



**NATIONAL DEFENSE UNIVERSITY
INSTRUCTION 1025.07D**

**NATIONAL DEFENSE UNIVERSITY (NDU)
POLICY ON
GRADES, GRADING, AND
GRADUATION REQUIREMENTS**

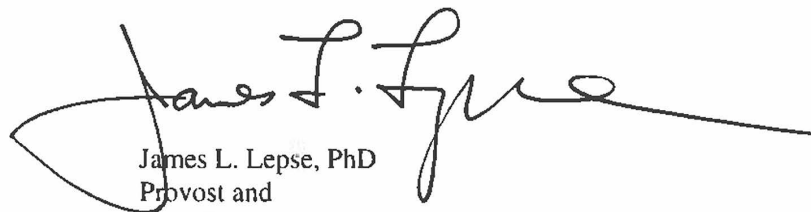
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Incorporates and Cancels: NDUI 1025.07C, *NDU Policy on Grades and Grading*, 13 January 2023.

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Purpose: This instruction establishes NDU policy on grades, grading procedures, and graduation requirements to be implemented university-wide beginning with Academic Year 2024-25.

Summary of Changes: Version D adds University standards for the management of academic concern, academic warning, academic probation, the convening of academic review boards, the granting of certificates of completion, and exceptions to graduation policy.

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SECTION 1: GENERAL ISSUANCE INFORMATION

1.1. APPLICABILITY

This instruction sets forth policies for student grades, grading procedures, graduation requirements, and management of substandard student academic performance. This policy is effective for all NDU programs and course offerings as of the beginning of the Academic Year 2024-2025. Any changes desired during the academic year will require approval from the Provost. This policy applies to all assessments in all core and elective courses for degree granting programs. Certificate programs shall follow this policy as closely as feasible given the shorter academic periods.

1.2. BACKGROUND

Prior to August 2021, NDU operated under a grading policy with an 8-point range for the grade of A (93-100).¹ Deans of Faculty believed that such a wide point range was not discreet enough to differentiate excellent or outstanding students from others. The Deans of Faculty also believed that such a wide range may contribute indirectly to grade inflation by the faculty. In August 2021, NDU issued NDUI 1025.07 *Policy on Grades and Grading*, which was designed to address grade inflation University-wide by limiting the A grade range to 3 points, 93-95, and a grade scale prescribed between 0 - 95 points with no A+ grades, nor any grades above 95 points. This scale was in part driven by limitations of the learning management system's grading functionality. While this grading scale had been in use at one NDU college for several years without issue, its adoption University-wide was less successful and the University returned to a more standard 0 – 100 point scale, while reducing the range for an A grade to five points (i.e. 96-100).

Along with the college selection of distinguished graduates, the new grading policy comports with the *JCS Vision and Guidance for PME and Talent Management* to identify “our best and brightest” and “make individual officers accountable for academic performance and record that performance in their permanent records.”² This revised policy retains the 0 – 100-point scale and five-point range for a grade of A as shown in Table A. It also recognizes that structural changes alone are insufficient to reduce grade inflation absent vigorous enforcement and a cultural shift by individual faculty, course directors, and Deans of Faculty.

¹ NDU AA Instruction 5.10 *NDU Policy on Grades*, 18 July 2013 and NDU AA Memo *NDU Grade Policy Correlation to Percentage Scales*, 11 September 2014.

² Joint Chiefs of Staff, *Developing Today's Joint Officers for Tomorrow's Ways of War: The Joint Chiefs of Staff Vision and Guidance for Professional Military Education & Talent Management*, (pp. 5-6).

SECTION 2: POLICY

2.1. GRADUATION REQUIREMENTS.

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, a student must:

- a. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).
- b. Pass all core and elective courses with a grade of B- or higher.
- c. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

2.2. ASSESSMENT AND GRADING PHILOSOPHY

a. With the implementation of the CJCS Instruction 1800.01F, *Officer Professional Military Education Policy* (OPMEP) in May 2020, outcomes-based military education (OBME) became the required approach for the development, delivery, and assessment of all Joint Professional Military Education (JPME) programs. CJCSI 1800.01G (April 15, 2024) continues that requirement, while CJCS Manual 1810.01, *Outcomes-Based Military Education Procedures for Officer Professional Military Education* (April 1, 2022), describes the implementation and certification requirements of OBME. With this transition, comes an increased focus on assessing student performance against an established set of standards for designated learning outcomes. Assessing student performance relative to an outcome is different and distinct from assigning a letter grade or point value to an assignment or course.

