



National Defense University

REGULATION

NDU Reg. 5.75

ACADEMIC AFFAIRS
August 13, 2010

SUBJECT: NATIONAL DEFENSE UNIVERSITY ELECTIVES STUDY PROGRAM

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

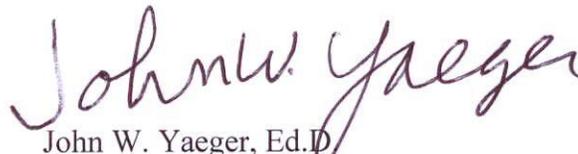
1. PURPOSE. This regulation assigns responsibilities and prescribes procedures to carry out and ensure that a robust and intellectually challenging Elective Study Program (ESP) is offered.
2. CANCELLATION. This Regulation supersedes all previous National Defense University Electives Program policies and guidances.
3. APPLICABILITY. This Policy/Regulation applies to CISA, ICAF, iCollege, NWC and the National Defense University, Fort McNair campus components participating in and offering courses for the ESP only.
4. BACKGROUND. See Enclosure 1.
5. DEFINITIONS. See Glossary.
6. POLICY. It is NDU policy in accordance with CJCSI 1800.01D to offer an ESP 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 Intranet and Internet from the NDU Website at <http://ndunet.ndu.edu/aaffairs/aa.html> and <http://www.ndu.edu/aa/policies.cfm>.

11. NDU PROPONENT. Vice President for Academic Affairs.

13. EFFECTIVE DATE. This policy is effective August 13, 2010.

14. REVISIONS. Submit recommended policy/regulation changes to NDU – Academic Affairs, 300 5th Avenue SW, Suite 309, Washington, D.C. 20319-5066.


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

Enclosures

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

Glossary

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ENCLOSURE A

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 (NWC): 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 B

RESPONSIBILITIES

1. ESP STUDENTS (Degree and Non-Degree). The ESP-Students shall:
 - a. Review, understand and abide by all applicable ESP and college specific policies and processes, including those outlined in course syllabi.

2. PRIMARY FACULTY ADVISOR (PFA). The PFA shall:
 - a. Counsel any students whom they have been contacted about due to indications of poor performance, attendance concerns or indications exist that a student is in jeopardy of failing an ESP course IAW the college's specific guidance.
 - b. Review and approve/deny overload requests/petitions.
 - b. Review and approve/deny Audit (AU) and Incomplete (I) grade requests/petitions.

2. ESP COURSE INSTRUCTOR (ESP-CI). The ESP-CI shall:
 - a. Prepare course syllabus in accordance with Enclosure D and/or any applicable college policies.
 - b. Coordinate the purchasing of texts with administrative staff.
 - c. Approve/Deny Non-Degree Course Enrollment Requests (CER).
 - d. After CER approval/denial, forward signed CER to ESPD.
 - e. Assess and grade students in accordance with policies outlined in syllabus, student enrollment status and student's assigned college.
 - f. Immediately notify student's PFA if/when there are indications of poor performance, attendance concerns or indications exist that a student is in jeopardy of failing an ESP course.
 - g. Submit grades no later than 14 days after the final ESP course meeting of a given term.
 - h. Submit request for grade submission extension for consideration by VP-AA.
 - i. Review and approve/deny overload requests/petitions.

- j. Review and approve/deny Audit (AU) and Incomplete (I) grade requests/petitions.
3. DEANS OF FACULTY AND ACADEMIC PROGRAMS (DFAP). The DFAP shall:
 - a. Select a faculty member to be the Electives Program Directors.
 - b. Establish a college review and approval process (to include review committee information, policies, procedures etc.) for new electives courses.
 - c. Establish a student performance review process (to include review committee information, policies, procedures etc.) for their college.
 - d. Maintain and college policy and review information and documentation as it pertains to course approval and student performance review.
 - e. Provide college policy and review information and documentation as it pertains to course approval and student performance review to Academic Affairs (AA).
 4. ELECTIVES STUDY PROGRAM DIRECTORS (ESPD). The ESPD shall:
 - a. Represent their respective college on the Electives Committee (Voting Member)
 - b. Enter/Load all electives course updates into the university database system
 - c. Review the Electives Catalog (Produced Annually in August) to ensure the accuracy of course information.
 - d. Assign the elective course numbers in accordance with Table 1 (Encl. 3) and submit the recommended course number to the University Registrar's Office for final review and approval.
 - e. Maintain and disseminate college policy and review information and documentation as it pertains to course approval and student performance review.
 - f. Review the ESP courses offered annually to ensure they are in compliance with this instruction.
 - g. Hardwire students in specific concentrations (e.g. Senior Acquisition Course) into courses required to earn the concentration.
 - h. Route non-degree student CERs to respective ESP-CI for consideration.
 - i. Approve/Deny Non-Degree CERs for the college.

