ACADEMIC REGULATIONS

MARINE CORPS UNIVERSITY

Disclaimer

This publication is to be used as the primary source for quoting Marine Corps University policy. All previous versions of academic regulations within the Marine Corps University/Education Command Staff Regulations (MCUEDCOMO 1000.1B) are obsolete. To supplement explanation of some policies, selected portions of policies and philosophies from other applicable documents, directives, and publications have been referenced and added as appropriate. Furthermore, operating procedures of individual schools and affiliated support establishments may expound on those mentioned in this publication and should be referenced to provide the reader with a complete understanding of how Marine Corps University policies and procedures may influence more specific guidance. For example, the College of Distance Education and Training (CDET) and the Center for Advanced Operational Culture Learning (CAOCL) maintain unique operating requirements related to distance education programs; training, advising, and research functions; and employment of adjunct faculty or subject matter expert content developers, which may not be mentioned in this publication. Readers interested in more specific information about CDET and CAOCL should consult their policies and procedures.

Foreword

"People are like weapons-they have capabilities and limitations-you have to know them both."
General Al Gray, USMC (retired) 29th Commandant

Welcome to the Marine Corps University (MCU). It is my distinct pleasure to provide the preamble for the Academic Regulations of this incredible establishment. Whether you are a seasoned member of the staff, a returning professor, or a student in any of our professional military education (PME) programs, you are an integral part of the MCU family. It is fitting that we open this document with a quote from one of the most iconic Commandants of our time, whose primary focus was on the development of leaders and critical thinkers within our beloved Corps. The requirement for thinking leaders has never been greater, and the uncertainty and complexity that these leaders will face show no signs of abating in the years to come.

These regulations articulate the academic policies and procedures for use by our military and civilian faculty, staff, and students. As a member of this institution, it is imperative that you familiarize yourselves with the regulations herein and continually review them in order to understand the ground rules that drive the University's academic operations. Furthermore, I expect all of you to acquaint yourselves with the applicable overarching directives, instructions, and other publications that are referenced throughout this publication and may be accessible through the University's website. Lastly, pay particular attention to the publications of your specific educational program for more detailed guidance related to your staff section or academic program.

We must never forget that we are the Marine Corps proponent for PME. As you review this document, keep in mind the vision, mission and purpose of MCU. Remember that our vision is to advance the excellence of our Corps through this educational institution which facilitates the continuing development of leaders, knowledgeable in the art and science of war, adept at critical and creative thinking, and possessing sound judgment and reasoned decision-making skills. Our mission is to develop, deliver, and evaluate PME and training through resident and nonresident programs in order to prepare leaders to meet the challenges of the national security environment, and to preserve, promote, and display the history and heritage of the Marine Corps. Finally, our purpose is to improve the professional competence of our Marine, other service, international, and civilian students.

MCU, and Education Command as a whole, is very unique in that it is both an academic institution and a Marine Corps unit. Our "hybrid" organization makes it imperative that we publish and adhere to clear policies and procedures. To that end, these Academic Regulations provide a critical piece of the framework that assures our ability to function effectively as a command and to continue to deliver the quality PME for which we are known. I expect all military and civilian faculty, staff, and students to follow the guidance contained herein. Semper Fidelis.

Helen G. Pratt
Commanding General, Education Command
President, Marine Corps University

Effective Date: 01 Jul 2016

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Introduction

The academic policy process instituted at Marine Corps University (MCU) is founded in sound educational practice supporting the achievement of our mission. The development and review of academic policies are guided by published policies of the Federal Government, the Department of Defense, the Department of the Navy, and the United States Marine Corps, including policies governing local jurisdiction as dictated by Marine Corps Base Quantico and external accrediting bodies (SACSCOC and PAJE). MCU's internal policy adoption or revision process engages the entire University community through a substantive and iterative staffing process of development, review, guidance, revision, and approval that occurs face-to-face and electronically through the chain of command. On approval, all academic policies are published and disseminated through the appropriate University publication and made available publicly on the MCU website.

In addition to this publication, academic policies or portions thereof are contained in the following University publications: the Faculty Handbook, Student Handbook, Catalog, and various other publications that portray information about the institution's educational programs produced by the Marine Corps War College, the School of Advanced Warfighting, Command and Staff College, Expeditionary Warfare School, the Enlisted Professional Military Education branch, and the College of Distance Education and Training, such as standard operating procedures and course catalogs. Periodic reviews of MCU publications occur annually or as required based on overarching guidance, recommendations from educational program reviews, and other recommendations from students, faculty, staff, and administrators that lead to enhancing the overall teaching and learning environment and improvement of student learning. Recommendations for revisions to the academic policies contained herein can be forwarded through the chain of command to the Vice President for Academic Affairs.

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Chapter One
Master's Degree Admission Policy

1. <u>Purpose</u>. The purpose of this chapter is to define the admissions policy for the Command and Staff College (CSC), School of Advanced Warfighting (SAW), and Marine Corps War College (MCWAR) master's degree programs.

2. <u>Background</u>. Marine Corps University (MCU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award master's degrees. CSC offers the Master of Military Studies, SAW awards the Master of Operational Studies, and MCWAR offers the Master of Strategic Studies. MCU's master's degree programs are seminar based programs that emphasize small faculty-to-student ratios, extensive student research and writing, and the development and demonstration of critical thinking. To earn one of the University's master's degrees, a student must be admitted into the applicable school or college, meet the degree program admission requirements, and earn a minimum grade of B-/80% in every master's program course, to include electives (For Command and Staff College, a B/83% is required in all courses for those in the Master of Military Studies (MMS) program). MCU upholds the highest standards in education with regard to its admission policies for its master's degree programs.

3. <u>Undergraduate Degree Requirement</u>.   Individual college, school, and program admissions requirements can be found under their respective sections in the MCU Catalog. To be admitted to any of the University's master's degree programs, an individual must be selected to attend the respective course and must hold a qualifying undergraduate degree (U.S. regionally or nationally accredited bachelor's degree or its equivalent). Any student who does not possess a U.S. regionally or nationally accredited bachelor's degree must demonstrate that his or her academic credentials are the equivalent of such a degree prior to admission into the degree program.

4. <u>English Proficiency</u>. Students admitted to any master's degree program are expected to speak and write English proficiently. An international military student from a non-English speaking country must obtain a TOEFL score of 560/83 (Paper Based Test and Internet Based Test) prior to his or her selection for any of the degree programs.

5. Deadlines.

      a. Command and Staff College (CSC). All students with a U.S. regionally or nationally accredited bachelor's degree must demonstrate that they meet all admission requirements prior to the due date for applications into the Master of Military Studies program. Students without a U.S. degree must demonstrate that they meet all admission requirements by 1 November of the academic year. Such students may be provisionally admitted to the degree program subject to meeting all admissions requirements by 1 November.

b.   School of Advanced Warfighting (SAW). All students must demonstrate that they meet all admission requirements prior to selection to SAW. For those students with U.S. degrees, unofficial transcripts suffice to meet admission requirements for application and selection; however, selectees must validate the degree with official transcripts prior to the start of class.

c.   Marine Corps War College (MCWAR). All students with a U.S. regionally or nationally accredited bachelor's degree must demonstrate that they meet all admission requirements prior to the first day of classes. Students without a U.S. degree must demonstrate that they meet all admission requirements by 1 November of the academic year.

d.   Procedures. The MCU Registrar will establish procedures for ensuring that admission requirements are met prior to selection for any degree program.

e.   Waivers. Requests for waivers of any admission requirement or procedure will not normally be granted. Waiver requests must be in writing to the director of the applicable program and the Vice President for Academic Affairs (VPAA), and contain an explanation as to how the student's circumstances or credentials otherwise justify a waiver. If the director and VPAA concur, their decision will be final. Cases in which the director and VPAA do not concur will be forwarded to the President, MCU for a decision.

Chapter Two
Computation of Credit Hours

1. <u>Purpose</u>. The purpose of this chapter is to provide MCU guidance for the computation of contact hours and semester credit hours to be awarded for courses.

2. <u>Credit Hours</u>. All credits toward the University's master's degrees are earned through instruction offered by the University. Marine Corps University does not accept transfer credit from any institution. In order to serve students in the most consistent way possible, standardization is required in the computation of credit hours. To this end, MCU uses the federal definition of a credit hour as follows:

    a.   Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

    b.   At least an equivalent amount of work as required outlined in item (a) above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. <u>Contact Hours</u>. The contact hour is the basic unit of attendance. Credit hours are computed using contact hours. The ratio between credit hours and contact hours depends on the type of coursework/ method of delivery and is defined as follows:

    a.   Direct faculty instruction (e.g., lectures, seminars, films, exams, staff rides, and field studies): One contact hour equals sixty minutes of scheduled direct faculty instruction [1:1]. With the exception of staff rides and field studies, one contact hour of direct faculty instruction is associated with a minimum of two hours of Personal Study and Preparation Time (PSPT).

    b.   Experiential learning activities (e.g., student decision exercises, war games, and practical exercises): One contact hour equals 120 minutes of scheduled experiential learning [1:2].

    c.   Directed research projects (e.g., the Master of Military Studies (MMS) paper at the Command and Staff College): One contact hour equals 180 minutes of scheduled research/mentoring time [1:3].

    d.   Events such as research paper preparation as a requirement of a core or elective course, travel, social events, and administrative duties will not be included in the computation of contact hours.

    e.   Non-credit blocks of instruction will not be included in the computation of total contact hours.

4. <u>Computation of Credit Hours</u>. Semester credit hours will be computed by dividing contact hours by 15, rounded to the nearest whole number using common rules for rounding. For example, if the number of seminar/lecture hours for a given course totals 40, this would equate to three credit hours (40 / 15 = 2.67 = 3.0 credit hours). Likewise, a 40-hour practical application exercise would equate to one credit hour (40 / 2 / 15 = 1.33 = 1 credit hour). Finally, 40 hours of directed research/mentoring would also equate to one credit hour (40 / 3 / 15 = 0.89 = 1 credit hour).

5. <u>Reporting</u>. Each MCU educational program will use Appendix A to submit an annual breakdown of its contact hour and semester credit hour breakdown for its upcoming academic year no later than 1 May of each year to the University Registrar. In order to ensure that the calculation of credit hours is consistent across the University, the Director, Academic Support Division will convene a panel to review all submissions and address any issues or inconsistencies. Once approved, the Registrar will maintain records of the Credit Hour Report (CHR) to ensure the transcript generated for each of the MCU colleges and schools reflects the total number of semester credit hours, rounded to the nearest 1.0 credit hour, as reflected in the report.

Chapter Three
Curriculum Review Process

1. <u>Purpose</u>. The purpose of this chapter is to provide guidance on the University's curricular content and review processes as they relate to policies and procedures contained in MCO 1553.4 (Professional Military Education) and policies of the Process for Accreditation of Joint Education (PAJE) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This policy also provides direction for maintaining currency and relevancy of the Marine Corps PME Continuum as a standard representation of the PME requirements and curricula for the educational programs of officer and enlisted Marines. The Center for Advanced Operational Culture Learning (CAOCL) has developed an aligned, but distinct set of processes for curriculum review that is appropriate to its unique education and training mission. Readers interested in more specific information about CAOCL's curriculum review processes should consult its policies and procedures.

2. <u>Definitions</u>. The PME Continuum and curriculum development model for both officer and enlisted educational programs rests on the following definitions:

     a. Learning Area. A logical classification of course content according to subject matter areas or overarching themes.

     b. Program Outcome. A broad statement of a complex and multifaceted outcome intended for graduates to learn as a result of completing an educational program.

     c. Student Learning Outcome. A concise statement that describes what students are expected to learn as a result of completing a program or course of instruction. The statement begins with an action verb that indicates the desired level of learning (in accordance with accepted educational taxonomies) and corresponding type of assessment. The action verb is followed by an explanation of the specific subject matter to be learned. The assessment measure(s) associated with each Student Learning Outcome form the basis for student feedback and grading. Directors will publish policy that more specifically addresses student assessment, feedback, and grading within their respective educational program.

     d. Educational Objective. A concise statement that describes what students are expected to learn as a result of an individual class or lesson within an educational program or course. Educational objectives are the subordinate elements that must collectively be learned to accomplish the broader expectations of a Student Learning Outcome. The statement begins with an action verb that indicates the desired level of learning (in accordance with accepted educational taxonomies) and corresponding type of assessment. The action verb is followed by an explanation of the specific subject matter to be learned.

e.   Educational Program.   A combination of courses for the successful mastery of which a student is awarded complete credit and receives a completion diploma or certificate.   Officer PME programs may be described as "schools" or "colleges" (e.g., Expeditionary Warfare School, Marine Corps War College).   Likewise, Enlisted PME programs are typically described as "courses" in existing naming conventions (e.g., Career Course).   The curricula of MCU Educational Programs are designed to achieve approved Program Outcomes.

f.   Course. A combination of lessons in a defined subject area for which students receive a final grade based on an achievement of approved Student Learning Outcomes (e.g., MCWAR's "War, Strategy, and Policy" course).

g.   Lesson. An individual class, assignment, or other student activity, the aggregation of which comprise the curricula for a course. Typically, each lesson is focused on the achievement of a specific Educational Objective or Objectives.