1) Assessment. Assessment is defined as, “The systematic collection, review, and use of information to improve student learning and development.”³ The primary educational goal of assessment is to provide students with constructive feedback on assignments that helps them improve their learning and demonstrated performance against learning outcomes relative to an established performance standard. Course assessments will be designed to give students the opportunity to demonstrate designated learning outcomes at the course and/or program level.

2) Grades. The assessment process provides a foundation for assigning a grade to an assignment or course. Grades provide a summary or holistic measure of how well a student performs on a number and/or letter scale. A grade, in contrast to an assessment, does not provide details on the strengths or weaknesses of skills used in completing the assignment. Even with attention given to criterion-based assessments, the judgment of faculty regarding professional standards remains at the core of grading. It is important that the bases of these judgments are shared among faculty and applied consistently to ensure that grades are valid and assigned fairly. All graded events at NDU (core courses and electives) shall be evaluated with a rubric that ties to course, program, and as appropriate, institutional learning outcomes.

3) Differentiation. The Office of the Secretary of Defense (OSD) requires military education

³ CJCSI 1800.01G, *Officer Professional Military Education Policy* (OPMEP), 15 April 2024.

programs to maintain competitive grading standards that “provide meaningful differentiation of student performance” (p. 12) and identify those students who demonstrate exceptional mastery of program and course outcomes (p. 13).⁴ Due to the competitive nature of entrance into NDU programs resulting in high-quality students, the average NDU student will generally earn course grades in the B+ range. Only students who demonstrate truly exceptional outcome achievement will be awarded an “A” grade.

b. From an educational perspective, the most important feedback students receive is written and/or oral, which provides strengths and opportunities for improvement. Feedback should be specific and substantive so it can be used to help students improve their performance from one assignment to the next. All faculty will provide detailed and exacting feedback to all students on all assignments in a timely manner. Section 2.4 addresses the timeliness of grades.

2.3. GRADING.

a. *Grades.* Table A shows letter grades, qualitative descriptors, quality points, and percent ranges to be used for grading. While brief, the qualitative grade descriptors nonetheless capture the range of graded outcomes, with the grade of B+ generally associated with the expected student performance. Quality points and credit hours are used to calculate a student's GPA, whereas percent ranges are used for final course grades, individual assignments, and other course activities. Course letter grades and cumulative GPA are displayed on the student's transcript.

Letter Grade	Qualitative Descriptor	Quality Points	Percent Range	Percent Range for Rounding
A	Excellent (or Top tier) Performance ¹	4.00	96-100	95.50-100.00
A-	Better than Expected Performance	3.70	90-95	89.50-95.49
B+	Expected Level of Performance	3.30	86-89	85.50-89.49
B	Acceptable Performance	3.00	83-85	82.50-85.49
B-	Marginal Performance	2.70	80-82	79.50-82.49
C	Unacceptable Performance ²	2.00	70-79	69.50-79.49
F	Failure (For courses with letter grades)	0.00	0-69	0.00-69.49
P	Pass (For Pass-Fail designated courses)	0.00	N/A	N/A
F	Fail (For Pass-Fail designated courses)	0.00	N/A	N/A

1. Differentiation of top-tier performance as described by CJCSM 1801.01 (See pp. E-B-2 and E-B-5).
2. Below 80 is considered unacceptable graduate performance and is likely not to receive credit when transferred to other graduate institutions.

Table A: Letter Grades, Descriptors, Quality Points, Point Ranges, & Rounding

⁴ DoD Instruction 1322.35, Volume 1, *Military Education: Program Management and Administration*, 26 Apr 2022.

b. *Other Course Grades.* Table B below defines other course grades for special circumstances.