- j. After CER approval/denial, forward signed UR for processing.
 - k. Review and approve/deny overload requests/petitions.
 - l. Hardwire (Direct Register) all overload students in classes to by-pass the “What’s Best Run’s)
 - m. Review and approve/deny Audit (AU) and Incomplete (I) grade requests/petitions.
 - k. Forward a copy of all approved Audit (AU) and Incomplete (I) grade requests/petitions to the URO.
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. Review the Electives Catalog (Produced Annually in August) to ensure the accuracy of course information.
 - d. Assign final elective course numbers to all new electives courses in accordance with Table 1 (Encl. 3).
 - e. Supply ESPDs with final course numbers.
 - f. Maintain a copy of NDU elective course syllabi.
 - g. Coordinate the logistical aspects of the EC – Fall Open House and EC – Spring Open House.
 - h. Receive and route all exceptions to the class period restrictions to the AVP-AA for EC 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 US institution or its equivalent.
 - k. Route CERs to ESPDs for consideration.
 - l. Process approved CERs and hardwire the students into the courses.
 - m. Process denied CERs by inform student that the CER was not approved.

- n. Maintain ESP Non-Degree Student Files.
 - o. Maintain a copy of all approved Audit (AU) and Incomplete (I) grade requests/petitions.
7. ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS (AVP-AA). The AVP-AA shall:
- a. Chair the Electives Committee (Voting Member)
 - b. Chair the Electives Committee – Subcommittee which manages the review of proposed NDU elective courses. (Voting Member)
 - c. Establish policies and procedures for NDU course student performance review.
 - d. Coordinate performance review of students who accumulate 4 or more foreseen or unforeseen absences in NDU electives courses.
 - e. Maintain ESP and college policy and procedures information and documentation related to the administration of the ESP (course approval, student performance review, EC records, VP-AA final ESP decisions etc.).
8. VICE PRESIDENT FOR ACADEMIC AFFAIRS (VP-AA). The VP-AA shall:
- a. Receive and review all policy and procedure recommendations from the EC.
 - b. Make final ESP decisions based on recommendations from the EC.
 - c. Review and approve/deny all instructor requests for extensions to the grade/assessment submission deadline (14 days following the final class meeting in a term).
 - d. Review and make final decisions on all proposals for new ESP concentrations.
 - e. Coordinate all new ESP partnerships or delegate the authority to the AVP-AA.
9. PRESIDENT, NATIONAL DEFENSE UNIVERSITY (NDU-P). The NDU-P shall:
- a. Delegate the new ESP concentration approval to the VP-AA.
 - b. Identify ESP partnerships and commit to partnership agreement.
 - c. Inform VP-AA of all new partnership institutions, agencies etc.

ENCLOSURE C

PROCEDURES

1. **ELECTIVE COMMITTEE (EC):**

An NDU EC will be chaired by the AVP-AA, include one representative from each NDU North Campus College (CISA, ICAF, iCollege and National) along with one non-voting representative from each component offering an NDU elective courses and the UR. The EC and will meet in the summer prior to the AY, typically in July.

The Committee will recommend to the VP-AA:

- A. Dates for fall and spring electives.
 - 1) Open House
 - 2) Electives registration
 - 3) Student drop/add dates
 - 4) Grades/Evaluations due (instructors)
 - 5) Student course critiques due
- B. Changes to the enrollment process, if applicable.
- C. Approval of new ES concentration programs.
- E. Approval for new electives offered from outside the Colleges.
- F. Approval for electives falling outside the common elective course meeting schedule - time periods of 1330-1525 and 1535-1730 on Tuesday and Wednesday

2. **ADMISSION AND STUDENT ELIGIBILITY**

- A. Students admitted to a full-time degree program through CISA, ICAF or National are guaranteed eligibility to participate in the ESP.
- B. All others must apply for admissions and through the University Registrar's Office (URO) and should review the ESP non-degree admission policy.

3. **STUDENT EXEMPTION FROM ESP PARTICIPATION (RESEARCH OPTION):**

- A. Degree seeking students have the option to complete a 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. Students must consult their PFA and appropriate college POCs regarding this option.

- B. ICAF and NWC sponsor a rigorous Research Fellow Program that takes the place of enrollment and participation in the ESP.

Details on research options, including possible topics are promulgated separately by each College. Students must consult their PFA and appropriate college POCs regarding this option.

