses.

APPENDIX A TO ENCLOSURE 3
ELECTIVE COURSE NUMBERING

Course Prefix (Subject/College) (Max 8 Characters)	Elective Course Numbering Parameters			
	<i>Number</i>	<i>Number</i>	<i>Number</i>	<i>Number</i>
	<i>Level of Instruction</i>	<i>Internal Subject Area</i>	<i>Used by College/Center Internal Semantics</i>	<i>Used by College/Center Internal Semantics</i>
CISA ES i-College JFSC NDU NWC	6 Used for all Fundamental Graduate Level Courses.	Tied to either department or subject area.	At College/Center Discretion	At College/Center Discretion

Numbering of all elective courses will be controlled by the URO. The colleges should initially assign the elective course numbers according to table 1 and submit the proposed number to the URO. All elective course numbers are 6000 series which are transferable graduate one-for-one credits. Courses with 6000 series numbers require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems, and generally require a substantial background of study in lower-level courses.

ENCLOSURE 4

SYLLABUS, ASSESSMENT, AND LESSON PLAN REQUIREMENTS

1. ELECTIVE COURSE SYLLABI.

The syllabus is the primary means for implementing academic guidance and is the source of information on the curriculum content for the course. Elective course instructors will provide a syllabus to their students no later than a week prior to the start of the course. Each syllabus has seven major parts: introduction, learning outcomes, absence policy, assessment policy, course lesson plan, individual session lesson plans, and anthology.

a. INTRODUCTION.

The Introduction identifies the title and course number and gives an overview of the course. At minimum it will provide a synopsis of the course and describe how the course provides greater depth of analysis and understanding on issues, tools, and concepts related to the core curriculum and the NDU mission.

b. COURSE LEARNING OUTCOMES.

Each course must have clearly articulated learning outcomes: the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of the elective course. If one or more course learning outcomes relates to one or more Desired Leadership Attributes (DLAs), the syllabus must include a matrix reflecting which learning outcomes relate to which DLAs and how they will be assessed.

c. ABSENCE POLICY.

The elective course syllabus must clearly articulate the college's absence policy. The following serves as guideline:

- (1). Students must notify their assigned college's leadership and the course professor/instructor of absences in accordance with the College Absence/Leave Policy.
 - (a). Foreseen absences (e.g. student travel) require prior notification.
 - (b). Unforeseen absences (e.g. sudden personal injury or illness; sudden injury, illness, or death in the family, etc.) require notification as soon as possible, but no later than the first day the student returns to class.
- (2) It is the student's responsibility to complete any reading and coursework missed during the absence.

(3) It is the student's responsibility to complete additional assignments as required by the professor/instructor.

(4) Students who accumulate 4 or more foreseen or unforeseen absences will be required to participate in a performance review by the course's host college. For NDU elective courses, the AP-AA will coordinate the student performance review via the Student Performance Review Subcommittee.

d. ASSESSMENT AND GRADING (ASSESSMENT/ADMINISTRATIVE).

(1) The syllabus must describe the instruments that will be used to determine achievement of learning outcomes. **The student assessment should yield direct---clear, visible, and convincing---evidence of student learning.** Tangible examples of student learning, such as completed tests, assignments, projects, and portfolios are direct evidence of student learning. Examples of evidence of student learning can be found in Enclosure 4, Appendix A. Student assessments should not be a "once-and-done" where it occurs solely at the end of the course, there should be opportunities for mid-course assessments resulting in constructive, quality feedback for each student.

(2) Each elective course must have clear standards for assessing student learning. The Performance/Attribution Table (Appendix B to Enclosure 4) is offered as an example of guidance for assessing and grading student performance and class contributions. A minimum overall course grade of "B-" is required to pass an elective.

(3) When issues related to poor performance, attendance concerns or indications exist that a student is in jeopardy of failing a course, the professor/instructor will immediately notify the student's Primary Faculty Advisor (PFA).