Grade	Quality Points	Description
I	0.00	Incomplete: The I grade for a course will be assigned only upon approval of the course instructor and the student's Dean of Faculty and Academic Programs. Incomplete indicates that one or more course requirements have not been completed for reasons that, in the judgment of the course instructor, were unavoidable. A student may request, or a faculty member may assign an Incomplete grade, in accordance with college policy. The faculty member will specify requirements for successful completion of the course that the student shall accept and acknowledge. The required completion date may not exceed one calendar year. Upon completion of the outstanding requirements, the student must submit a grade change request to the instructor. The Office of Enrollment Management and University Student Services will be notified of all cases involving incomplete grades. The agreement and completion documents will be provided for inclusion in student academic records. While the grade is recorded as an Incomplete, the student will not earn credits for the course and the grade will not affect the student's GPA. Any Incomplete grade not resolved by the documented deadline will be converted to an F grade.
W	0.00	Withdrawal: A core course withdrawal request first must be approved by the college's Dean of Faculty and Academic Programs. The request may also require the approval of the student's sponsoring/parent organization. Finally, the request must be approved by the Provost and then submitted to the Office of Enrollment Management and University Student Services for assignment of the W grade in the system of record. The W grade does not affect the student's GPA and the student will not earn credit for that course. Deans of Faculty may approve withdrawals from distance learning courses, certificate program courses, and elective courses.
TR	0.00	Transfer Credit: The TR grade for a course will be assigned in accordance with the <i>NDU Transfer Credit Policy</i> . If approved, the Office of Enrollment Management and University Student Services will properly notate the transfer credit in the student's academic record. A grade of TR does not calculate into the student's GPA, but the student will be assigned earned credits for the transferred course.
AU		Audit: Students will follow college and university procedures to audit a course. If approved, the Office of Enrollment Management and University Student Services will assign a grade of AU for that course, to be recorded on the student's transcript. The AU grade serves to reflect attendance in the course but does not calculate into a student's GPA or earned credits.

Table B: Grades for Special Circumstances

2.4. GRADING DEADLINES. (14 Calendar Days)

To enhance student success and facilitate learning, faculty must provide students with timely and detailed feedback on all academic assessments using the appropriate assessment rubric. NDU recognizes that not all academic assignments are equal. Some are short and take less time for the student to complete and the faculty to evaluate and grade. Others, such as an Individual Strategic Research Paper (ISRP) or thesis, take months of preparation and often require multiple interactions between students and faculty. The differences in length and complexity of assessments notwithstanding, NDU students still need timely and detailed feedback to improve their performance on the next assessment.

Therefore, the NDU standard for returning timely and detailed feedback to students is no more than 14 calendar days after the assessment due date, regardless of its length or complexity.

College Deans of Faculty may reduce or extend this deadline on a case-by-case basis to facilitate individual faculty workloads, academic calendars, or holiday and field study periods. In all cases, however, the primary objective is that students receive feedback on one assessment before undertaking another assessment in the same course. Deans of Faculty, course directors, and individual faculty should plan accordingly.

2.5. LATE WORK

Just as NDU expects its faculty to return student assessments in a timely manner, NDU expects its students to turn their work in on time. While compelling situations may interfere occasionally with a student meeting this expectation, timeliness and completeness are the professional norm and standard at NDU. When a compelling situation occurs, the student should contact their faculty member, preferably in advance, and request a short-term delay. Faculty members should use their professional judgment in awarding these delays and follow individual college guidance regarding the allowable length of the delay. Faculty members and students will complete a written agreement (email is sufficient) to document the new due date and the reason for the extension. Faculty members should inform their course directors and the student's faculty advisor of any extensions.

Various reasons for a delay may include computer or network problems, power outages, personal or family member illness, or personal emergency. If a student has difficulty uploading an assessment into the learning management system (LMS), they should contact their faculty member and email them the assessment while working to resolve any technical issues with the upload. LMS issues are not a sufficient reason for a delay.

Any late work, defined in this policy as an unauthorized delay in meeting assessment deadlines, will result in a grade penalty. This policy applies to all assessments in all courses, both core and elective. There are no exceptions for weekends or holidays. If an assessment is not turned in on time, defined by the syllabus due date and time, or as further agreed to by the faculty and acknowledged by the student, the deliverable is late.

The following time periods and grade penalties apply to all work deemed "late" as described above:

0-48 hours late: the assessment will receive no grade higher than a B (between 83-85 points).

More than 48 hours late: the assessment will receive an F (69 points or less, depending on the instructor's grading of the assessment) and the student will be referred to the college Dean of Faculty

for unsatisfactory performance.

In either case, for unexcused late turn-in of work, the instructor will notify the student's faculty advisor and appropriate members of the academic supervisory chain.

This policy applies to all assessments in core and electives courses.

2.6. GRADE APPEALS (7 Business Days)

Students may appeal their grade on any assessment for which they feel the instructor has miscalculated, abused their discretion, or issued an arbitrary or capricious grade. In every case, the burden of proof rests with the student to demonstrate a cause for a change in grade. The student has seven (7) business days after receiving the grade and assessment feedback from the instructor to file a written appeal with the Course Director (or appropriate designee as directed within the college student handbook).