3. Curriculum Review Process. The Curriculum Review Process (Appendix B) consists of four major components: 1) Marine Corps PME Continuum Working Group; 2) Course Content Review Board (Program Level); 3) Annual Assessment of Institutional Academic Outcomes; and 4) Curriculum Review Board (University Level). For quality assurance, the President, MCU may also prefer to conduct other types of curriculum review, such as a zero-based curriculum review, for all PME programs, which could alter the following process and procedures. The four major components of the standard Curriculum Review Process are as follows:

a.   Marine Corps PME Continuum Working Group (PMECWG)

b.   Purpose. The Marine Corps Officer PME Continuum was originally defined and published in 2010. The original continuum was approved by the President, MCU and made foundational to curricula development for both resident and distance learning programs. Supplemented by the Marine Corps Professional Reading Program and classified according to Bloom's Taxonomy, the Marine Corps Officer PME Continuum reflects the range of enduring program outcomes and dynamic Student Learning Outcomes expected of graduates at all levels of Marine Corps PME. The forthcoming Marine Corps Enlisted PME Continuum is being developed in the same manner.

c.   Responsibilities. The review and maintenance of the Marine Corps PME Continuum is the responsibility of the PME Continuum Working Group, composed of the deans of academics or equivalent administrative faculty members and VPAA representatives. This group is responsible for defining and validating the PME Continuum across the Marine Corps by ensuring the currency and relevancy of rank-specific PME elements that must be included in the resident and non-resident curricula. Additionally, the PME Continuum Working Group provides an opportunity for all colleges and schools to interact with each other and share information to ensure that the PME Continuum coherently connects the curricula from one level of PME to the next. This group may also identify and recommend policy changes pertaining to MCO 1553.4 (Professional Military Education). The PME Continuum Working Group will normally meet prior to the designated academic program's Curriculum Review Board (CRB); this meeting

will effectively serve as a pre-brief for the program's subsequent CRB, and related deliverables will be available should the President wish to discuss any element of the CRB in greater detail.

   d. Procedure. The PME Continuum Working Group will convene prior to an academic program's scheduled Curriculum Review Board. This venue provides academic leaders with an opportunity to go into greater detail than is required for the CRB regarding the proposed curricula and to address common issues and challenges, ensuring that PME curricula follow a logical progression and each program in the PME Continuum builds on skills and knowledge acquired in previous programs.

   e. The three elements listed below will be reviewed during a PME Continuum Review Board (subject to change depending on circumstances).

      i. Curriculum Description: a breakdown of courses and associated lessons that comprise the curriculum.

      ii. Learning Area Assessment: a listing of the Student Learning Outcomes (SLOs) for the curriculum, broken down into the Learning Areas of the Marine Corps PME Continuum.

      iii. Joint Learning Area (JLA) Assessment: a matrix reflecting coverage of the OPMEP JLAs for those programs certified by the CJCS J-7 Process for the Accreditation of Joint Education (PAJE).

   f. The results of the PME Continuum Working Group will be documented by VPAA and recommended changes to the PME Continuum forwarded for approval by the President, MCU. The President, MCU is the final approval authority for all modifications regarding the PME Continuum. The goal is to update the Marine Corps PME Continuum on a biennial basis.

   g. Aside from the scheduled meetings of the PME Continuum Working Group, proposed revisions to the PME Continuum, from a dean or director, may also be submitted to VPAA through the Director, Academic Support Division using the PME Continuum Change Template (Appendix C). The PME Continuum Working Group will consider these submissions during the next scheduled meeting of the group. Using the process outlined above, proposed modifications to the continuum will be considered in an integrated fashion based on the inputs from the academic programs.

   h. Course Content Review Board (Program Level). During the academic year, each educational program utilizes its own internal academic program review and curriculum development process known as the CCRB, which is accomplished within the context of the mission and director's general educational guidance for the overall program. The educational program director determines the exact composition of the CCRB that includes both faculty and administrators. Board membership is typically comprised of the director, dean of academics, course directors, and members of the teaching faculty. VPAA representatives will attend CCRBs on a case-by-case basis in order to ensure accuracy of the curriculum review process and to capture best-practices. A CCRB is conducted for each major block of instruction or course within a curriculum. Board participants analyze the data and feedback from student learning outcome assessments, periodic student and faculty course surveys, and surveys from graduates and their reporting seniors regarding the perceived relevance of the instruction presented in courses or subsequent lessons. Faculty members will also discuss the completed MCU Four Column Matrix

(Learning Outcomes, Assessment Measures, and Summary of Results, Use of Results), to ensure that the data is accurately captured. Upon conclusion of all program CCRBs, directors will approve the completed Four Column Matrix to indicate what changes will be incorporated in the next iteration of the curriculum (see Appendix D). Based on this analytical process, the faculty determines whether existing academic content should be maintained, revised, or deleted, or if new material should be added to the curriculum, thereby ensuring its content, quality, and effectiveness. Directors will ensure the CCRB record of proceedings is documented and forwarded annually with their Annual Assessment Report (also referred to as the "Director's Report") to the Director, Institutional Research, Assessment, and Planning (IRAP). The record shall include the educational program directors' decisions and recommendations relevant to modifying the curricula and identifying any substantive changes that may be needed in accordance with the SASCOC policy "Substantive Change for Accredited Institution." Changes are based on analyses of the data related to student achievement of the approved learning outcomes conducted by the faculty and administrators. More information on the CCRB can be found in Chapter Four (Institutional Effectiveness and Institutional Research).

i.   Annual Assessment of Institutional Academic Outcomes. The Director, IRAP works closely with the Academic Support Division and each educational program director to assist them in developing assessment measures for column two of the MCU Four Column Matrix. In addition, the Director, IRAP assists with survey design for course evaluation as well as surveys of graduates and reporting seniors of graduates. Annually, the Director, IRAP presents the President, MCU a statistical analysis of each program's completed MCU Four Column Matrix, focusing on a discussion of student success with mastering the MCU President-approved learning outcomes. This Annual Assessment Report for the President captures student mastery of learning outcomes, survey results, and approved changes to subsequent iterations of the curricula. Refer to Chapter Four for detailed information on data collection and analysis related to institutional effectiveness.

j.   Curriculum Review Board (University Level). The Curriculum Review Board (CRB) is the formal University oversight mechanism to direct long-range strategic planning, coordination, and approval of academic programs, and to evaluate the integration and progression of academic curricula within the PME Continuum. Course content and assessment data related to the achievement of established Student Learning Outcomes are reviewed biennially to ensure a progressive, systematic building-block approach is utilized throughout resident and distance education curriculum development. Additionally, curricula are evaluated for adherence to mandated PME requirements, the needs of the Marine Corps, and the accreditation policies of the PAJE and SACSCOC, as well as to ensure correlation between the various educational programs and academic rigor. Specific responsibilities and requirements of the conduct of the CRB are outlined below.

k.   Tasks

i.   Review curricula to assess academic rigor, adherence to the PME Continuum, and accomplishment of approved Student Learning Outcomes. Provide curricula recommendations to the President, MCU for approval.

ii.   Review major, new education program initiatives and significant curricular changes to ensure they have well defined, measurable Student Learning Outcomes that support the established PME Continuum (refer to Chapter Five for the MCU Substantive Change Policy).

iii.   Ensure appropriate educational assessment measures are instituted to validate learning outcomes and ensure student learning.

iv.   Recommend the most effective education resource allocation to meet requirements of the PME Continuum within the MCU curricula.

v.   Make recommendations to the President regarding mission, program outcomes, learning outcomes, and major curriculum changes proposed by the schools.

vi.   Serve as a body to present problematic or irreconcilable PME and academic issues, with recommendations for solutions, to the President's Planning Council (see Chapter Five).

l.   Responsibilities

i.   Chairmanship. The President, MCU is the convening authority for the CRB and is the final decision-making authority.   The President shall chair each biennial curriculum review board wherein each academic program submits its curriculum for approval.   The President will specifically approve each academic program's mission statement, program outcomes, and Student Learning Outcomes. In addition, the President will approve, in general terms, how the academic program intends to achieve the mission and outcomes.

ii.   Academic Program Director.   The appropriate director or dean of academics will submit an electronic copy of the program's CRB presentation to the Director, Academic Support Division at least five working days prior to the convening date of the CRB.

iii.   VPAA.   Upon receipt of the presentation, the Director, Academic Support Division ensures that the package is complete and is in accordance with the approved format.   A VPAA representative will disseminate electronic copies, along with the time and location of the meeting, to the members of the CRB for advanced review and consideration prior to the convening date of the CRB. A VPAA representative will also keep the meeting minutes and attend to the administrative matters associated with the Board's business operations. Meeting minutes will be kept on file in the office of VPAA.

m. Procedure

i.   A CRB will be convened biennially for each academic program.   For Officer PME programs, these CRBs will occur during even-numbered years, unless otherwise directed by the President's Planning Council. These briefs will occur in sequential order – from EWS through MCWAR – in order to highlight the linkages between programs and to provide leadership with an integrated view of learning outcomes across the Officer PME Continuum. For Enlisted PME programs, the following CRB-cycle will be used: 1) odd-numbered years – senior programs (e.g., Career Course, Advanced Course, and

Senior Enlisted PME Course); even-numbered years – junior programs (e.g., Sergeants Course, Corporals Course). Non-resident programs will present curricula to the CRB according to the timelines outlined above; however, an appropriate interval following the resident program CRB will be authorized to allow for incorporation of resident program changes.

ii. An "off-cycle" CRB may also be convened whenever an academic program desires to modify any of the three curricular elements specifically approved by the President, MCU – mission statement, program outcomes, and/or Student Learning Outcomes – or if there are significant changes to how the academic program intends to achieve the mission and outcomes. These changes must be reviewed and approved by the President, MCU prior to being incorporated. Depending upon the scope, and at the discretion of the President, MCU, the approval of the proposed "off-cycle" changes may not require the convening of the full CRB. Likewise, newly mandated PME requirements may require a CRB to be convened, as academic program curricula would likely be affected by such changes.

iii. Presentation Format. Directors presenting CRB deliverables for biennial approval are required to utilize the presentation template for CRBs described below. Schools proposing changes to their curricula outside of the regularly scheduled biennial review will present appropriate elements of the presentation template as directed by VPAA. CRB briefs will be appropriately scoped to reflect the major elements of information required by the President, MCU to approve the proposed curricula. The elements listed below will be reviewed during a CRB (subject to change depending on the circumstances). The language of Elements 1-3 will be specifically approved by the President.

1) Mission Statement: highlighting any proposed changes.

2) Program Outcomes: highlighting any proposed changes.

3) Student Learning Outcomes: highlighting any proposed changes.

4) Assessment Overview: general information regarding the type and frequency of measures used to assess program outcomes and Student Learning Outcomes.

5) Curriculum Design/Overview: a graphic description of the overall design and flow of the curriculum.

6) Course Description: an overview of each of the courses that comprise the curriculum.

7) Semester Hours: a roll-up of the calculated Semester Hours of the program (as depicted in the MCU Catalog).

8) Major Changes to the Curriculum: a summary of the proposed changes to the curriculum for approval by the President, MCU.

iv. The results of each CRB will be documented and maintained by VPAA.

n. Membership. The MCU CRB is a body of fifteen standing members, comprising the academic leadership of the University. This standing membership is augmented as necessary by other subject matter experts and external stakeholders for the purpose of enhancing MCU's process of shared governance. Academic deans are expected to attend CRBs, as well as designated faculty members. The fifteen standing members are as follows:

    i. President, Marine Corps University

    ii. Executive Vice President/Chief of Staff

    iii. Vice President for Academic Affairs

    iv. Vice President for Distance Learning

    v. Vice President for Education Integration, Operations, and Planning

    vi. Vice President for Business Affairs

    vii. Director, MCWAR

    viii. Director, SAW

    ix. Director, CSC

    x. Director, EWS

    xi. Director, EPME

    xii. Director, CAOCL

    xiii. Chair, Faculty Council

    xiv. Director, Institutional Research, Assessment, and Planning

    xv. Director, Academic Support Division

Chapter Four
Institutional Effectiveness and Institutional Research

1. <u>Purpose</u>. This chapter provides guidelines and procedures for Institutional Effectiveness (IE) and Institutional Research (IR) evaluation and planning processes for Marine Corps University (MCU).

2. <u>Background</u>. The purpose of the IE and IR processes at MCU is to support the mission, vision, purposes, and goals of MCU to enhance the quality of education. This requires a systematic examination of all goals and objectives, assessment of outcomes, dissemination of information, and use of results by decision makers. The information obtained through the IE and IR processes is valuable for MCU accountability to higher headquarters, the Board of Visitors (BOV), accreditation organizations such as the SACSCOC and the PAJE, and other external agencies. Additionally, the IE and IR processes play an important role in the conduct of budget reviews, strategic planning, and University-level reporting, such as the Executive Steering Committee (ESC), President's Planning Council (PPC), Curriculum Review Boards (CRB), and other MCU decision-making bodies. The administrative unit charged with the IE and IR functions for MCU is the Office of Institutional Research, Assessment, and Planning (IRAP).

3. <u>IE and IR Philosophy at Marine Corps University</u>. IE and IR are integral elements in ensuring high-quality education is provided throughout the University. The Director, IRAP will coordinate the University's efforts in this regard. While the majority of the IE and IR efforts will be centralized at the University level, data collection and analysis directed at the specifics of the curriculum will be provided to the individual schools. The implementation of IE and IR procedures and activities will also include administrative and educational support units under each vice president, the Gray Research Center and History Division, the Lejeune Leadership Institute, the Center for Advanced Operational Culture and Learning (CAOCL), and the National Museum of the Marine Corps (NMMC). In the distributed mode, the Director, IRAP will maintain University oversight to include access to all data, whether generated by IRAP or collected by the schools and the administrative and educational support units (AES units). The data collection, analysis of data, and reporting on the details of effectiveness of schools and AES units will be conducted by each school/unit with the assistance of IRAP, as needed. The common framework for documenting the collection and analysis of data, as well as the use of results, is the MCU Four Column Matrix (Appendix D). Schools and AES units will submit an annual assessment report (Appendix E and Appendix F) at the end of the academic year as outlined in paragraph six to IRAP for consolidation and forwarding to the President, MCU. At the University level, data collection and analysis will focus on University goals and objectives, overall University effectiveness, and accomplishment of student learning and administrative and educational support outcomes.

4. <u>Core Indicators of Institutional Effectiveness</u>. To assess the effectiveness of the University in accomplishing its educational goals and outcomes, a set of indicators of effectiveness is required to provide unity of effort. As shown below, the basic framework for the MCU core indicators consists of four broad areas, specific indicators in each area, and the proponent(s) responsible for assessment. The indicators will be routinely measured to help determine the health of the University using those

instruments listed in paragraph 5 (below). When possible, multiple means of assessment will be utilized for each indicator to allow for a convergence of evidence and ensure complementary data sets are established for verification and reliability. The four areas are as follows:

    a.   Academic Programs

        i.   Student enrollment and graduate totals (MCU Registrar).

        ii.   Student achievement of MCU President-approved Student Learning Outcomes (Individual Schools).

        iii.   Student satisfaction with academic courses and programs (Individual Schools, IRAP).

        iv.   Faculty satisfaction with academic courses and programs (Individual Schools, IRAP).

    b.   Services, Support, and Resources

        i.   University is properly staffed to accomplish its mission (MCU Civilian Manpower).

        ii.   University is properly resourced to accomplish its mission (MCU Finance, Logistics/Supply).

        iii.   Student, faculty, and staff satisfaction with support and services (Individual Schools, AES units, IRAP).

        iv.   Administrative and educational support unit accomplishment of AES unit review board approved outcomes (Individual AES Units).

    c.   Perception and Customer Satisfaction

        i.   Identification of customer needs and expectation (Individual Schools, AES units, IRAP).

        ii.   Customer satisfaction with graduate's skills/performance (Individual Schools, IRAP).

        iii.   Perception and understanding of MCU (Individual Schools, AES units, IRAP).

    d.   Organizational Quality

        i.   Faculty and staff professional development and enrichment programs (Individual Schools, MCU Academic Support).

        ii.   Organizational climate (IRAP).