(4) Students approved to audit a course or taking a course for non-degree seeking professional development purposes only will not receive a standard course grade, but rather will receive an administrative grade. See Appendix C to Enclosure 4 for additional details. Students who are not degree candidates due to the lack of an accredited bachelor's degree or its equivalent, will have their performance graded as an E (exceeds expectations), M (meets expectations), or a B (below expectations).

e. COURSE LESSON PLAN.

The course lesson plan shows the title or topic of each lesson in the course, the order or date of instruction, and method of instruction. A lesson plan may be formatted as a table of contents or course schedule. The course lesson plan should reflect a natural sequencing of lessons to best ensure student mastery of material and achievement of the course learning outcomes.

f. INDIVIDUAL LESSON PLANS (TOPICS).

Each lesson, to include lectures, will have its own plan. The plan defines the purpose of the lesson, its relationship to the course as a whole and to the other elective courses as appropriate (i.e. for concentration programs), the specific lesson objectives, specific focus of the lesson, guiding questions for the students to consider when doing the required lesson preparation, lesson preparation requirements and an assigned and recommended reading list.

g. ANTHOLOGY.

The anthology is a list of articles that are cited in the lesson plan under required readings. These articles can be hardcopy or on-line. Publications, statistics, etc. may lend themselves to on-line listing. All articles are subject to the copyright rules as appropriate. Anthology readings will be of high quality in content and presentation. Where possible, use the original documents for reproduction. Anthologies may be part of the actual syllabus (behind the associated lesson or grouped in the annex) or a separate item. Independent of where the readings are, the students should easily be able to find the required readings for each lesson.

2. FINAL ASSESSMENT AND CLOSURE DATE.

Substantive assessments are fundamental for student development. Substantive comments are also required for program improvement. The final student assessment, including substantive remarks, will be complete and submitted by the course instructor within 14 days of the last elective class meeting of the term. Extensions beyond the 14-day limit, due to extenuating circumstances, must have approval by the NDU Provost.

3. ELECTIVES PROGRAM CONCENTRATIONS.

a. NEW CONCENTRATION REQUIREMENTS AND RESTRICTIONS

The total number of elective courses required for the concentration may not exceed **three**. Students must be provided a variety of course options to fulfill the concentration requirements. An electives concentration study program requires the approval of the NDU-P through the PROVOST.

b. CONCENTRATION PROPOSAL REQUIREMENTS

Proposals for new concentrations shall be submitted through the Electives Program Director for consideration at the Electives Committee and must include:

- (1) A description of the need for the concentration program at the University;
- (2) The concentration program learning outcomes;
- (3) A syllabus for each elective course offered within the concentration program; and
- (4) A description of the options by which students can fulfill the concentration program requirements including any required courses

APPENDIX A TO ENCLOSURE 4

EXAMPLES OF EVIDENCE OF STUDENT LEARNING

C = evidence suitable for course-level as well as program-level student learning

Direct (Clear and Compelling) Evidence of What Students Are Learning:

- “Capstone” experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric
- Other written work, performances, or presentations, scored
- Using a rubric (C)
- Portfolios of student work (C)
- Scores on locally-designed multiple choice and/or essay tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations, accompanied by test “blueprints” describing what the tests assess (C)
- Score gains between entry and exit on published or local tests or writing samples (C)
- Employer ratings of employee skills
- Summaries/analyses of electronic discussion threads (C)
- Knowledge maps (C)
- Feedback from computer simulated tasks (e.g., information on patterns of actions, decisions, branches) (C)
- Student reflections on their values, attitudes and beliefs, if developing those are intended outcomes of the course or program (C)

Indirect Evidence of Student Learning (Signs that Students Are Probably Learning, But Exactly What or How Much They Are Learning is Less Clear)

- Course grades (C)
- Assignment grades, if not accompanied by a rubric or scoring guide (C)
- Student ratings of their knowledge and skills and reflections on what they have learned in the course or program (C)