If the Course Director is also the student's instructor, the student should deliver the appeal memo to the college Associate Dean of Faculty/Academics. For a student taking an elective taught by a faculty member from a different college, the process is the same except the student should file their appeal with the Associate Dean of the instructor's college. Similarly, for a student taking an NDU elective (one offered by non-college faculty), the student will file their appeal with the Associate Provost for Academic Programs and Faculty Affairs (APAP).

Before initiating a grade appeal, the student should meet with their instructor to discuss their performance on the assessment. As a professional courtesy, the student should inform the instructor of their intent to file an appeal.

Upon receipt of the appeal memo, the Course Director (or Associate Dean or APAP) will have seven (7) business days to conduct a review and issue a ruling to the student.

In all cases, the same timelines apply; 7 business days to file an appeal, and 7 business days for final adjudication.

2.7. REMEDIATION.

A key element of OBME is to identify and assist those students who have challenges achieving the intended learning outcomes. Specifically, the OPMEP Manual states, "OBME requires remediation for students who have difficulty achieving learning outcomes."⁵ For the purposes of this policy, remediation includes both the instruction beyond the standard curriculum necessary to bring underperforming students to an expected level of competency and the reassessment of the student to demonstrate that competency.

Colleges will follow their own internal remediation policies except as noted below:

a. Any assessment, regardless of point or percentage value in a course, where a student earns a C (Unsatisfactory Performance) or lower will be remediated.

b. Under normal circumstances, the remediation will occur under the same conditions as the original assessment. For example, if the assessment is an in-class essay, the student will take another

⁵ CJCS Manual 1810.01, *Outcomes-Based Military Education Procedures for Officer Professional Military Education*, 1 April 2022, p. A-2.

in-class essay; if it is an oral comprehensive exam, the student will take another oral comprehensive exam. Deans of Faculty are authorized to modify the conditions for the remedial assessment on a case-by-case basis.

c. To facilitate the most effective learning environment and not overwhelm the student with additional assessments, the reassessment will occur in a timely manner, usually no later than seven (7) calendar days after the remedial instruction is complete.

d. Upon successful remediation, the faculty member, the Course/School Director, and the Associate Dean of Faculty/Academics will confer about the student's remediation performance. The student will receive a grade between 80% - 83% (B- to low B grade) based on a combination of the original assessment quality and the remediated assessment quality. No remediated grade may be higher than 83%. Instructors will document the remediation process for inclusion in the student's academic record.

e. For accreditation purposes, faculty will complete the rubric assessing student performance based on the original assignment submission, including both the level of performance and the grade. Upon completion of remediation and assignment resubmission, the faculty member shall provide the final score as indicated above.

f. Remediation of NDU electives will be supervised by the teaching faculty with guidance provided by the Associate Provost for Academic Programs (APAP). Remediation of International Fellows participating in the American Studies program will be supervised by the Deputy Director, International Student Management Office (ISMO).

2.8. ACADEMIC CONCERN, WARNING, AND REVIEW BOARDS

NDU defines acceptable academic achievement as receiving a grade of B or higher (GPA ≥ 3.00) for (1) all individual core and elective course assignments and (2) all program core and elective courses.

When a student does not meet this standard, it is critical that the student, the faculty advisor, and the student's academic supervisory chain be informed promptly of the student's performance, the reason for that performance, and the academic remediation plan to help the student improve in the future. As warranted, the college's Dean of Faculty and ISMO shall be included in the notification process. Additionally, documentation of the following processes shall be provided to the Office of Enrollment Management and University Student Services for inclusion in student academic records.

a. ACADEMIC CONCERN: Academic Concern is the lowest level of notification to the student that their continued marginal (B-) or unacceptable (C or lower) performance places them at MODERATE risk of potential removal from the course or program.

1) A student earning a B- or lower score *on any assignment that places them at risk of receiving a B- or lower grade for a course* will receive a Memorandum of Academic Concern signed by an appropriate individual designated by the Dean of Faculty, such as Associate Dean of Faculty/Academics, School Director, or Course Director. For NDU Electives, the Associate Provost for Academic Programs and Faculty Affairs (APAP) will sign the memorandum and notify the student's Dean of Faculty. The purpose of this memorandum is to ensure the student understands and acknowledges (by signature) that they are not performing at an acceptable level and the risks associated with continuing such performance. The memorandum will include details provided by the faculty regarding the assignment, the topic areas where the student needs to improve, and the plan for additional instruction.