5. IE and IR Instruments. MCU uses a variety of internal and external evaluation instruments and procedures to conduct the IE and IR process.

    a.   Internal evaluation instruments used to measure effectiveness and assess educational programs at MCU include the following:

i.   Student Critiques.   Students will complete critiques to evaluate the content of instruction, to determine how well instruction is presented, and to measure the quality of reading and reference materials assigned. Additionally, students will complete an end-of-academic year assessment of overall satisfaction of educational programs. Student focus groups are also used to augment the ongoing quantitative data collection of student feedback.

ii.   University Student, Faculty, and Staff Surveys. The students, faculty, and staff will be administered an annual survey that addresses University-wide issues.   Topics will include support services, organizational quality, professional development, and general education topics.

iii.   Course Content Review Board (CCRB). As part of outcomes assessment at MCU, the schools, colleges, and academies will convene an internal CCRB to serve as the forum for recording information and making recommendations to improve the effectiveness and efficiency of each school's curriculum. The CCRB is a formal meeting with representation from the student body, faculty, subject matter experts, and school administrators who are knowledgeable of the instructional program and its implementation.

iv.   Academic and Administrative and Educational Support Annual Assessments. Schools and AES unit directors will submit an annual assessment to the Director, IRAP no later than 15 July of each academic year. Due to differences in academic scheduling, CDET will submit a partial report by 15 July, with the final report submitted no later than 15 September. The report must include a completed MCU Four Column Matrix. This report will be used to assess the effectiveness of the academic and administrative and educational support programs.

b.   External evaluation instruments and procedures used to measure effectiveness and assess educational programs and graduate job performance data are as follows:

i.   Graduate (Alumni) Surveys. Questionnaires will be administered annually to recent graduates to determine the relevance of the curriculum and preparation of the graduate for subsequent assignments.

ii.   Reporting Senior (Supervisor) Surveys. Questionnaires will be administered annually to supervisors of recent graduates to determine if the curriculum equipped the graduate(s) with requisite knowledge and skills to successfully perform job duties in assignments within the Operating Forces or in the joint arena. These surveys will be distributed approximately eighteen months after a class has graduated in order to allow time for supervisors to assess the value of their MCU education.

iii.   External Scan of Senior Leaders. Visits and telephone conversations with senior officials of the Marine Corps or DoD provide input addressing program outcomes and objectives, course content, methodologies, overall effectiveness, and relevancy to graduates' current assignments.

iv.   Data Compiled Through the Use of Personnel Databases.   Variables from these sources include fields such as promotions, school selections, job assignments, job performance, etc.

v. Feedback from the Operating Forces and the Joint Arena. Feedback from Commanders in the Operating Forces or in the Joint Arena may be solicited through telephone conversations or field study visits.

6. <u>Procedures</u>. The integration of data from a wide variety of sources will be used to assess the overall health of the University. When possible, data and information will be collected from multiple direct and indirect sources to allow for a more complete analysis.

a. Course Content Review Board. As previously described, the CCRB is the basic internal review system utilized by each educational program for schoolhouse-level analysis of the effectiveness of its curricula. This structured process is used to make curriculum modifications based on assessment of student accomplishment of CRB-approved learning outcomes, student feedback, faculty recommendations, or guidance received from higher headquarters. A CCRB is conducted for each major block of instruction or sub-course within a curriculum. The educational program director determines the exact composition of the CCRB. The majority of the data considered in a CCRB comes from learning outcome assessment data, student critiques, and faculty input. Additional sources of information are inputs from the operating forces, graduate surveys, and reporting senior surveys. A record of proceedings of CCRBs, including the respective director's decisions related to course improvements, is maintained by each school. The main product produced by CCRB deliberations is a Record of Proceedings that includes the MCU Four Column Matrix (Appendix D). Each unit is able to adjust and improve programming on a continuous basis in response to the assessment and feedback received. Any changes and the results of those changes are tracked and documented through the MCU Four Column Matrix process.

b. Annual Assessment. This process provides an assessment of institutional performance as it relates to each school and AES unit. Schools and AES units must plan and conduct IE assessments in order to provide a complete examination of University functions.

c. Creating the IE assessment plan. When developing IE assessment plans, schools and AES units establish outcomes to support MCU's mission and purpose (first column of the MCU Four Column Matrix).

i. Academic programs will populate column one of the MCU Four Column Matrix with CRB-approved Student Learning Outcomes for each major block of instruction of the curriculum. AES Units will populate column one on the MCU Four Column Matrix with AES Review Board-approved outcomes.

ii. Each school and AES unit must determine what types of measures of effectiveness and success criteria will be used to assess accomplishment of Student Learning Outcomes for academic units or accomplishment of unit goals for AES units (column two of the MCU Four Column Matrix).

iii. Academic programs will assess student accomplishment of CRB-approved learning outcomes by focusing on objective data gleaned from examinations, student research projects, practical application exercises, rubrics, etc. MCU surveys may also generate some subjective data related to the

overall effectiveness of educational programs and customer satisfaction, as well as specific information on facilities, support, and services. However, objective data is more compelling proof of accomplishment of outcomes and goals. Administrative and educational support units will assess the achievement of AESURB-approved outcomes based on measures of effectiveness and indirect measures captured through survey data.

iv. An IE plan will be developed at the start of the academic year. Schools will utilize the CRB-approved Student Learning Outcomes (column one of the MCU Four Column Matrix) and Assessment Measures (column two of the MCU Four Column Matrix) for the IE plan. AES Units will utilize the AES Review Board-approved outcomes (column one of the Four Column Matrix) and Assessment Measures (column two of the MCU Four Column Matrix) for the IE plan (see Appendix E and Appendix F). A summary of the results of student accomplishment of CRB-approved learning outcomes or AES units' accomplishment of stated outcomes (column three of the MCU Four Column Matrix) and use of results of data collection and analysis to incorporate process improvement (column four of the MCU Four Column Matrix) must be completed and submitted in the Annual Assessment Report by 15 July of each academic year.

d. MCU Annual Assessment Report. The Annual IE Report consists of a completed Four Column Matrix and Director's Report from each of the schools and AES Units. The Director, IRAP will collect and consolidate the IE Reports to develop a comprehensive assessment document for the University, known as the Annual Assessment Report. The Annual Assessment Report is the primary vehicle used to record policy changes, curriculum modifications, and other decisions that impact a program. They must be reviewed in subsequent assessments to track results of assessment, any changes instituted, and the subsequent results of the change. Additionally, the Director, IRAP will collect data from other sources relating to the effectiveness of the University. Trends across the University, as well as documentation of change and the results of any changes, will be of special note. Resource shortfalls and any other issues impacting educational programs will also be highlighted.

e. MCU Four Column Matrix. A major component of the Annual Assessment Report is the MCU Four Column Matrix. Schools complete and submit the MCU Four Column Matrix (Appendix D) for each major sub-course of a program of instruction. AES Units complete and submit the MCU Four Column Matrix (Appendix G). Appendix H provides a template for the types of questions and information that the Four Column Matrix is designed to convey and is applicable to both academic and AES units. The MCU Four Column Matrix is completed and submitted to IRAP as part of the Annual Assessment Report by 15 July of each academic year.

f. IRAP Assessment. The Director, IRAP will report annual assessment results to the President, MCU, via the ESC no later than 15 August of each year. Periodically, special studies, program evaluations, and/or other data collections may also be conducted and reported by IRAP.

g. Curriculum Review Board. As a member of the CRB, the Director, IRAP will utilize the proceedings and documentation of the CRB as one of the multiple measures of Institutional Effectiveness. Policies and procedures for the CRB are covered in Chapter Three.

h.   Administrative and Educational Support Review Board. Biennially, unless there is a change to an outcome, each Administrative and Educational Support Unit will conduct a formal review and present its Outcomes to the AES Review Board for approval. The AES Review Board will ensure the AES units establish specific outcomes that focus on the overarching goals and objectives of the University's Strategic Plan. Additionally, the AES Review Board will identify linkages, gaps, and impacts of the AES Units throughout the University.   The AES Review Board is comprised of fifteen standing members. Membership includes the Chief of Staff, vice presidents, deputy directors, Director of History Division/GRC, Director of the Lejeune Leadership Institute, Director of Institutional Research, Assessment, and Planning, Director of CAOCL, Director of National Museum of the Marine Corps, and the financial director.

i.   Strategic Plan. The MCU Strategic Plan is the primary source document that defines the general direction of all University programmatic and developmental initiatives. The plan highlights the goals, objectives, and action items the University will pursue over the next five years. Successful execution of the plan is based on advancement within the major functional areas, and serves as an indicator of IE. The President's Planning Council (PPC) reviews the University's progress and amends the Strategic Plan, as appropriate.

j.   External Requests. Throughout the academic year, schools will receive requests from external sources wishing to conduct surveys to assess specific areas of interest. All such requests, regardless of originator, will be vetted through the Director, IRAP to ensure validity and applicability to the students at MCU and value to MCU and the Marine Corps.

7. Standards.

a.   Activities used to provide assessment data include results of assessing the achievement of Student Learning Outcomes and Administrative Outcomes, surveys, and focus groups of students, faculty, staff, graduates, supervising seniors in the field, and members of the larger Professional Military Education (PME) community.

b.   At the educational program level, direct measures of Student Learning Outcomes represent a student's learning at particular points in his or her learning experience. These measures provide evidence of student learning as assessed by faculty. Generally speaking, all students are expected to achieve a minimum grade of B-/80% for an educational program or course. Refer to Chapter Fifteen for a detailed description of grading standards.

c.   The indirect measures of students, faculty, staff, and external stakeholders' perceptions are gathered through the collection of survey data. The goal is to achieve ≥ 80% of responses on surveys in either the "strongly agree" or "agree" categories indicating favorable levels of satisfaction.

d.   The areas assessed include academic programs and educational service organizations as well as perceptions of faculty and staff services. In addition, students, faculty, and staff are invited to provide input regarding their experiences as a part of the MCU community through comprehensive annual surveys.

8. Responsibilities.

    a.   VPEIOP. The Vice President for Education Integration, Operations, and Plans provides oversight of University IE and IR programs.

    b.   Director, IRAP. The Director of Institutional Research, Assessment, and Planning reports to VPEIOP and is responsible for the following:

       i.   Data collection and analysis on the effectiveness of the University in fulfilling or achieving its stated mission or purpose.

       ii.   Ensuring that individual schools and colleges are properly performing assessment functions in order to measure student achievement of CRB-approved learning outcomes.

       iii.   Ensuring that Administrative and Educational Support (AES) Units are properly performing assessment functions in order to best support academic programs and the achievement of Student Learning Outcomes.

       iv.   Providing technical advice and procedural guidance for the development, assessment, and administrative management of the University-level institutional research program.

       v.   Preparing the annual assessment report that analyzes data collected during MCU annual surveys, reporting senior surveys, curricula assessment, and all school and AES Unit IE assessments and external sources.

       vi.   Advising the President, MCU on institutional research issues.

       vii.   Serving as a member and advisor to the PPC to incorporate institutional research and assessment findings in University decision-making.

    c.   Educational Program Directors. All educational program directors will perform the following functions:

       i.   Establish an institutional effectiveness plan or program, and designate an IE and IR Coordinator as the POC for assessment processes and reporting.

       ii.   Submit to the Director, IRAP an Annual Assessment Report (Appendix E & Appendix F) no later than 15 June of each academic year.

       iii.   Use questionnaires to survey, assess, and document internal and external evaluation.

       iv.   Regularly conduct CCRBs and document the record of proceedings, including changes regarding course improvements, for subsequent incorporation in the annual Director's Report.

       v.   Utilize results of the CCRB to improve curricula delivery and improve the IE and IR process.

vi.   Participate in a biennial Curriculum Review Board (CRB) for the college/school in conjunction with the office of VPAA to ensure academic rigor and relevancy.

vii.   Collect data related to the Quality Enhancement Plan (QEP) as appropriate and present the data to the Director, IRAP for analysis of student improvement in support of the University's QEP.

d.   Administrative and Educational Support Units.   All MCU administrative and educational support units will perform the following functions:

i.   Account for Institutional Effectiveness (IE) through coordination with the Director, IRAP.

ii.   Collect data related to the effectiveness of the section in accomplishing its stated goals and outcomes.

iii.   Regularly conduct reviews and chronicle evidence of program improvements for inclusion in the annual Director's Report.

iv.   Submit an annual assessment report to the Director, IRAP (Appendix F, G) to include a completed Four Column Matrix, no later than 15 July of the year.

v.   Participate in a biennial AES Unit Review Board (AESURB) in conjunction with the applicable vice presidents and program directors to ensure continuous improvement.

e.   University Faculty.   Appropriate roles and functions for faculty in the IE and IR process include the following:

i.   Select the appropriate assessment metric to evaluate the accomplishment of CRB-approved Student Learning Outcomes.

ii.   Develop, administer, grade, report, and maintain program examinations used to measure student achievement of CRB-approved learning outcomes.

iii.   Use assessment results to improve academic programs.

iv.   Participate in the CCRB process to improve curricula content and delivery techniques based on assessment of student accomplishment of CRB-approved learning outcomes.

Chapter Five
President's Planning Council

1. <u>Purpose</u>.   This chapter describes the purpose, organization, policies, and procedures of the MCU President's Planning Council (PPC).

2. <u>Background</u>.   The continued vitality of the University depends on the ability to anticipate change, conduct long-range planning, and monitor progress of the University's strategic plan, which is key to the growth of the University and serves as its roadmap for the future. The PPC is the mechanism by which the Strategic Plan is approved and reviewed. The PPC also serves as the principal policy body within MCU for the integration of planning, budgeting, and evaluation.

3. <u>Requirements</u>.

    a.   The PPC will approve the MCU Strategic Plan and review the progress of that plan annually.

    b.   The PPC will annually review the University mission and vision statements.

    c.   The PPC will provide the senior financial review for the University. The recommendations of the Executive Steering Committee comprised of the Vice President for Academic Affairs (VPAA); Vice President for Business Affairs (VPBA); Vice President for Education Integration, Operations, and Plans (VPEIOP); Vice President for Distance Learning (VPDL); and the MCU Chief of Staff will be presented to the PPC for review and decision.

    d.   The PPC will advise and assist the President, MCU, in evaluating the overall effectiveness of MCU programs and operations and institutionalize a continuous planning and evaluation process. Planning and evaluation efforts will focus on educational programs, administrative units, education support services, financial planning, and facilities planning.

    e.   The PPC will review and develop policies and exercise oversight over all aspects of the academic and administrative evaluation processes of the University, ensuring the institutional effectiveness function is an integral part of the institution's processes.

    f.   Generally, the PPC will meet on a quarterly basis or by direction of the President, MCU. VPEIOP will call for agenda items prior to each meeting, which will then be approved by the President, MCU. VPEIOP is also responsible for the creation and distribution of the official meeting minutes. The PPC will determine items appropriate for submission to the MCU Board of Visitors for its review. Each meeting will focus on one or more of the following topics:

        i.   Annual Assessment Results

        ii.   MCU budget for upcoming fiscal year

iii. Review of mission, vision, and purpose statements

iv. Strategic Plan progress review

v. MCU budget mid-year review

vi. Facilities review

vii. Mechanisms to recognize top performers

4. Membership.

a. The PPC will consist of the following members:

i. President, Marine Corps University

ii. Executive Vice President/Chief of Staff

iii. Vice President for Academic Affairs

iv. Vice President for Business Affairs

v. Vice President for Distance Learning

vi. Vice President for Education Integration, Operations, and Plans

vii. Director, MCWAR

viii. Director, CSC

ix. Director, SAW

x. Director, EWS

xi. Director, EPME

xii. Director, HD/GRC

xiii. Director, NMMC

xiv. Director, LLI

xv. Director, CAOCL

xvi. Chair, Marine Corps University Faculty Council

xvii. Chief Executive Officer of the Marine Corps University Foundation (Non-voting)

b. The Director, IRAP will serve as the recorder for the PPC.