- Questions on end-of-course student evaluation forms that ask about the course rather than the instructor (C)
- Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- Student participation rates in faculty research, publications and conference presentations

Evidence of Learning Processes that Promote Student Learning (Insights into *Why* Students Are or Aren’t Learning)

- Transcripts, catalog descriptions, and course syllabi, analyzed for evidence of course or program coherence, opportunities for active and collaborative learning, etc. (C)
- Logs maintained by students documenting time spent on course work, interactions with faculty and other students, nature and frequency of library use, etc. (C)
- Interviews and focus groups with students, asking why they achieve some learning goals well and others less well (C)
- Counts of out-of-class interactions between faculty and students (C)
- Documentation of the match between course/program objectives and assessments (C)
- Ratio of performance assessments to paper-and-pencil tests (C)
- Proportions of class time spent in active learning (C)
- Counts of courses with collaborative learning opportunities
- Voluntary student attendance at disciplinary seminars and conferences and other intellectual/cultural events relevant to a course or program (C)

Suskie, L. (2009). Assessing student learning: A common sense guide (2nd ed.). San Francisco: Jossey-Bass.

APPENDIX B TO ENCLOSURE 4

EXAMPLES OF GRADING/ASSESSMENT STANDARDS

Performance/Attribution		
Letter Grade	Descriptor	Grade Points
Top performer (A)	Performance reflects exceptional quality. Classroom contribution introduces new frameworks, perspectives, or develops extensively the ideas of others.	4.0
Well above average (A-)	Performance reflects superior quality. Classroom contribution is about the same as an "A," but the student's remarks may be a little less frequent or more on the factual rather than analytical or conceptual side.	3.7
Above average (B+)	Performance reflects high quality. Classroom contributions are good, regular, often add to factual knowledge, and occasionally bring new perspective.	3.3
Average (B)	Performance reflects expected/acceptable quality. Classroom contribution is regular, but largely at the factual level; less interest or willingness to build on others' ideas.	3.0
Below Average (B-)	Performance is below expected quality. Classroom participation is occasional; comments may be factual but not add much; thoughts may be distractive or disruptive; student is attentive but not easily receptive of other views.	2.7
Well below average (C)	Performance reflects unsatisfactory quality. Classroom contributions are very few and, when done, seldom add to the factual knowledge or conceptualization of a discussion.	2.0
Fail (F)	Performance is unacceptable. Classroom contributions never contributed to the learning outcomes. Students Dean of Faculty and Faculty Advisor must be informed.	0.0

Students who are not degree candidates due to the lack of an accredited bachelor's degree or its equivalent, will have their performance graded as an "E" (exceeds expectations), "M" (meets expectations), or a "B" (below expectations). An "E" level of performance rough equates to an "A" or "A-". An assessment of "B" would equate to an "F."