2) For students receiving a C or lower grade *on any assignment*, the time and place when the student will remediate and retake that assignment will be included in the Memorandum of Academic Concern. Students who are unable to earn a B- or B score (80% - 83%) on the remediated assignment will also receive a Memorandum of Academic Warning.

3) The Memorandum of Academic Concern will be issued to the student within three (3) business days from the date that the grade was posted in the learning management system. A copy of the Memorandum of Academic Concern will be provided to the student's faculty advisor for their awareness and included in the student's academic record.

b. ACADEMIC WARNING: Academic Warning is the second level of notification to the student that their continued marginal (B-) or unacceptable (C or lower) performance places them at HIGH risk of potential removal as a student. The purpose of a Memorandum of Academic Warning is to ensure the student understands and acknowledges (by signature) that they have demonstrated a continued inability to perform at an acceptable level and the risks associated with continuing such performance. This memorandum will be signed by the Dean of Faculty and Academic Programs.

1) A Memorandum of Academic Warning will be issued for the following situations:

- (a) A student receiving a second Memorandum of Academic Concern in the same core or elective course.
- (b) A student receiving a Memorandum of Academic Concern in more than one course during an academic term.
- (c) A student receiving a final course grade of B- in either a core or elective course. While graduation requirements allow students to graduate with a course grade of B-, the student must recognize the impact of the grade of B- on their overall GPA and that continued performance at this level imperils their ability to graduate.

2) The Memorandum of Academic Warning will be issued to the student within three (3) business days from the date that the course grade was posted in the learning management system. A copy of the Memorandum of Academic Warning will be sent to the student's faculty advisor to facilitate a required meeting with the student to discuss performance issues. A copy of the Memorandum of Academic Warning will be provided to the Provost and included in the student's academic record.

c. ACADEMIC REVIEW BOARD: The calling for an Academic Review Board is the third level of notification to the student that their academic performance is unacceptable and that their ability to successfully complete master's degree or certificate requirements is in jeopardy.

1) An Academic Review Board may be convened in the following situations:

- (a) For a student who earns a final course grade of C or lower.
- (b) For a student whose GPA falls below 3.00.

2) In situations such as a student enrolled in a certificate program, a short course, or end of Academic Year (AY) course grading where graduation or other deadlines preclude the use of a formal Academic Review Board, the college Dean of Faculty and Commandant/Chancellor shall instead review the student's performance. If authorized, the Commandant/Chancellor will determine whether the student shall be denied a degree or certificate, dismissed from the University, or subjected to some other form of academic sanction. This action will be coordinated with notification to the Provost. If

such authority rests with NDU-President (NDU-P), the Commandant/Chancellor shall provide a written recommendation as soon as practicable through the Provost to NDU-P.

3) Academic review boards involving International Fellows shall include coordination with the Director, ISMO.

4) Academic review board composition shall be determined by the component Dean of Faculty and Academic Programs.

d. ACADEMIC REVIEW BOARD OUTCOMES: The Academic Review Board is intended to serve as a formal review of the student's academic record and assess their capability to achieve a level of performance leading to good academic standing and completing their program of study. Possible outcomes of an Academic Review Board include the following:

1) The student is officially placed on academic probation with a formalized remediation plan provided by the college that owns the course in question. A student on academic probation is in jeopardy of not receiving a master's degree or graduate certificate.

2) The student is allowed to remain in their academic program with the written understanding that they will not earn the master's degree but may be awarded a Certificate of Completion or Certificate of Attendance if they complete specified academic requirements (See Section 2.9).

3) The student is recommended for academic dismissal from the University. This recommendation is sent to the Provost and then to the NDU President for a final decision. Additional guidance may be found in NDU Instruction 1000.02, *Student Disenrollment Policy*.

4) If the student is an International Fellow, then ISMO will be alerted and required to inform the student's country team that the student may not graduate with an NDU master's degree.

5) If the student is a U.S. citizen, then that agency, company, or service component will be informed the student is in jeopardy of not graduating with an NDU master's degree (and potentially not receiving JPME-II for U.S. military officers).

2.9. CERTIFICATE IN LIEU OF DEGREE

Whether through an academic board, or through a recommendation by component leadership, students who do not meet the criteria for receiving a master's degree may be considered for either a certificate of completion or a certificate of attendance.

a. CERTIFICATE OF COMPLETION. A certificate of completion may be awarded to students who have completed all program tasks, but who did not meet the requirements necessary to receive the master's degree. The minimum standards for a certificate of completion include an overall GPA of at least 2.00, no course or elective grade below a "C", and participation in all designated program activities and/or field studies.

b. CERTIFICATE OF ATTENDANCE. A certificate of attendance may be awarded to students who have sufficiently attended program activities, yet do not meet the master's degree or certification of completion requirements.