5. <u>Substantive Change Policy and Procedures</u>. The University has a responsibility to notify both of its accrediting organizations (the SACSCOC and the CJCS J7 for the PAJE) of any significant modification or expansion of the nature and scope of our academic programs or education support units. VPAA has overall cognizance of the MCU Substantive Change Policy and will ensure that the directors of all education programs and administrative and education support units are aware of what constitutes a substantive change for both accrediting bodies. It is the responsibility of these directors to report any proposed changes that meet these requirements to VPAA. The venues for addressing these proposed changes and for ensuring that appropriate reporting requirements are met are CRBs and PPC meetings. Based on the recommendation of the PPC, the President, MCU will either approve or deny the proposed change. If approved, VPAA will report the change to the appropriate accrediting body. Refer to the SACSCOC Policy Statement "Substantive Change for Accredited Institutions" and the Officer Professional Military Education Policy (OPMEP 1800.01) for further details.

Chapter Six
Faculty Development

1. <u>Purpose</u>. This chapter provides guidance on the orientation and continued professional development of MCU faculty members. For the purpose of this chapter, the term faculty member refers to full-time faculty, unless otherwise specified.

2. <u>Background</u>. A professional, well-educated faculty is key to the vitality of any educational institution. Therefore, MCU is committed to providing its faculty with high quality professional development experiences, made possible through learning opportunities created by the University administration and individual schools and colleges.

3. <u>Initial Faculty Development</u>. Newly assigned MCU faculty must understand the organization, policies, and procedures of both the University and the individual school prior to assuming educational responsibilities with students. MCU, individual schools and colleges, and new faculty members have responsibilities in preparation for classroom duties.

      a.   University Responsibilities. Prior to the beginning of the academic year, and in coordination with individual schools, the Faculty Development and Outreach Coordinator (FDOC) will organize faculty orientation sessions for newly assigned personnel. Topics may include, but are not limited to the following:

          i.   University organization and points of contact.

          ii.   Resources available to staff and students such as the National Museum of the Marine Corps, History Division, Language and Culture Programs, Academic Chairs and Scholars, the Library of the Marine Corps, Marine Corps University Foundation, Lejeune Leadership Institute, the Leadership Communications Skill Center, and the Brute Krulak Center for Applied Creativity (BKCAC).

          iii.   Institutional Effectiveness/Institutional Research programs and policies, including the MCU Four Column Matrix.

          iv.   Adult Learning Theory.

          v.   Creative Problem Solving and Critical Thinking

          vi.   Innovations in Instructional Strategies and Techniques.

      b.   Individual School and College Responsibilities. Directors and deans will ensure that all faculty members, including adjunct faculty members, are well-prepared to execute all duties and responsibilities. New faculty orientation sessions, training courses, and teaching practicums at the school level will center on educational philosophy, techniques, policies, and procedures for that

school/college. Directors will document the completion of all new faculty development requirements and will provide that information in an annual report to the FDOC for tracking. General topics for this development may include, but are not limited to the following:

     i. School organization, policies, procedures, and programs.

     ii. Curriculum development, delivery, assessment, and revision.

     iii. Conference group and student organization techniques and procedures.

     iv. Teaching styles and adult learning techniques.

     c. Individual Faculty Member Responsibilities. Faculty members have the responsibility to familiarize themselves with topics as prescribed for the developmental sessions at the University and school level. In doing so, new faculty members will participate in all formal, University-level faculty orientation sessions and school-specific new faculty orientation sessions, training courses, and teaching practicums. All individual faculty members are also responsible for developing and mastering the required teaching skills and techniques utilized at the individual colleges and schools, and fully leveraging the resources available to them.

4. <u>Sustained Faculty Development</u>. The continued development of faculty, both in their professional discipline and in general educational theory, is in the best interest of the faculty member and the University. The University, the colleges/schools, and the individual faculty member all share in this lifelong learning responsibility. Colleges and schools are directed to conduct faculty development focused on the needs of their faculty and are encouraged to take advantage of opportunities for customized faculty development sessions conducted by MCU.

     a. University Responsibilities. The University's FDOC is responsible for developing an annual program designed to enhance the teaching prowess of the University's faculty. Additionally, the FDOC will develop opportunities for professional growth through coordinated efforts targeting faculty participation in various course-content specific conferences, workshops, public forums, and online faculty learning communities. The University will sponsor faculty development sessions on educational topics applicable to all colleges and schools each calendar year. The dates and times will be coordinated to maximize faculty participation. In addition to these sessions, the Erskine Lecture Series, Lord Lectures, MCU Lecture Series, and Constitution Day are recurring MCU developmental opportunities available to all faculty members. In addition, after five years of continuous service, the President, MCU may, on a case-by-case basis, grant faculty members time for professional enrichment through the University's Professional Development Off-site (PDO) Program.

     b. Individual School and College Responsibilities. Individual schools or colleges will maintain the quality of their faculty by devising tailored faculty development opportunities for their faculty members based on faculty needs, as well as the needs of the college or school. Typically, these opportunities will be specified in a developmental plan, agreed to by the faculty member and the supervisor, appropriately documented, and provided to the FDOC for tracking. Examples of sustainment-related activities include faculty participation in the following:

     i.   Battle Staff rides

     ii.   Professional conferences, seminars, and symposia

     iii.   Dedicated research time

     iv.   Peer developed "brown-bag" lunch seminars dedicated to current University research topics, faculty publications, and faculty areas of interest.

     c.   Individual Faculty Responsibilities. Individual faculty members, including adjunct faculty members, have the primary responsibility to stay current with the requisite knowledge in their discipline and to become proficient in relevant and effective teaching techniques and activities. University and school faculty development programs are designed to assist faculty members in this endeavor. Faculty members, other than adjuncts, are required to attend selected faculty development sessions, Erskine Lecture Series events, and Constitution Day, and are expected to participate in other faculty development events as they are offered. Additionally, faculty members are encouraged to conduct research and publish in their areas of expertise as means of professional development and promoting the University.

     d.   Service and Outreach

     i.   A faculty member shapes his or her academic discipline(s) by participating in service activities with other PME institutions, civilian universities, and academic and scholarly organizations. Service activities include, but are not limited to, service on joint accreditation teams, editorial boards, boards of governors and trustees, subject matter expert advisory boards, and as external dissertation examiners, etc.

     ii.   A faculty member's participation in outreach activities is essential to his or her professional development. Through these activities, a faculty member gains insight and knowledge in relevant issues and topics. Outreach activities include, but are not limited to, MCU Speakers Bureau membership and other speaking engagements, research, conferences, etc.

5. Documentation. The FDOC is responsible for maintaining a master file on all formal, University-level faculty development sessions for each academic year. Schools will maintain a record of their specific faculty development efforts and forward a copy to the FDOC annually for University consolidation. The FDOC will summarize the annual efforts as part of the command chronology for VPAA.

Chapter Seven
Professional Development Off-site Program

1. <u>Purpose</u>. This chapter establishes policy for granting Professional Development Off-site (PDO) opportunities at MCU for Title 10 civilian faculty members hired in support of degree-granting programs.

2. <u>Background</u>.

    a. The intent of the PDO program is to provide a full-time faculty member with opportunities to conduct professional development that might otherwise be precluded by the demands of his or her teaching and curriculum development responsibilities. In exceptional cases, Title 10 civilians who are not full-time faculty supporting degree-granting programs but who carry a considerable teaching load may be granted a PDO. These exceptions will be adjudicated on a case-by-case basis.

    b. After five years of continuous service to the University, full-time Title 10 civilian teaching faculty members in degree-granting programs are eligible for PDO leave. PDO leave will only be approved for professional enrichment that enhances faculty members' professional or educational skills. While the category of "sabbatical" leave is limited to the Senior Executive Service by Title 10, U.S. Code, similar opportunities can and should be afforded to selected MCU Title 10 professors under the auspices of the PDO program.

    c. PDO opportunities are intended to enhance the standard of academic excellence within the University. This developmental process is essential in keeping a faculty member at the forefront of his or her respective field(s) while enhancing his or her credibility throughout the professional military educational community.

    d. In exceptional cases, Title 10 civilians who are not full-time faculty supporting degree-granting programs but who carry a considerable teaching load may be granted PDO on a case-by-case basis.

3. <u>PDO Options</u>. The President, MCU, upon the recommendation of the appropriate educational program director, has final authority to grant a PDO period of either six or twelve months. As a general rule, PDOs are granted for a six-month period; one-year PDOs, at half-salary, are granted only for compelling reasons. The standard six-month PDO period may be taken incrementally (e.g., two, 3-month periods), on a case-by-case basis.

4. <u>Procedures</u>. Title 10 civilian faculty members hired in support of degree-granting programs and desiring a PDO opportunity must adhere to the following requirements:

    a. Professional Development Off-site Periods. Off-site periods are designated as fall semester (1 July - 31 December) and spring semester (1 January - 30 June). Deviations from these periods may be granted upon recommendation of the affected educational program director.

b.   Submission Dates.   Requests for PDO should be submitted 90 days in advance of proposed Off-site dates. This requirement is applicable for six-month or one-year Off-site requests.

c.   Application.   Applications should be submitted using the format provided in Appendix I. Each application will include a detailed description of the individual's intent while on PDO and a copy of his or her resume.   Packages should be submitted to the Civilian Manpower Office for routing and endorsement.   For timekeeping purposes, a teaching faculty member must use code "LX" during his or her PDO.

d.   Forwarding.   The affected educational program director, after completing his/her own internal committee review, will forward PDO requests to the President, MCU for approval via Civilian Manpower Office, VPAA, and VPBA.   Included in the college review process is a recommendation for approval or disapproval, a priority if multiple PDO requests are submitted, and any additional information needed to evaluate the request.   The President, MCU, will approve or disapprove the request within one month of the application.

e.   Agreement for Obligated Service.   Applications for a PDO will include a notarized agreement for additional service and will be in the format provided in Appendix J.   The obligation for additional service accrues as a three-month obligation for a one-month PDO (for example, eighteen months of service for each six-month PDO or three years of service for a one-year PDO).

f.   Deliverables.   Every faculty member granted a PDO will identify an academic product that will be delivered at the conclusion of the PDO.   The exact nature of the deliverable will depend upon the scope of the project.   The faculty member and the school director will reach an agreement on the deliverable prior to the start of the PDO.

i.   Faculty members intending to develop a full-length manuscript for possible publication will specify a date when the manuscript should be ready for submission to a publisher.   In any such undertaking, the affected director and the individual concerned will agree upon what constitutes a reasonable period of time for manuscript submission.

ii.   In the case of a scholarly article, the faculty member should return with a completed article ready for submission to a publisher.

5. Replacement Faculty.   Educational program directors will be responsible for recommending to the President, MCU, the approval or disapproval of PDO periods requested by their faculty.   In the case of approval, the director should be aware that no replacement faculty will be hired during the PDO period.

6. Leave Without Pay for Professional Development Purposes.   Upon the request of a Title 10 faculty member and the recommendation of the Director, VPAA, and VPBA, leave without pay for study, research, travel, or any other reason may be granted by the President when, in his/her opinion, such leave would contribute directly to the improvement of the MCU mission performance.   Such leave must be requested through the chain of command.

Chapter Eight
Copyright Protection Policy

1. <u>Purpose</u>. This policy outlines the statutes and regulations regarding faculty copyrights, describes those materials that are works of the government and cannot be copyrighted, and describes the ability of staff, faculty, and students to secure copyrights of materials regarding intellectual property that are not works of the government.

2. <u>Background</u>.

      a.   As noted in Title 17, United States Code, Copyright Act of 1976, Section 102, "Copyright protection subsists, in accordance with this title, in original works of authorship fixed in any tangible medium of expression . . . [to] include . . . literary works."

      b.   However, Section 105 of Title 17 limits the broad grant of protection and states, "Copyright protection under this title is not available for any work of the United States Government." Section 101 defines a "work of the United States Government" as "work prepared by an officer or employee of the United States Government as part of that person's official duties."

3. <u>Works Owned by the Government</u>.

      a.   Any materials prepared as part of official duties are a work of the government. Materials originally produced as part of official duties cannot simply be "re-packaged" or "re-merchandised." Title 17, Section 105 indicates such works will still be treated as works of the government.

      b.   No copyright can exist for such material for purposes of either use of the author or assignment to a publisher.

      c.   Neither an author nor the government may receive compensation for the right to reproduce or publish materials classified as works of the government.

      d.   The following general criteria may assist when determining if works are prepared as part of official duties:

      e.   Preparation of the work was within the employee's position, job, or billet description. This includes a work properly self-assigned by the employee who was in a position to do so.

      f.   Preparation of the work was properly assigned by the employee's supervisor.

4. <u>Works Owned by the Author</u>.

a. Any materials prepared by a government employee not as a part of that person's official duties belong to the author, and the author can receive copyright protection and usually reap any associated revenues for such material.

b. A book or article written on a subject that the author is currently teaching or researching may receive copyright protection as long as the book or article is not the product of official duties (assigned or implied). Marine Corps University hires educators for their subject matter expertise, and they may use that expertise for their own benefit, as well as that of the government, in accordance with established guidelines and Standards of Ethical Conduct for Employees of the Executive Branch, 5 C.F.R., Section 2635.807.a.

5. Works Owned by External Authors/Entities. MCU faculty, staff, and students will obtain permission to use copyrighted material in printed or digital course-packs, as handouts in class, or to post or link to them within the MCU learning management system. Detailed policy and procedures about the use and proper acquisition of copyrighted materials for educational purposes at MCU are enumerated in University administrative and business operations policies. U.S. copyright law contains many gray areas, and the goal of all MCU copyright policies is to provide MCU administrators, faculty, librarians, students, employees, and others with a standard approach for addressing complex copyright issues and ensuring compliance with applicable copyright laws.

6. Responsibilities. The production of articles and manuscripts is fully supported and encouraged by MCU. Potential authors must take all reasonable measures to avoid any circumstances that could detract from this central mission. All MCU staff, faculty, and students must adhere to the guidance in this academic policy and other applicable MCU copyright policies when making copyright determinations for materials included in the curricula or when seeking copyright protection and before submitting articles or materials for copyrighted publication. Questions related to specific copyright determinations will be addressed by the MCCDC legal office via the chain of command.

Chapter Nine
Student Complaint Policy

1. <u>Purpose</u>. The purpose of this chapter is to provide a fair and equitable process for resolving resident student complaints.