APPENDIX C TO ENCLOSURE 4

ADMINISTRATIVE GRADE SYSTEM-INFORMATION

GRADE	GRADE INFORMATION
*Audit (AU)	<ul style="list-style-type: none"> • Full-time degree seeking students may audit elective courses if approved by their PFA, the ESP-CI and the EPD. • Non-Degree seeking students may elect to audit elective courses on the CER. If the CER is approved, the student will be registered in audit status.
<p>* Students must submit request/petition to audit an elective course with their PFA and the course instructor's which must be approved prior to the start of the course. Once the AU grade is entered, the grade cannot later be changed to a grade and academic credits awarded. (As no credits or grade points are earned in audited courses, these courses are not applicable toward a degree, do not satisfy course prerequisite requirements or graduation requirements, and do not apply toward the determination of academic progress and/or full-time enrollment status.</p>	
**Incomplete (I)	<p>The grade of Incomplete is assigned by the instructor if the student's work in the course has been of passing quality but is incomplete for reasons beyond your control (e.g., student gets sick or injured or if there is an illness, injury or death in the student's family). The student is required to notify their PFA, their instructor and the EPD of their inability to complete the course. The student would then petition to have the "I" grade input/loaded into the University Database (UDB) by submitting the incomplete grade request form. If approved by their PFA, the ESP-CI and the ESPD, the student and the ESP-CI must submit the incomplete grade request form. The form will indicate in writing, the student's current grade based on completed coursework, what coursework the student will need to complete to finish the course. The form will also indicate the coursework completion deadline. A copy of this written statement is kept in the instructor's college and the original is forwarded to the URO for maintenance.</p>
<p>**If the student does not complete the work by the agreed upon and established deadline noted on the incomplete grade request form, the ESP-CI will immediately notify the student's PFA of the possibility of a failing grade being awarded. If the Student does not submit work in a timely manner based upon the agreement, they will receive a failing grade. In the event that a failing grade is awarded, the Student, DFAP, and PFA will be notified.</p>	
Unauthorized Withdrawal (UW)	<p>The grade of Unauthorized Withdrawal is given to students who do not officially withdraw from a class through the appropriate process or cease attending a class. In the event that a "UW" grade is awarded, the Student, DFAP, and PFA will be notified. The "UW" grade will not be changed or removed from the student's academic record.</p>
Withdrawal (W)	<p>Withdrawal from a course during the University withdrawal period.</p>

***Note: Only NDU (Degree-Seeking or Non-Degree) matriculated students may formally audit a course. All others may participate in elective courses at the discretion of the professor/instructor, and within the bounds of security requirements and classroom size. Those desiring to audit an elective course will coordinate the request through the Electives Program Director and will be considered as an informal audit. Informal audits will not appear on the transcript.**

APPENDIX D TO ENCLOSURE 4
GLOSSARY

PART I. ABBREVIATIONS AND ACRONYMS

AA	Academic Affairs
AWC	Air War College
AY	Academic Year
CER	Course Enrollment Request
CISA	College of International Security Affairs
DFAP	Dean of Faculty and Academic Programs
DLA	Desired Leadership Attribute
DOD	Department of Defense
AP-AA	Associate Provost – Academic Affairs
EC	Electives Committee
EPD	Electives Program Director
ICAF	Industrial College of the Armed Forces (now the Eisenhower School)
iCollege	Information Resource Management College
JPME	Joint Professional Military Education
NWC	National War College
NDU	National Defense University
NDU-P	National Defense University-President
OPMEP	Officer Professional Military Education Policy
PFA	Primary Faculty Advisor
PME	Professional Military Education
UD	University Database
UR	University Registrar
URO	University Registrar's Office

PART II. DEFINITIONS

Electives Committee (EC) - An NDU Elective Committee comprised of one representative from each NDU College and chaired by the Deputy Vice President for Academic Affairs will meet prior to each academic year.

Electives Program Concentration - An elective concentration program is composed of a group of electives with similar course content aligned to achieve specific learning outcomes.

Hardwire - The process by which the Electives Study Program Director, University Registrar's Office or another designated faculty/staff member registers/enrolls a student into a course or set of courses. The process is used to by-pass the existing "What's Best" registration formulaic algorithm used during the Electives Study Program registration process.

Joint Professional Military Education (JPME) – A CJCS-approved body of objectives, outcomes, policies, procedures, and standards supporting the educational requirements for joint officer management.

NDU electives course – An elective course proposed by an NDU component outside the University Colleges (CISA, ICAF, iCollege and NWC)

Professional Military Education (PME) – PME conveys the broad body of knowledge and develops the habits of mind essential to the military professional's expertise in the art and science of war.

Senior-level education (SLE) – A formal, senior-level Service or NDU college; includes institutions commonly referred to as top-level schools, Senior Service Colleges, Senior Service Schools, or military education level-1 producers.

"What's Best" - The term used to reference the Electives Program algorithm and process created and used during the electives registration cycle. During the electives registration process, students select their top five courses and the algorithm will help ensure the greatest percentage of students possible will be enrolled in their top (first, second and third) ranked courses.