2.10. PROVISIONS FOR EXCEPTIONS TO THE OVERALL GRADUATION POLICY

The NDU President retains authority to grant exceptions to this policy with advice from the Provost.

SECTION 3: RESPONSIBILITIES

3.1. PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS.

- a. Publish and maintain the NDU Policy on Grades, Grading, and Graduation Requirements, ensuring it reflects the intent of the OPMEP (CJCSI 1800.01G), OPMEP Manual (CJCSM 1810.01), and Middle States Commission of Higher Education (MSCHE) standards.
- b. Review and adjudicate requests for course and degree program withdrawal.
- c. Ensure that all Deans and faculty, including instructional faculty not assigned to a college, are informed of this policy, and implement it effectively.
- d. Communicate expectations about NDU's grading standards to NDU students.

3.2. DEANS OF FACULTY AND ACADEMIC PROGRAMS.

- a. Advise the Provost on recommended changes to the NDU Policy on Grades, Grading, and Graduation Requirements, and provide evidence to support such recommendations (e.g., course grade distributions, program GPA distributions).
- b. Review and adjudicate requests for Incomplete grades and withdrawals from courses and degree programs. Notify and coordinate withdrawal recommendations with the Provost as appropriate.
- c. Review and adjudicate requests for certificate program withdrawals.
- d. Ensure faculty understand the assessment and grading requirements as set forth in this policy, including faculty awareness of the importance of grade differentiation.
- e. Communicate expectations about NDU's grading standards to NDU students.
- f. Ensure course directors or appropriate faculty are trained on the development of rubrics that clearly delineate performance benchmarks relative to the established standard and between the grade ranges listed above.
- g. Ensure faculty are trained on the use of those rubrics to assess student performance and the importance of common interpretation of the rubric language (interrater reliability). Hold faculty accountable to provide substantive feedback on each graded event.
- h. Establish grade distribution reporting at the aggregate course and/or program level.
- i. Coordinate with the Office of Enrollment Management and University Student Services for inclusion of appropriate material in student academic records (See Sections 2.3.b, 2.5, 2.6, 2.7, 2.8, and 2.9).

3.3. OFFICE OF ENROLLMENT MANAGEMENT AND UNIVERSITY STUDENT SERVICES

- a. Document Incomplete (I), Withdrawal (W), Transfer Credit (TR), and Audit (AU) grades in accordance with this policy.
- b. Maintain accurate student academic records in accordance with this policy.
- c. Ensure the timely and accurate transfer of course grades from the learning management system (LMS) to the student information system (SIS).

d. Develop and enforce appropriate timelines to accommodate commencement and credential conferral.

3.4. FACULTY.

- a. Assess student academic performance and grade in accordance with this policy.
- b. Provide early notification to a student's academic supervisory chain for those students who fail to meet the standards of this policy.

REFERENCES

- CJCS Instruction 1800.01F, *Officer Professional Military Education Policy* (OPMEP), 15 May 2020
- CJCS Instruction 1800.01G, *Officer Professional Military Education Policy* (OPMEP), 15 April 2024
- CJCS Manual 1810.01, *Outcomes-Based Military Education Procedures for Officer Professional Military Education*, 1 April 2022.
- DoDI 1322.35, *Volume 1, Military Education: Program Management and Administration*, 26 April 2022
- Joint Chiefs of Staff, *Developing Today's Joint Officers for Tomorrow's Ways of War: The Joint Chiefs of Staff Vision and Guidance for Professional Military Education & Talent Management*, 1 May 2020
- NDU-AA, *Transfer Credit Policy*, 20 January 2012
- NDU-AA Instruction 5.10, *NDU Policy on Grades*, 18 September 2013
- NDU Instruction 1000.02 *Student Disenrollment Policy*, 18 July 2016
- NDU Instruction 1025.07, *NDU Policy on Grades and Grading*, 2 August 2021
- NDU Instruction 1025.07 *Guidance Implementation Guidance for NDU Policy on Grades and Grading*, 27 September 2021
- NDU AA Policy Memorandum, *NDU Grade Policy Correlation to Percentage Scales*, 11 September 2014.