2. <u>Complaints</u>. A complaint is defined as an actual or supposed circumstance that adversely affects the grades, status, or rights of a student. Complaints are broadly defined as informal and formal.

   a.   Informal. Before making written complaints, students are encouraged to seek resolution by discussing them informally with the faculty advisor, instructor, or course director who is most associated with the matter. MCU personnel are expected to deal with the matter in an open and professional manner and take reasonable and prompt action to try to resolve it informally. A student who is uncertain about how to seek informal resolution of a concern is encouraged to seek advice from the Director of Student Services.

   b.   Formal. If an issue cannot be resolved informally, a student may make a formal complaint. Formal complaints must be submitted in writing on the prescribed form (Appendix K). If the complaint involves a member of the student's chain of command, then the student may submit the complaint form directly to the Chief of Staff, MCU. To ensure fair and consistent treatment and a timely resolution of complaints, the following procedures will apply:

      i.   Complete the Student Complaint/Grievance Application found in Appendix K, which is also available on the MCU website and MCU SharePoint site. The written complaint must be submitted within one month of the occurrence of the action or matter in question. On a case-by-case basis, formal complaints may be accepted beyond the one-month timeframe.

      ii.   The completed Student Complaint/Grievance Application will be submitted to the deputy director (Step I in Appendix K). The deputy director must meet with the student within three working days of receipt of the written complaint. At this point, the educational program director will inform the MCU Chief of Staff that a formal complaint has been registered.

      iii.   The educational program director will maintain a file of all documentation in relation to the consideration of the complaint and must assure that any staff member named in the complaint receives a copy as soon as possible. These records will be maintained for a period of ten years. Redacted records will be available for review for any accreditation or regulatory purposes.

      iv.   The Staff Secretary will record the complaint in the MCU Student Complaint Log.

      v.   If the student is dissatisfied with the resolution proposed by the deputy director, the formal complaint is forwarded to the educational program director within five working days of the

conclusion of Step I (Step II in Appendix K). The educational program director must meet with the student within three working days of receipt of the written complaint. If the issue involves the awarding of a grade, the decision of the educational program director will be final.

       vi.   If the student is dissatisfied with the resolution proposed by the educational program director, the formal complaint is forwarded to the Chief of Staff, MCU (Step III in Appendix K). This action may be taken if the student disagrees with the decision of the educational program director or alleges serious abuse of discretionary authority. If at all possible, the Chief of Staff will address the complaint within ten working days.

       vii.   As a final recourse, and within five working days of receipt of the resolution proposed by the Chief of Staff, the complainant may file an appeal with the President, MCU.

       viii.   The Staff Secretary will record the resolution in the MCU Student Complaint Log.

3. Exceptions. This policy does not apply to the following:

     a.   Student Code of Conduct issues.

     b.   Allegations of discrimination based on race, national origin, sex (including sexual harassment), disability, or age. These types of complaints are covered under the EDCOM Equal Opportunity Policy.

4. Request Mast and Article 138 (Military). Processes and rights described in these procedures do not replace or supersede the Request Mast Policy, Uniform Code of Military Justice Article 138 (Grievance against a Commanding Officer), or any procedures provided for action under the UCMJ. This complaint policy does not replace any disciplinary or administrative actions provided for in other DOD directives, or instructions published at the Training and Education Command (TECOM). This policy addresses complaint-handling provisions that meet federal and accreditation requirements. NAVMC DIR 1700.23F (Request Mast Procedures) and MCO 1700.23F (Request Mast) delineate the procedures that will be used by Marines and Sailors to request mast, should they desire to do so. International military students and U.S. sister service students assigned to Marine Corps University will be afforded the same procedures to directly seek assistance from, or communicate grievances to, their commanding officers as established in the references.

Chapter Ten
Student Roles in Institutional Decision-making

1. <u>Purpose</u>. The purpose of this chapter is to provide MCU guidance regarding the role and participation of students in institutional decision-making within the University.

2. <u>Background</u>. MCU's student body consists of professionals who are empowered to serve and lead within service, joint, and multi-national environments at the tactical, operational, and strategic levels of war. Incorporating student participation in MCU's decision-making process allows the University to leverage the input of those we educate. It is the policy of this headquarters that students play an important role in institutional decision-making within the University, and that they should participate actively in that process. Regardless of the school or college within the University, student participation in institutional decision-making is important to the health of the University. The precise character of the role played by students is for the educational program director to determine, subject to review by the University vice presidents and Chief of Staff.

3. <u>Student Opportunities</u>. Student opportunities may include but are not limited to the following:

      a. Class Organization, including student leadership positions interacting with University instructors and staff.

      b. CCRBs as student representatives providing input on academic programs.

      c. Student surveys related to effectiveness of academic programs.

      d. Student focus groups related to various MCU programs.

      e. Academic awards for student input where appropriate.

      f. Additional opportunities as identified by each educational program director.

4. <u>Documentation of Roles</u>. Each educational program within MCU will define, as appropriate, the roles and participation of its students in institutional decision-making and document the participation.

Chapter Eleven
Faculty Council

1. Purpose. This policy establishes operating procedures of the Faculty Council and defines its role as an independent forum responsible for expressing ideas and concerns of academic and governance matters to the President, MCU.

2. Background. A fully engaged faculty is essential for the ongoing intellectual development and governance of Marine Corps University. Faculty input in the form of creative ideas and innovative policy recommendations are absolutely critical to the future growth and development of the University. Consequently, the Faculty Council was established in July 2002 in order to give a voice to the unique character of the input MCU's civilian scholars and outstanding military professionals bring to the University community, and to take better advantage of the resources that this body collectively provides while serving as a vehicle for faculty input to the President, MCU.

3. Scope. Within the University's predominantly military culture, civilian faculty and educational staff members offer academic excellence that broadens and deepens the character of the educational experience for students, faculty, and administrators alike. Conversely, military faculty provide a wealth of real-world, relevant operational expertise and leadership experience. It is important to have both civilian and military faculty on the Council given their complementary strengths and experiences.

4. Voting Members. The voting membership of the Faculty Council will consist of one representative from each educational program of MCU, and one each from the Center for Advanced Operational Culture Learning (CAOCL) and the library and archives branches of the Alfred M. Gray Marine Corps Research Center. Schools and colleges with more than five civilian and five military faculty members (a minimum of ten faculty members) will be represented by one civilian and one military voting representative on the Faculty Council (for a total of two voting representatives).

5. Chair. The Chair of the Faculty Council, chosen by its membership for a two-year term (academic year), will serve on the PPC. One way the Chair presents faculty concerns and recommendations to the President, MCU is through the meetings of the PPC. The Chair of the Faculty Council, or his/her designated representative, will be invited to attend MCU Board of Visitors meetings.

6. Meeting Schedule and Scope. Meetings of the Faculty Council will be held at least twice a year, once between January and June, and once between July and December. Meetings should occur prior to the scheduled President's Planning Council (PPC) meetings, in order to develop faculty concerns and recommendations that may warrant presentation to the President, MCU during the PPC. Procedures will be governed by Robert's Rules of Order. Meetings of the Faculty Council will generally be open meetings, with minutes prepared. Minutes from the Faculty Council meetings will be submitted through VPAA to the President, MCU for consideration at the PPC meeting. Any MCU faculty member can attend

and observe the proceedings; however, voting will be in accordance with established Faculty Council By-Laws.

7. <u>By-Laws</u>. By-Laws for the Faculty Council are independently developed and subsequently approved by its voting members and so attested to by signature of the Council Chair. The By-Laws outline the purpose of the Council, its goal, function, and its internal organization and processes, including procedures for amendment.

Chapter Twelve
Emeritus Status and Honorary Degrees

1. <u>Purpose</u>.   This policy identifies the requirements, processes, and benefits of bestowing emeritus status on designated MCU faculty, and the granting of honorary degrees to noteworthy recipients.

2. <u>Emeritus Status</u>. The conferring of emeritus status is a traditional and widely followed practice in American colleges and universities for recognizing the contributions of faculty members. It signifies that one is honorably retired from the conferring institution, but retains the title last held (e.g., Professor Emeritus of National Security Affairs).

      a.   Prerequisites. The status of Professor Emeritus is conferred based upon established service. The designation will be reserved for the individual who meets the following criteria:

            i.   Meritorious service of at least fifteen years with MCU.

                1)   The President, MCU may waive up to three years, based on evidence of exceptional contribution by a faculty member. Scholarly or creative work and recognition in professional organizations will be considered in granting waivers.

                2)   In computing the total combined years of service with MCU, when appropriate, the years served in uniform as an MCU military faculty member may be added to the years served as a civilian faculty member.

            ii.   A proven educator of established ability with an outstanding record of teaching excellence.

            iii.   Retirement from full-time teaching at MCU with the rank of Full Professor.

            iv.   Recognition in professional organizations.

            v.   Recognition resulting from scholarly or creative work.

            vi.   Outstanding record of University service.

      b.   Nomination Process

            i.   Educational program directors will submit a Professor Emeritus Nomination Form (Appendix L), a current vita of the nominee, and any other supporting documents to VPAA.   All documents must be submitted in electronic format.

            ii.   VPAA will forward the recommendation to the MCU Board of Visitors (BOV) electronically for review, comment, and recommendation.

iii. VPAA will consolidate BOV recommendations and forward them to the President, MCU.

iv. The President, MCU, will consider the nomination packet and recommendations of the BOV, and then render a decision.

c. Privileges. The designation of Professor Emeritus provides the following privileges to emeriti faculty:

i. A certificate attesting to that status.

ii. Access to library services and other faculty research facilities.

iii. A standing invitation to participate in commencement processions and similar ceremonies.

iv. A standing invitation to participate in academic conferences, seminars, or other presentations conducted by the University.

v. If an educational program director concurs, the option of offering appropriate course or class offerings within the college or school's curriculum.

vi. Listing in the faculty directory, university catalogs, and similar publications.

vii. The right to list the title of Professor Emeritus, and associated affiliation with MCU, on any publication or professional document.

d. Recognition. Upon approval by the President, MCU, VPAA will notify the nominee and educational program director, and arrange an appropriate recognition ceremony.

3. Honorary Degree. Honorary degrees, or honoris causa (Latin: "For the sake of honor") are commonly awarded by educational institutions to bestow honor on recipients who do not otherwise meet the normal academic requirements for the degree. Marine Corps University has established the honorary degree of Doctor of Warfare Studies (D.WfS.).

a. Prerequisites. There is no universally defined standard of awarding honorary degrees; however, institutions typically award them based on some combination of three reasons: to recognize extraordinary achievement in a field of endeavor, to honor service to the institution and/or society at large, and to promote emulation of the honoree by the student body. Nominations for an honorary degree should clearly articulate how the proposed recipient merits such recognition.

b. Nomination Process

i. Nominations from Marine Corps University faculty, staff, or students will be addressed to the President, Marine Corps University, in standard naval letter format, via the school/section director, and VPAA, and forwarded electronically to VPAA.

ii.   Nominations must describe in detail the achievements, service, and character traits of the nominee, and how they relate to the University mission and/or professional leadership development, which warrant consideration for the degree. Directors will endorse recommendations with substantive comments.

iii.   Nominations must be received by the office of VPAA by 1 February to be considered for presentation at the subsequent MCU graduation exercise. Nominations received after 1 February will be tabled for consideration during the following academic year.

iv.   VPAA will submit the nomination to the deans of the educational programs and to the Board of Visitors for review, comment, and recommendation.

v.   VPAA will consolidate BOV recommendations and forward them to the President, MCU.

vi.   The President, MCU, will consider the nomination and recommendations of the BOV, and then render a decision.

c.   Recognition. Individuals nominated will NOT be informed of the nomination under any circumstances prior to the determination of the President, MCU to approve the awarding of an honorary degree. Upon approval, VPAA will obtain an academic hood for presentation, and the MCU Registrar will prepare an honorary degree diploma.

i.   Hood. The honorary degree hood will be tri-colored; the velvet edge hood color will be white to represent the art of warfare (and to distinguish it from a Ph.D.) and the satin field and chevron (the hood lining colors) will be scarlet and gold to represent the Marine Corps and military science.

ii.   Diploma. The honorary degree diploma will reflect that the honor is bestowed "in recognition of distinguished (describe type, e.g., military or academic) service to the Marine Corps and the United States of America" and contain the phrase "honoris causa."   It will be signed by the President, MCU and VPAA.

d.   The honorary degree will be bestowed on the recipient at the next MCU graduation ceremony following approval, unless the honoree is unavailable. In such a case, VPAA will coordinate an appropriate alternative ceremony, which may include a subsequent graduation ceremony.

e.   Recipients may list the title of Doctor of Warfare Studies (honoris causa), and associated affiliation with MCU, on any publication or professional document.

4. Academic Regalia. Regalia, similar to dress uniforms for military service, is a time-honored academic tradition that reflects achievement and honors the granting institution. MCU Master's regalia for MCU faculty, whose highest degree earned is from MCU, consists of a black master's robe, master's hood of white trim, scarlet lining and gold chevron, and six sided black and tan tassel. The hood colors of white, scarlet, and gold represent the traditional colors of the Marine Corps and the academic tradition of the

arts and military science. During the annual commencement ceremony, appropriate attire will reflect the academic, military, and ceremonial aspects of the event.

    a.   MCU civilian faculty will wear the academic regalia of the institution from which his or her highest degree was earned.

    b.   MCU active-duty military faculty will wear the prescribed military dress uniform.

    c.   MCU Academic Chairs may wear, at his or her option, the academic regalia of the institution from which his or her highest degree was earned, or black or navy blue business attire.

    d.   Military students will wear the prescribed military dress uniform. Civilian students will wear black or navy blue business attire.

    e.   Requests for deviations from the prescribed attire, and the reasons therefore, will be addressed to VPAA for determination on a case-by-case basis.

    f.   A former MCU student subsequently engaged as faculty in academia elsewhere, and whose highest degree is one of MCU's master's degrees, is authorized to wear MCU regalia, at his or her own option and expense, in appropriate academic settings.

Chapter Thirteen
Academic Freedom and Non-Attribution Policy

1. <u>Purpose</u>. The purpose of this chapter is to provide the MCU philosophy and policy on academic freedom and non-attribution.

2. <u>Background</u>.

    a. Academic freedom is the ability of faculty, students, and staff within the University to pursue knowledge, speak, write, and explore complex, and often controversial, concepts and subjects without interference or fear of reprisal. Academic freedom is a key tenet at MCU and is fundamental and essential to the health of the academic institution.

    b. Non-attribution is the lack of attributing any statement, comment, or remark to participants (faculty, staff, students, or guest speakers) engaging in academic discourse by name in public media or forums, or knowingly transmitting those statements, comments, or remarks to persons who will enter statements into the public arena, unless specifically authorized to do so. Open expression requires trust that those thoughts and opinions are treated as privileged information not to be shared in other forums nor attributed to a specific individual.

    c. The time-honored tradition of free speech carries with it profound individual responsibility as well. In short, academic freedom must be tempered by good judgment so that individuals refrain from making unreasonably offensive or irresponsible statements either verbally or in writing. Examples of statements that are not protected by the University policy on academic freedom include the denigration of any person's race, color, ethnic group, religious beliefs, sexual orientation, or gender. This is not meant to restrict discussions of controversial subjects; however, good judgment and discretion must be a guiding standard. Further, academic integrity requires that anyone who writes for publication must pursue factual accuracy and safeguard classified information, to include information such as FOUO or PII. DoD Directive 5230 describes procedures for release of information officially endorsed by an academic institution, as well as those for an individual acting in a private capacity and not connected with his or her official duties.

    d. The powerful amalgam of academic freedom, non-attribution, and individual responsibility contributes to the institutional integrity of the University and includes the following principal elements:

        i. Freedoms to teach, conduct research, and publish research findings.

        ii. Freedom to discuss in a classroom any material or ideas relevant to the course, to include controversial, unusual, or unpopular topics.

        iii. Freedom to seek changes in academic and institutional policies without fear of reprisal.

iv.   Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching.

v.   Responsibility to encourage faculty, students, and colleagues to engage in critical thinking, free discussion, publication, and inquiry on relevant subjects.