4. **OVERLOAD POLICY**

- A. Students are allowed to take additional elective courses as an overload provided they submit a petition/request and obtain the permission of their PFA, the ESP-CI, ESPD, as well as their assigned College leadership.

- i. Students may elect to audit overload courses. 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 Owned Electives Course:**

1. College faculty member will submit new course proposal based on the college established process.
2. The course proposal will be reviewed through the College's established process to ensure it meets the expectations of a graduate level course and satisfies the requirements of this instruction.
3. The EPD will assign a proposed course number in accordance with Table 1 (Encl.3) and forward the new course information (Course Number and Title) to the UR for final course number assignment in accordance with Table 1 (Encl.3).

B. **Non-College Owned Elective Course:**

1. Faculty member from component outside the colleges will submit new course proposal and course syllabus to the UR in accordance with the AVP-AA established process.
2. The UR will forward the course proposal and syllabus to the AVP-AA for consideration at the next EC-Course Review Subcommittee meeting.
3. The course will be reviewed by the EC-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 AVP-AA will forward the approval the UR for course number assignment.
5. The UR will assign a final course number in accordance with Table 1 (Encl.3).

6. **ESP COURSE DURATION AND CREDIT HOURS:**

- A. Elective courses are required to convene for 12 once a week meetings. Each course meeting is expected to be 1 hour and 55 minutes (115 minutes) in length. All ESP courses earn students two credit hours if completed successfully.

7. **ESP TERMS:**

A. **Fall Term -**

- i. Elective Open House (Typically falls between the end of August and beginning of September)
- ii. Electives Courses begin in September and conclude in December

B. **Spring Term -**

- i. Elective Open House (Typically January)
- ii. Electives Courses begin in January and conclude in April.

8. **ESP CLASS PERIOD RESTRICTIONS:**

- A. The class period in which the ESP courses are held is from 1330-1525 and 1535-1730 on Tuesday and Wednesday. To balance the early and late class meeting times, courses switch meeting times after the first six sessions.
- B. Petitions to request an exception to the class period restrictions for ESP courses, must be submitted to the UR. UR will route petition to the AVP-AA for EC consideration.

APPENDIX A TO ENCLOSURE C

ESP COURSE NUMBERING

Table 1				
Course Prefix (Subject/College) (Max 8 Characters)	ESP 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 ICAF IRMC 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 ESP 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 ESP course numbers are 6000 series which are transferrable 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 D

SYLLABUS, ASSESSMENT, AND LESSON PLAN REQUIREMENTS

1. ESP 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. All ESP courses will have a syllabus to be available no later than the first class period/meeting of the course. **Each ESP syllabus has seven major parts:** introduction, learning outcomes, absence policy, assessment, 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 show how this course integrates within 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.

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 leadership and the course instructor of absences in accordance with the College Absence/Leave Policy.
 - i. Foreseen absences (e.g. student travel) require prior notification.
 - ii. 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. Towards the accomplishment of lesson(s) and course objectives, it is the student's responsibility to complete additional assignments as required by the faculty/instructor.
4. Students who **accumulate 4 or more foreseen or unforeseen absences** will be **required to participate in a performance review by the course host College.** For NDU elective courses, the AVP-AA will coordinate the student performance review via an EC Student Performance Review Subcommittee.

D. ASSESSMENT AND GRADING (ASSESSMENT/ADMINISTRATIVE).

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 assessment 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.

Students attending an elective outside their assigned College will receive a grade based on the grading system and scale of their assigned College, regardless of the grading system used at the College offering the elective. Each ESP course must have clear standard for assessing student learning. Please reference The Performance/Attribution Table (Appendix B to Enclosure D) is offered as an example of guidance for assessing student performance and class contributions.

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

1. LESSON PLANS.

- i. **Course Lesson Plans.** Lessons plans show the title along with the order and method of instruction for the entire course. A lesson plan may be formatted as a table of contents.
- ii. **Individual Lesson Plans.** 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 ES courses as appropriate (i.e. for ES 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.
- iii. **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 issue. 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.

- i. 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 VP-AA.

Administrative Grades

Tracking a student's status within the Electives Program is a two fold process. One portion covers academic assessment and is documented using the appropriate letter grades mentioned earlier in the policy letter (Please see "Assessment" entry for grade definitions, etc...). The second, and equally important portion, is the administrative status grades. These entries do not address student knowledge, but instead capture their administrative status as it pertains to individual elective classes.

Issues arising outside the academic arena and affecting the student's status will be tracked in the same format as the student knowledge assessment process. The matrix (Appendix A to Enclosure D) is offered as an example of guidance for tracking students' administrative status:

ESP – NEW CONCENTRATION REQUIREMENTS AND RESTRICTIONS

The total number of elective courses required for the concentration may not exceed **four**. Students must be provided a variety of course options to fulfill the concentration requirements.

ESP – CONCENTRATION PROPOSAL REQUIREMENTS

Proposals for new concentrations shall be submitted through the ESPD for consideration at the EC and must include:

- a. A description of the need the concentration program will fill at the University.
- b. The concentration program learning outcomes.
- c. A syllabi for each elective course offered within the concentration program.
- d. A description of the options by which students can fulfill the concentration program requirements including any required courses.
- e. Justification for the sequencing of the electives, if required.

ESP – NEW CONCENTRATION REVIEW AND FINAL APPROVAL/DENIAL

The establishment of an electives study program concentration requires the approval of the NDU-P through the VP-AA.

APPENDIX A TO ENCLOSURE D

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:

- Ratings of student skills by field experience supervisors
- Scores and pass rates on appropriate licensure/certification exams (e.g., Praxis, NLN) or other published tests (e.g., Major Field Tests) that assess key learning outcomes
- “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
- Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically
- Summaries/analyses of electronic discussion threads (C)
- “Think-alouds” (C)
- Classroom response systems (clickers) (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)
- For four-year programs, admission rates into graduate programs and graduation rates from those programs
- For two-year programs, admission rates into four-year institutions and graduation rates from those institutions
- Quality/reputation of graduate and four-year programs into which alumni are accepted
- Placement rates of graduates into appropriate career positions and starting salaries
- Alumni perceptions of their career responsibilities and satisfaction
- 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
- Voluntary gifts from alumni and employers
- Student participation rates in faculty research, publications and conference presentations
- Honors, awards, and scholarships earned by students and alumni

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)
 - Many of Angelo and Cross's *Classroom Assessment Techniques* (C)
 - Counts of out-of-class interactions between faculty and students (C)
 - Counts of programs that disseminate the program's major learning goals to all students in the program
 - Counts of courses whose syllabi list the course's major learning goals
 - Documentation of the match between course/program objectives and assessments (C)
 - Counts of courses whose final grades are based at least in part on assessments of thinking skills as well as basic understanding
 - 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
 - Counts of courses taught using culturally responsive teaching techniques
 - Counts of courses with service learning opportunities, or counts of student hours spent in service learning activities
 - Library activity in the program's discipline(s) (e.g., number of books checked out; number of online database searches conducted; number of online journal articles accessed)
 - Counts of student majors participating in relevant co-curricular activities (e.g., the percent of Biology majors participating in the Biology Club)
 - 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 D

EXAMPLES OF EVIDENCE OF STUDENT LEARNING

Performance / Attribution	
Top performer (A)	Classroom contribution introduces new frameworks, perspectives, or develops extensively the ideas of others.
Well above average (A-)	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.
Above average (B+)	Classroom contributions are good, regular, often add to factual knowledge, and occasionally bring new perspective.
Average (B)	Classroom contribution is regular, but largely at the factual level; less interest or willingness to build on others’ ideas.
Below Average (B-)	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.
Well below average (C)	Classroom contributions are very few and, when done, seldom add to the factual knowledge or conceptualization of a discussion.
Fail (F)	Classroom contributions never contributed to the learning outcomes. Students Dean of Faculty and Faculty Advisor must be informed.

APPENDIX C TO ENCLOSURE D

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 ESPD. • 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 ESP course with PFA and ESP-CI signatures no later than the 3rd class meeting. 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 ESP-CI 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, the ESP-CI and the ESPD 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 ESP-CI'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 instructor, and within the bounds of security requirements and classroom size. Those desiring to audit an elective course will coordinate the request through the Director of the Electives and will be considered as an informal audit. Informal audits will not appear on the transcript.**

GLOSSARY

PART I. ABBREVIATIONS AND ACRONYMS

PART I–ACRONYMS

AA	Academic Affairs
AVP-AA	Assistant Vice President – 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
DOD	Department of Defense
EC	Electives Committee
ESP	Electives Study Program
ESPD	Electives Study Program Director
ESP-CI	Electives Study Program – Course Instructor
ICAF	Industrial College of the Armed Forces
iCollege	Information Resource Management College
JPME	Joint Professional Military Education
National	National War College
NDU	National Defense University
NDU-P	National Defense University-President
NWC	Naval War College
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
VP-AA	Vice President – Academic Affairs

PART II. DEFINITIONS

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

Electives Study Program (ESP) 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 Study Program algorithm and process created and used during the Electives Study Program registration cycle. During the Electives Study Program, students select their top five courses and the algorithm was created and is run to give the greatest percentage of students gaining registration and enrollment in their top (first, second and third) ranked courses.