3. <u>Academic Freedom Policy</u>.

a.   Authors shall ensure appropriate disclaimers accompany all works produced for publication, presentation, or other release. An appropriate disclaimer is as follows:

> "The views expressed in this article are those of the author(s) and do not necessarily reflect the official policy of any U.S. Government organization."

b.   Personnel who prepare manuscripts for publication on a subject in which they have had access to classified material should submit the manuscript through their chain of command for security clearance prior to release to any publisher.

c.   All program directors shall provide an appropriate mechanism through which a proper security review may be conducted. If there is any question on the security aspects of material, it shall be submitted for security review in accordance with DoD Directive 5230.09 (Clearance of DoD Information for Public Release).

d.   Military faculty and students are limited in the manner in which they may publicly criticize senior officials. However, as an academic institution, MCU recognizes and encourages full and open discussion and debate of any policies within the classroom and under the umbrella of non-attribution, so long as such criticism and debate is done in a professional manner.

e.   Faculty members may not be separated for exhibiting academic freedom and candor in written and oral products, provided the provisions of DoD Directive 5230.09 and DoD Directive 5500.7 (Joint Ethics Regulations) are followed.

4. <u>Non-Attribution Policy</u>.

a.   MCU encourages faculty, staff, and students to actively engage in free discussion and inquiry expressing their personal views in lectures or in seminar discussion groups without fear of attribution. At the beginning of each academic year or course of instruction, educational program directors are responsible for informing faculty, staff, and students of the MCU policy to maintain an atmosphere of free and open discussion while also adhering to the principles of non-attribution.

b.   Guest speaker presentations at MCU will not be recorded by attendees, by any means, without express written permission in advance from the guest speaker and the education program director or authorized representative. Those wishing to request permission should follow the example provided in Appendix M. To facilitate candid expression and learning, the non-attribution policy applies to all MCU programs, sessions, and distributed materials in which guest speakers participate.

Chapter Fourteen
Academic Integrity

1. <u>Purpose</u>. The purpose of this chapter is to define the University's standards for academic integrity in terms of academic honesty, student collaboration, and plagiarism and to identify standard procedures to address cases of non-compliance.

2. <u>Background</u>. Academic integrity is a belief in academic honesty and an intolerance of acts of falsification, misrepresentation, or deception. It is the standard at Marine Corps University for it rests upon an expectation that students and faculty will adhere to the core values and ethics embraced by the Marine Corps. Values such as honesty, trust, fairness, respect, and responsibility form the basis of academic integrity. Honesty encourages a free exchange of ideas to achieve intellectual enlightenment. Trust fosters a willingness to engage collaboratively in the learning process, which involves sharing ideas in the quest for knowledge. Fairness is the foundation of educational inquiry. Respect allows for civility in public discourse. These values are fundamental elements sustaining the reputation and credibility of this institution's students and faculty, and the value of the education it delivers and the degrees it awards.

3. <u>Components of Academic Integrity</u>.

    a. Academic Honesty and Personal Integrity

      i. Professional and Academic Credentials. Students and faculty must depict their educational credentials and professional backgrounds accurately and non-fraudulently.

      ii. Original Academic Submissions. Each student assignment is expected to be an original effort submitted in response to a specific graded event. Assignments, although original, completed in previous schools, courses, or blocks of instruction may not be simply "recycled" or subdivided and submitted anew as graded events for current requirements. Such behavior is academically dishonest and a hindrance to learning. However, expanding a theme or topic from a previously graded short paper into a more thoroughly researched and comprehensive written requirement (e.g., a paper of 20-30 pages) does not constitute a simple "recycling" of previous work. A student may incorporate the original ideas from the short paper into the 20-30 page paper, for example, as long as those ideas are properly cited using the unpublished paper/working paper citation format defined in the *MCU Communications Style Guide.*

      iii. Archived Academic Submissions. Student learning requires effort. Simply utilizing the solutions devised by students from previous academic years – gleaned from archived school files, library databases, or the internet – as the solution to a problem, exercise, or assignment for credit in the current academic year is academically dishonest.

b. Collaboration. Collaboration consists of students working together discussing academic topics, assignments, or readings; proposing possible solutions to assigned problems or scenarios; and/or jointly producing academic deliverables. Collaboration and discussion between students is essential to learning at MCU and is highly encouraged, but each student is expected to do his/her own work. Unless specified otherwise in the course materials or by the faculty advisor, instructor, or course director, assignments and examinations are individual efforts and must be accomplished without help from anyone, including classmates. Unauthorized collaboration on assignments, events, or examinations will be treated as instances of academic dishonesty and will be referred to a Student Performance Evaluation Board (SPEB) for review. It is a student's responsibility to consult his or her faculty advisor, instructor, or course director if there is any doubt as to whether collaboration is permitted.

c. Plagiarism. Plagiarism is defined as the presentation of another's writing or ideas as one's own without appropriate citation or credit. The misuse of another author's writings, even when the exact wording is not lifted from the source, is unethical and academically dishonest. Such misuse includes not only the "limited" borrowing, without attribution, of another writer's distinctive and significant research findings, hypotheses, theories, rhetorical strategies, and interpretations, but also the "extended" borrowing, even with attribution, of another writer's ideas or interpretations to the extent that the student's paper no longer meets the requirement for original thought. Forms of plagiarism include:

i. Plagiarism of Language. Plagiarism of language refers to the copying of an entire phrase or passage without enclosing the borrowed words in quotation marks. It is important to use a signal phrase, quotation marks, and a proper citation to indicate that you have borrowed a particular phrase or passage from another author.

ii. Plagiarism of Ideas/Paraphrasing. Discussing another author's idea, concept, or line of reasoning that was developed by someone else without giving due credit is considered plagiarism. You can paraphrase the main idea of a group of sentences or even an entire paper, but you must use an endnote and corresponding bibliographic citation to reference the original source.

iii. Self-plagiarism. Self-plagiarism refers to the practice of re-using your own writing by either submitting an article or paper to two different publications, or by submitting the same paper (or portion of it) for two different course assignments.

iv. Improper use of material extracted from the Internet, other electronic sources, and verbatim passages used in oral presentations without proper acknowledgment.

d. Student Tools to Prevent Unintentional Plagiarism

i. MCU Leadership Communication Skills Center (LCSC). The LCSC is a ready resource to resident students for all issues related to written or oral communications. The best defense against possible plagiarism is thorough documentation of the work. The *MCU Communications Style Guide*, available on the MCU and Gray Research Center (GRC) websites or at the LCSC, contains detailed examples of proper citation for attribution of another author's works or original thought.

ii. Non-resident students are directed to the CDET Online Writing Center, which provides distance education students resources unique to their requirements within the distance learning environment, to include procedures for preventing plagiarism.

iii. Plagiarism Detection Software. Although plagiarism can be intentional, it is often unintentional. In the process of conducting research for assigned academic papers, a student may inadvertently take unique ideas or even direct verbiage from sources and internalize them as his or her own. In such instances, a student fails to attribute the ideas and verbiage to the source documents when he or she drafts his or her paper(s). In an effort to ensure this does not happen, the University provides resident students access to plagiarism detection software (Blackboard Safe Assign) through the University's Education Technology Section. Prior to submitting written assignments to the instructor for grading, a student should conduct a "self-check" against unintentional plagiarism through a software scrutiny of the draft assignment. The plagiarism detection software will identify the "probability" of plagiarism within the draft document and alert the student to unintentional plagiarism related to similarities in syntax, phrasing, and verbiage with published works. When the "probability" of plagiarism is detected by the software, a student should review his or her work, appropriately edit the draft, and incorporate the proper citations and attributions prior to submitting the work to his or her instructor for grading. In addition to student utilization of plagiarism detection software, faculty members may utilize the software to detect instances of plagiarism in submitted student assignments.

iv. Preliminary Drafts of Written Assignments. A student should retain copies of preliminary drafts of his or her written work. These drafts may help refute accusations of plagiarism, should they arise.

4. <u>Penalties for Academic Dishonesty</u>. Marine Corps University will pursue appropriate corrective courses of action for faculty or student cases of academic dishonesty. Such courses of action may include, but are not limited to disenrollment, suspension, denial or revocation of degrees or diplomas, a grade of "no credit" with a transcript notation of "academic dishonesty," rejection of the work submitted for credit, and a letter of admonishment or other administrative measures. Additionally, student and faculty members of the United States military may be subject to appropriate administrative or disciplinary action under the Uniform Code of Military Justice for instances of academic dishonesty. Civilian or civil servant faculty or students who commit academic dishonesty may be subject to appropriate administrative or disciplinary action in accordance with the laws and regulations concerning federal employees. A non-resident student found intentionally plagiarizing will have a letter sent to his or her commander informing him/her of the violation.

a. Student Performance Evaluation Boards. Cases of suspected academic dishonesty will be investigated by the director of the appropriate MCU college, school, academy, or program. If warranted, the director will convene a Student Performance Evaluation Board (SPEB) to further investigate and propose resolutions for alleged student academic dishonesty. The policies and procedures associated with a SPEB are explained in Chapter Fifteen.

b. Faculty and Staff. Faculty and staff allegations of academic dishonesty may be addressed through procedures outlined in the JAGINST 5800.7 Manual of the Judge Advocate General (JAGMAN) and Manual for Courts-Martial United States for military members or through applicable civil service laws and regulations for federal employees.

5. Reporting Alleged Incidents of Academic Dishonesty. Any MCU student, faculty, or staff member who suspects or becomes aware of a violation of the University's academic integrity policy is ethically bound to immediately report his/her suspicions to the FACAD, instructor, or immediate supervisor within the appropriate chain of command. All such reports of suspected violations must then expeditiously be reported to the dean and director of the appropriate University educational program, and in the case of the Staff Noncommissioned Officer academies, the Director of Enlisted PME. The dean or director will inform the Vice President for Academic Affairs (VPAA) of the suspected violation, for situational awareness. The recommended course of action in response to the allegation will be presented by the director to the President of the University via VPAA, in accordance with procedures outlined in Chapter Fifteen dealing with the Student Performance Evaluation Board.

6. Acknowledgement of Marine Corps University's Academic Integrity Policy. All students at Marine Corps University are required to read and acknowledge understanding of the Academic Integrity Policy during the first week of classes. A faculty member is also required to sign the document acknowledging that he/she has reviewed the academic integrity policy with the student (Appendix N). The administration office of each educational program will maintain a current file of signed acknowledgement forms for a period of five years. Non-resident students will electronically acknowledge the MCU Academic Integrity Policy within the appropriate program's online writing center for each course prior to accessing course materials. The CDET staff will submit all student papers through plagiarism detection software.

Chapter Fifteen
Student Assessment and Feedback

1. Purpose. The purpose of this chapter is to provide guidance regarding student assessment and feedback. It provides a broad baseline for use by educational program directors when developing specific grading policies.

2. Background. The goal of assessment is to ensure that students achieve the approved Student Learning Outcomes for a particular educational program or course. Timely and effective feedback is a critical element of assessment, providing students with an understanding of how well they addressed the requirements of a particular assignment and how successfully they accomplished the learning outcomes being evaluated. MCU students are graded on how well they achieve these outcomes; however, it is important to remember that grades are simply one way to evaluate intellectual progress, not goals in and of themselves.   A fair and consistent grading policy helps motivate students to excel.

3. Graded Assignments and Instruments. MCU curricula are based on approved learning outcomes, which, in turn, enable the achievement of program outcomes and the mission. Students are assessed in a variety of ways to include exams, written assignments, oral presentations, and performance in practical application events and exercises. Where appropriate, schools should use grading rubrics to structure student assessment and to provide a tool for shaping student expectations and consistently evaluating performance. The approval and use of grading rubrics is at the discretion of the educational program director and should be promulgated to students as part of the school's grading policy.

4. Grading Policies. Educational program directors will approve and publish the academic standards and grade requirements necessary to pass a course and/or to successfully complete an educational program (e.g., school grading policy, SOP, and student handbook). Unless otherwise approved, directors will use the standard grading scale provided below.

5. Grading Guidelines and Standard Grade Scale. For consistency across MCU, the standard MCU Grading Scale provided below will be used for the awarding of student grades, both for individual assignments and for overall course and/or program grades. For the degree-granting programs, students must achieve a minimum grade of B-/80% in every course, to include electives, in order to receive the degree (such programs may require their students to achieve higher grades to earn the degree). International Military Students (IMSs) seeking to earn master's degrees must be held to the same standards of academic rigor; that said, schools may take into account the language difficulties of non-native English speakers when grading student assignments. For all Officer PME schools, a cumulative final grade of >80% is considered to be the minimum acceptable standard for PME and is normally required for graduation. Enlisted PME programs do not use letter grades; however, grades below 80% are considered failure of an assessment, and students must achieve a cumulative final grade of >80% to complete the course. Finally, schools may evaluate selected assignments and courses on a HIGH PASS/PASS/FAIL basis as a means to promote intellectual risk-taking and creativity.

Grade	Percentages	Letter Grade Conversion
A+	97 – 100%	4.0
A	93 – 96.9%	3.7
A-	90 – 92.9%	3.5
B+	87 – 89.9%	3.3
B	83 – 86.9%	3.0
B-	80 – 82.9%	2.7
C	70 – 79.9%	2.0

D	60 – 69.9%	1.0
F	<59.9%	0
Incomplete	0	0

MCU Standard Grading Scale

6. <u>Remediation</u>. Educational program directors will establish policy regarding remediation of courses or assignments for which a student fails to achieve the minimally acceptable grade. Students who fail remediation, or who are consistently unable to meet academic standards, will be considered candidates for a Student Performance Evaluation Board (refer to Chapter Sixteen).

Chapter Sixteen
Student Performance Evaluation Board

1. <u>Purpose</u>. As military officers and civilian federal employees, students have a duty to perform their academic studies to the best of their abilities. Student performance assessments are based on both aptitude (i.e., the ability to master the subject matter) and attitude (i.e., an honest and dedicated effort to complete all requirements to the best of one's ability, a demonstrated intellectual curiosity, and engagement in continual learning). Students who exhibit a lack of aptitude and/or attitude may be subject to a Student Performance Evaluation Board (SPEB). This chapter outlines policy and procedures to be followed at MCU for the conduct of a SPEB.

2. <u>Background</u>. SPEBs are administrative in nature, not disciplinary. As such, the purpose of the SPEB is to provide a forum for resolution of a wide variety of student-related issues. These may include, but are not limited to, allegations of violations of academic integrity, extended absences, substandard academic performance, attitudinal problems, and/or violations of professional ethical standards. As an administrative proceeding, the SPEB serves both an institutional and an individual purpose. At the institutional level, the SPEB provides a review process for substandard performance and recommends appropriate action. At the individual level, the SPEB may assist the student by encouraging improved performance through schoolhouse monitoring of student progress. The ultimate goal of the SPEB is to identify what is best for the school, the student, and the Marine Corps, and recommend appropriate action.

3. <u>Policy</u>.

      a.   Any MCU faculty or staff member may recommend that a SPEB be convened. However, the decision to convene the board rests solely with the director.

      b.   Appropriate school directives (e.g., School SOP, Student Handbook) will specify the academic standards/grade requirements to pass the course, and these standards will be published to the students. Students who fail to meet the academic requirements will be subject to appearing before a SPEB and may be recommended to receive a certificate of attendance rather than a diploma or to be dropped from the course and dismissed from the University.

      c.   The Standards of Academic Integrity are specified in Chapter Fourteen. Students who fail to meet the standard of integrity will be subject to appearing before a SPEB and may be recommended to receive a certificate of attendance rather than a diploma or to be dropped from the course and dismissed from the University.

4. <u>Procedures</u>. The following procedures will be followed when conducting SPEBs at Marine Corps University for resident and non-resident programs.

a. Officer PME Programs

  i. The SPEB will convene within five working days of the educational program director's decision that a board is required, or as soon as practicable. VPAA will be notified when a SPEB is convened.

  ii. Educational program directors will determine the exact composition of the board, and appoint all members in writing. A sample appointment letter is found in Appendix O. The senior member of the board will serve as the board president. Membership should consist of five members, with at least two members selected from an outside schoolhouse or the MCU staff. CDET SPEBs will consist of three members appointed by the Director, CDET. The Registrar will be designated as recorder for all officer resident PME SPEBs. Personnel with expertise in the area to be investigated may also be invited to attend as advisors to the SPEB, but will not be allowed to vote. All five board members will have an equal vote. In forming the board, the director will consider the need to represent the diverse nature of the student body and the rank of the student under review.

  iii. The educational program director, or his/her representative, will notify the student, in writing, that a SPEB will convene, and direct him or her to appear before the board. Non-resident students will be afforded the opportunity to appear before the board at no cost to the government or provide a written statement. A sample notification letter is found in Appendix P. At the same time, the director will provide the student a copy of this academic regulation. In addition, copies of the applicable school directives (e.g., School SOP, Student Handbook, Grading Policy), as previously provided to the students at the beginning of the academic year, will be provided to the student for reference.

  iv. A student may seek legal advice and/or retain counsel at his or her own expense, but will not be represented by legal counsel during the conduct of the board.

  v. Appendix Q contains a preamble used to open the board, describe the general conduct of the proceedings, and advise the student of the range of board options available for recommendation to the director for resolution. The board will stress that the outcome of the board is a recommendation, as the educational program director is the approving official for any action.

  vi. Prior to deliberations, the SPEB may request statements, written or in person, from individuals with knowledge of the facts. The student will be afforded the opportunity to make a statement and respond to questions of the board, but will not be present during board deliberations. The board president will determine whether the student may be present during all, or portions of, the fact-gathering phase of the board proceedings. The board president should be sensitive to the fact that, in the case of military students, statements could be used in disciplinary proceedings. All proceedings will be strictly confidential, except for non-resident students whose commander will be notified of adverse SPEB action and may request a copy of the proceeding. However, this confidentiality does not create a legal privilege to be exercised by the student.

  vii. The standard of proof to justify an adverse recommendation by the board is a "preponderance of the evidence" standard. In other words, this is evidence a reasonable person would

be willing to accept as sufficient to support the conclusion, and is a greater weight of evidence than supports any different conclusion. A simple majority vote is required to adopt a recommendation.

       viii.   The board will submit a written report of its deliberations to the educational program director for approval and disposition. This report should be submitted within 24 hours (one duty day) of the board adjourning and should follow the format as outlined in Appendix R. A dissenting board member may, at his or her option, prepare a written minority recommendation to accompany the board report.

       ix.   Recommendations of the board may include, but are not limited to the following:

    1) Student continues in the program without prejudice.

    2) Student is asked to resubmit an academic requirement.

    3) Student is placed on academic probation. Academic probation is a status in which prescribed actions and/or conditions are placed on the student, and automatic consequences for failing to perform the actions and/or meet the conditions are imposed without the need for additional review.

    4) Student receives formal counseling orally and/or in writing.

    5) Student receives non-punitive letter of caution (U.S. military members only).

    6) Student receives a certificate of attendance in lieu of a diploma.

    7) Student is dropped from the course and dismissed from the University.

    8) Further action as deemed necessary by the director.

       x.   The student may submit written matters for consideration by the educational program director, in conjunction with the board recommendations. These matters must be submitted to the director no later than 24 hours (one duty day) after the adjournment of the board.

       xi.   The educational program director is not bound by the recommendation(s) of the board. The educational program director will notify the student verbally, and in writing, of his decision within 72 hours (three duty days) of the board's adjournment. A sample letter is provided in Appendix S. If a SPEB is convened for a resident student, the director's decision letter will be entered into the student's school record.

       xii.   In cases where the educational program director decides that either a certificate of attendance in lieu of a diploma or dismissing the student from the program is the appropriate action, the following additional considerations apply:

    1) U.S. Students. The educational program director has the authority to dismiss a student from the course or to award a certificate of attendance in lieu of a

diploma. The student will be notified in writing of the director's decision, and this notification will specify that the decision may be appealed to the President, MCU.

2) International Students. Various DoD, DoN, and USMC regulations and policies govern the requirements, policies, and procedures for the administration of international students. International students are expected to meet the same course standards as U.S. students. Directors may issue certificates of attendance in lieu of graduation diplomas when the student does not meet the minimum established standards but has attended the complete course and has been diligent and sincere in his or her efforts. The reasons for issuance of a certificate of attendance should be fully documented in the student's academic record and explained in the final academic report. Authority to disenroll an international student from a program prior to its completion resides with the Deputy Commandant of the Marine Corps for Plans, Policies, and Operations (PP&O). Disenrollment must be viewed as a last resort. Normally, directors may recommend to the President, MCU, via VPAA, disenrollment from the program only after an international student has been placed on probation in accordance with SECNAVINST 4950.4 series, has been given adequate time to address the issue(s), and failed to make the necessary corrective progress. The President, MCU may disapprove the recommendation for disenrollment, or forward it to PP&O via GC, TECOM for determination. International students will normally remain in the program and participate in all requirements pending the disenrollment determination, unless otherwise directed by the President, MCU. When a director concludes that an international student's behavior involves such a serious breach of good order and discipline, or creates a severe safety risk such that disenrollment is necessary without prior probation, the matter may be referred to the President, MCU via VPAA for review. The referral must include a detailed description of the behavior, its impact on the program or others, and the reasons why probation would be ineffective in correcting the behavior. In these circumstances, and if necessary to the proper maintenance of good order and discipline or safety, the director may temporarily suspend an international student from class or program events until a disenrollment decision has been made.

3) Non-Resident Students.   The Director, CDET maintains the authority to administratively drop students from non-resident programs to accommodate unforeseen circumstances. This decision is taken without prejudice, and the student is allowed to re-enroll in the program at a more suitable time. This exception does not apply to non-resident students who are dismissed for substantiated violations of academic integrity or professional ethical standards. In these cases, the procedures used for resident students will apply.

xiii.   Students may submit a letter of appeal to the President, MCU, within five working days of notification of the decision of the director. The director will forward the appeal package, under

cover letter, to the President for review. The President, MCU will provide written notification of a decision to the student, usually within five business days of receiving the appeal.

xiv.   For Marine students, the decision to award a student a certificate of attendance in lieu of a diploma and to dismiss a student from the course constitutes substandard performance on the part of the student and will normally result in an adverse fitness report and may result in a recommendation to show cause for retention in the Marine Corps. For cases resulting in a student receiving a certificate of attendance in lieu of a diploma or being dismissed from the course, a copy of the President's final decision will be forwarded to HQMC (MMRB) for inclusion in the student's OPMF file. For other U.S. service or civilian students, copies of relevant documents will be forwarded to the applicable service or agency office.

xv.   All written documentation pertaining to a SPEB, to include a memorandum of the board's proceedings, will be forwarded to the MCU Registrar and remain on file indefinitely.   In coordination with the Director, CDET, the MCU Registrar will notify the President, MCU, via VPAA and VPDL, if a student who was previously dismissed from a non-resident program for substantiated violations of academic integrity or professional ethical standards is selected for enrollment in a resident program.

b.   Enlisted PME Programs.   Due to EPME's compressed academic schedules, specific procedures have been established for EPME regarding SPEBs within the SNCO academies and should be noted in the following paragraphs.

i.   The SPEB will convene within two working days of the SNCO Academy director's decision that a board is required, or as soon as practicable. VPAA will be notified via the Dean of EPME when a SPEB is convened.

ii.   The Deputy Director of the SNCO Academy will serve as the board president on any SNCO Academy SPEB.   All five board members may be selected from the academy.   Academies responsible for teaching multiple EPME courses will have at least two members selected from a course in which the student is not involved. One member will be designated as recorder.

iii.   The Academy director will notify the student, in writing, that a SPEB will convene, and direct him or her to appear before the board. The Academy director will simultaneously notify the EPME director and dean of academics that a SPEB will convene.

iv.   The board will stress that the outcome of the board is a recommendation, as the Academy director is the approving official for any action.

v.   The board will submit a written report of its deliberations to the Academy director for approval and disposition.

vi.   SNCO Academy directors will notify the student verbally, and in writing, of his/her decision within 24 hours (one duty day) of the board's adjournment. A sample letter is provided in Appendix S.

vii.   After receiving the Academy director's decision, a student may appeal to the EPME director within 24 hours (one duty day). In cases in which students do not appeal an Academy director's decision to drop them from a course, or students appeal the Academy director's decision but the EPME director elects to drop them from the course, the director will notify the MCU President, through VPAA, within 24 hours of the final decision. The decision of the EPME director will be final for all appeals regarding SNCO academy students.

Chapter Seventeen
Faculty Benefits, Outside Employment, and Professional Activities for U.S. Government Faculty, Staff, Contractors, and Students

1. <u>Purpose</u>. The purpose of this chapter is to describe the general benefits package for all federal employees and establish policy and institute procedures for MCU faculty, staff, and students who engage in employment, with or without remuneration, outside of their official duties and responsibilities at MCU.

2. <u>General Benefits Package for all Federal Employees</u>. Title 10 civilian faculty members are entitled to leave, retirement, health insurance, life insurance benefits, and incentive awards on the same basis as other federal employees. A title 10 civilian faculty member may obtain information about all of his or her entitlements for federal benefits by contacting the DON Employee Benefits Line at 1-888-320-2917 or by visiting the Employee Benefits Information System (EBIS) at http://www.civilianbenefits.hroc.navy.mil.   Information is also available at http://www.opm.gov. Additionally, federal employees may contribute to a Thrift Savings Plan (TSP) and obtain information about that program at http://www.tsp.gov/index.shtml. Any faculty member converted from Title 5 to Tile 10 will retain all benefits as previously accrued. The office of VPBA will direct your inquiries to the HROMQ.

3. <u>Outside Employment</u>.

    a.   The DoD DIR 5500.7R (Joint Ethics Regulation) provides a single source for standards of ethical conduct and guidance for federal government employees within the Department of Defense. This policy states, "A DoD employee, other than a special Government employee, who is required to file a financial disclosure report (SF 450 or SF 278) shall obtain written approval from the agency designee before engaging in a business activity or compensated outside employment with a prohibited source, unless general approval has been given in accordance with paragraph (b) of this section. Approval shall be granted unless a determination is made that the business activity or compensated outside employment is expected to involve conduct prohibited by statute or regulation."

    b.   A prohibited source means any person who: "(1) Is seeking official action by the employee's agency; (2) Does business or seeks to do business with the employee's agency; (3) Conducts activities regulated by the employee's agency; (4) Has interests that may be substantially affected by performance or nonperformance of the employee's official duties; or (5) Is an organization a majority of whose members are described in of this section."

4. <u>Policy</u>. Marine Corps University policy is to allow outside employment and professional activities for faculty, staff, and students to the extent permitted by DoD DIR 5500.7R. An employee is expected to inform his or her supervisor regarding any outside employment and demonstrate that it does not

interfere or conflict with MCU duties. Those activities that do not involve a prohibited source do not require approval. Activities that interfere with the performance of military duties are prohibited.

Chapter Eighteen
Academic Research Assistant and Intern Program

1. Purpose. The purpose of this chapter is to establish policy and institute procedures to support MCU's Academic Research Assistant and Intern Program.

2. Background. The Academic Research Assistant, Internship, and Volunteer Programs are designed to provide support to Marine Corps University faculty and staff. In general, faculty and staff, working with their educational program deans/directors, will be responsible for screening, selecting, evaluating, and coordinating all details regarding research assistants and interns. Unpaid volunteers may work with faculty at the discretion of the faculty member and dean/director.

3. Definitions.

    a. "Research Assistant" is defined as a paid position dedicated to providing research or administrative support to faculty and/or staff. Research assistants may conduct research to support scholarly products, to include presentation of papers at educational conferences and symposia. Research assistants may also provide administrative support to the supervising faculty or staff member.

    b. "Intern" is defined as a paid or unpaid position dedicated to providing research or administrative support to faculty and/or staff, which offers the occupant of the position the opportunity to achieve academic credit for the learning achieved in the exercise of his/her duties. The position is monitored closely by credentialed faculty to ensure learning outcomes associated with the position are achieved. An intern may work toward individual projects relating to his or her respective field(s) of study. An intern will be encouraged to coordinate with his or her school and/or college to obtain academic credit for his or her experience at Marine Corps University. Marine Corps University will attempt to comply with academic supervision and/or evaluation requirements required by the school(s).

    c. "Unpaid Volunteer" is defined as an unpaid position supporting faculty or staff, which does not include opportunities to achieve academic credit for performance of duties associated with the position. It may provide the occupant of the position with opportunities to expand his or her skill set.

4. Limitations. Research assistants, interns, or unpaid volunteers will not perform personal services or be given responsibility for tasks that are within the scope of duties identified in any Marine Corps University federal position description. Anyone who is engaged in any of these positions will not be used to displace any Federal employee's position. Further, any instances of impropriety, nepotism, or unethical behavior will be dealt with appropriately.

5. Terms of Service.

    a. Research Assistants. MCU Research Assistants (RAs) provide support on a variety of tasks and projects and are funded by the Marine Corps University Foundation (MCUF). Applications are

accepted on an ongoing basis to fill program needs. The majority of RAs are hired to work one on one with faculty and/or staff. Interviews begin for RA positions one to two months before the anticipated start date. MCU Research Assistant positions are paid positions. The assigned duty location for research assistants will be negotiated on an individual basis. RAs may work off-site under a negotiated agreement. It may be feasible for the majority of the research to be conducted on-line and/or at libraries or archives established to support educational research. However, if off-site research is the preferred arrangement, a research assistant will be expected to maintain close contact either via telephone or via e-mail with his or her assigned mentor/professor as well as periodically traveling to the Marine Corps University campus to meet with his or her mentor/professor to discuss assigned research projects.

b.   Interns. An MCU intern is placed, according to his or her interests, to work with faculty and/or staff members across the University's colleges, centers, and internal directorates. Generally, an intern is expected to work unpaid, but some intern positions funded by MCUF are also available. Interns should consult with individual components for specific duties.

c.   Volunteers. An MCU Volunteer agrees that his or her services are provided as a volunteer and that he or she is not an employee of the United States Government or an instrument thereof with specific exceptions stated in DD Form 2793. MCU Volunteers are required to complete DD Form 2793.

6. Candidate Administrative Details. Candidates may request an application package by contacting the Marine Corps University Outreach Coordinator through the Marine Corps University website (https://www.mcu.usmc.mil/SitePages/Home.aspx) under Contact Us: Points of Contact.

7. Marine Corps University Processes and Responsibilities.

a.   The Marine Corps University Outreach Coordinator.

i.   Coordinate with local colleges and universities for the MCU's Research Assistant Program at the request of the institution. Otherwise, the institution may solicit Research Assistant, Intern, or Volunteer positions independently, providing information to the Outreach Coordinator for recordkeeping purposes.

ii.   Maintain a database of individuals who are 1) serving as current RA, Interns, or Volunteers; 2) previously served as Research Assistants, Interns, or Volunteers; or 3) have expressed interest in becoming a Research Assistant, Intern, or Volunteer. Provide application packets.

iii.   Provide contact information of prospective Research Assistants, Interns, or Volunteers to Marine Corps University academic deans and/or academic center directors.

b.   Receiving Director. The director responsible for Research Assistants/Interns/Volunteers should do the following:

i.   Make the requests for Research Assistants, Interns, or Volunteers and approve all requests for paid Research Assistant support for the respective education program or educational support unit.

ii.   Review and validate the Research Assistant or Intern solicitation Application Packages (See Appendix T).   Also, the director will ensure the proposed Research Assistant projects meet the criteria of scholarly research and have measurable deliverables.

iii.   Submit required paperwork to Human Resources and Organizational Management, Quantico (HROM-Q) via the VPBA Civilian Personnel Office to include signed Memorandum of Understanding (MOU), completed Application, Resume, Transcripts, Letters of Recommendation, DD Form 2793 (Appendix U), Proposal Papers, and other required material as applicable. Provide duplicate copies to VPAA's Outreach Coordinator for the files.

iv.   Ensure faculty/staff supervisor discusses and signs the Research Assistant or Intern MOU (See Appendix V) in detail prior to the research assistant or intern's start of his/her tenure with Marine Corps University.

v.   Comply with all assessment and assignment criteria specified by the Research Assistant/Intern's college and school, if applicable.
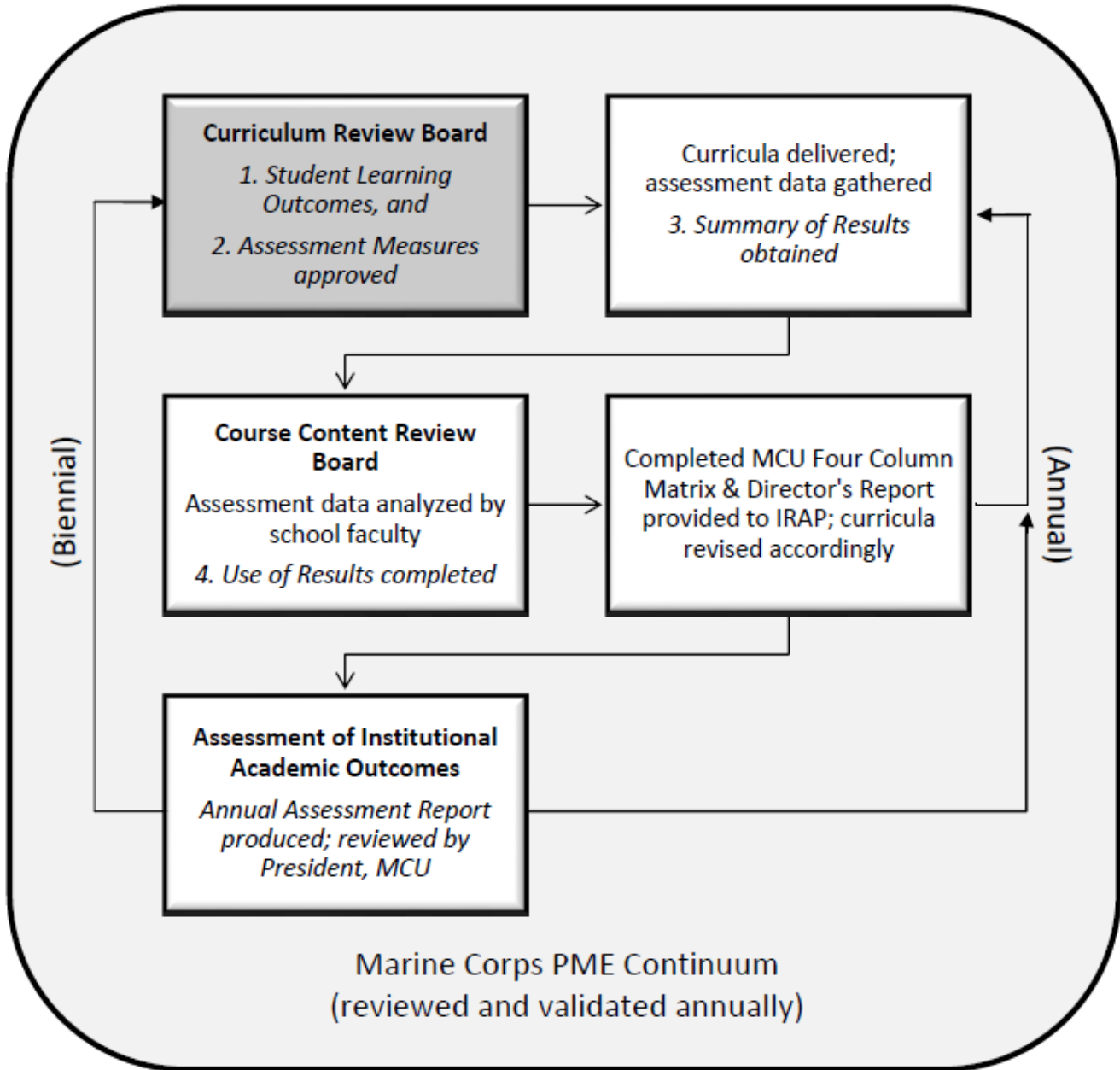
vi.   Maintain comprehensive records documenting the individual's performance and accomplishments and provide copies to VPAA's Outreach Coordinator in at the conclusion of the Research Assistant or Intern's term of service.

Appendix A
Sample Computation of Credit Hours

Course and Lesson Card Titles	Lecture	Seminar	Film	Prac App Exercise	Staff Ride	Exam	Student Prep/PSPT (no credit)	Total Semester Credits
Total Hours on Lesson Card Warfighting From the Sea Block One	**9.25**	**9.25**	**1**	**10**	**5**	**1**	**39**	
Total Contact Hours[1] Warfighting From the Sea Block One	**9.25**	**9.25**	**1**	**5**	**5**	**1**	**0**	
Total Semester Credits[2] Warfighting From the Sea Block One	**0.61**	**0.61**	**0.065**	**0.33**	**0.33**	**0.065**	**0**	**2.01**
1100 – Marine Corps Operations Point Paper							5	0
1101 – MAGTF Organization and Employment	2	1.25					3.5	0.21
1102 - MAGTF Enablers: C2, the Command Element, and		2				1	4	0.20
1103 - Expeditionary and Amphibious Operations	4.5	1					4.5	0.36
1104 - Logistics in Expeditionary Operations	2.75	1					4	0.25
1105 - China Pol-Mil Wargaming Exercise			1	10	5		3	0.73
1106 - China's Emergent Military		4					4.5	0.26

Note 1: One Contact Hour equals 60 minutes for Direct Faculty Instruction (e.g., lecture, seminar, film, exam, or staff ride); 120 minutes for Experiential Learning Activities (e.g., student decision exercises, war games, practical exercises); 180 minutes for Directed Research Projects

Note 2: Semester Hour Credits are determined by dividing the number of contact hours by 15; 15 Contact Hours equals 1 Semester Hour.

Appendix B
Curriculum Review Process

Curriculum Review Board

1. Student Learning Outcomes, and

2. Assessment Measures approved

Curricula delivered; assessment data gathered

3. Summary of Results obtained

Course Content Review Board

Assessment data analyzed by school faculty

4. Use of Results completed

Completed MCU Four Column Matrix & Director's Report provided to IRAP; curricula revised accordingly

Assessment of Institutional Academic Outcomes

Annual Assessment Report produced; reviewed by President, MCU

(Biennial)

(Annual)

Marine Corps PME Continuum (reviewed and validated annually)

(Date)

1. Identify the PME Continuum learning outcome that must be added, deleted, or revised.

2. Explain why the PME Continuum learning outcome must be added, deleted, or revised. What is the source of the change requirement?

3. Explain how the proposed PME Continuum addition, deletion, or revision will impact the entire Marine Corps PME Continuum. (Identify the ranks affected by the change and specify the impact at each level across the PME Continuum.)

4. Identify the implementation date of the proposed change (in terms of effect on course learning outcomes) among the PME colleges, schools, and academies of MCU.

5. What is the impact on other programs, schools, colleges, and academies?

- Would the proposal increase or decrease the number of total requirements addressed by the University?

- Would the proposal affect the PAJE, SACS, or ACE recommendations or accreditation for any of the MCU programs, courses, or sub-courses?

- List the resource implications for the change on the programs, schools, and colleges, if any, which will be impacted by this proposal.

6. Name and contact information of rank advocate submitting the proposal:

- Name: Dr. John Doe
- Job Title: Dean of Academics, Command and Staff College
- Phone: (703) 555-1234
- Email: john.doe@fakemail.com

Appendix D
Example of Completed MCU Four Column Matrix
(CSC Operational Art, AYXX)

Learning Outcomes	Assessment Measures	Summary of Results	Use of Results
1. Analyze campaigns and the operational art of warfare.	*Learning Outcomes 1 and 2* Paper 1: One 10 page campaign analysis paper assessed with MCU writing rubric *40% of grade*	*Learning Outcomes 1 and 2* Paper 1 averaged 88%. *Noted weakness in thesis support paragraphs.*	*Learning Outcome 1* Paper 1 – Add 1 hr review on writing guidelines and thesis development and support prior to 1st writing assignment.
2. Discuss the linkages among strategy, operations and tactics that inform and shape campaign planning and design.	*Learning Outcomes 1 and 2* Paper 2: One 3-5 page essay on Irregular Warfare assessed with MCU writing rubric. *25% of grade*	*Learning Outcomes 1 and 2* Paper 2 averaged 92%.	*Learning Outcomes 1 & 2* Paper 2 – Results indicate accomplishment of learning outcomes. No change required.
3. Explain the link between ends and means in strategy, operations and tactics.	*Learning Outcome 3* Paper 3: Two page paper graded with MCU writing rubric *10% of grade*	*Learning Outcome 3* Paper 3 averaged 92%.	Paper 3 - Results indicate accomplishment of learning outcomes. No change required.
	Learning Outcomes 1-3 Seminar contribution assessed using the MCU Student Contribution to Seminar Rubric. (3 submissions to IR) *25% of grade*	*Learning Outcomes 1-3* Good participation overall. Class average of 90% but notable lack of participation in Class 5406 Lebanon War and 5402 Falklands War.	*Learning Outcomes 1-3* Results indicate readings on both classes need to be updated to better prepare and engage students on the topic. Will provide a guest speaker next year to supplement class 5402.
	Results of Student Surveys – 80% favorability	92% favorability on student surveys	Results indicate student satisfaction exceeds acceptable levels.

Appendix E
Academic Program Annual Assessment Report Format

(Date)

From: Director, *(Name of School/Program)*
To: Director, IRAP

Subj: AY XX/XX ASSESSMENT REPORT *(Name of Educational Program)*

Encl: (*Complete and submit a completed MCU Four Column Matrix (see Appendix D) for each major sub-course of the college curriculum as an enclosure. Attach copies of CCRB Records of Proceedings, student critiques, and survey results or analyses, as appropriate.*)

1. Discussion/Comments.

(*Discussion/Comments regarding the entire program for the current academic year including impact of changes recommended from prior year's assessment*.)

2. Results.

(*Results found in column three of the Four Column Matrix for the school/college*.)

3. Recommendations/Changes for Next Academic Year.

(*Include all recommendations and changes for the next academic year from column four of the MCU Four Column Matrix. Additionally, include what is the basis for the change; for example, rubric scores and survey data suggest a particular paper is invalid.*)

(Signature)
(Initials and Last Name)

Appendix F
AES Unit Annual Assessment Report Format

(Date)

From: Vice President/Director, *(Name of Administrative or Educational Support Unit)*
To: Director, IRAP

Subj: AY XX/XX ASSESSMENT REPORT AES UNIT *(Name of Unit)*

Encl: (*Complete and submit a MCU Four Column Matrix for each major section within the AES unit as an enclosure [see Appendix G]. Attach copies of relevant meeting minutes, survey results, or analyses, as appropriate.)*

1. Discussion/Comments.

 (*Discussion/Comments regarding the entire administrative or educational support unit for the current academic year including impact of changes recommended from prior year's assessment.*)

2. Results.

(*Results found in column three of the MCU Four Column Matrix for the administrative or educational support unit.*)

3. Recommendations/Changes for Next Academic Year.

(*Include all recommendations and changes for the next academic year from column four of the MCU Four Column Matrix. Additionally, include what is the basis for the change; for example, work order summaries and survey data suggest showers are inadequate.*)

(Signature)
(Initials and Last Name)

Appendix G
Sample Enclosure for AES Assessment Report

Administrative and Educational Support Outcomes	Assessment Measures	Summary of Results	Use of Results
1. Collect timely, relevant data to support analysis and decision-making.	1a) Conduct MCU annual surveys.	1a) Met and exceeded this measurement by conducting 147 surveys throughout MCU during AY16: * CMDRs' Program –7 * CSC – 19 * EPME – 31 * EWS – 9 * LCSC - 3 * LLI – 2 * MCWAR – 15 * MCU – 3 * NMMC – 1 * SAW – 37	1a) Continue to seek opportunities to enhance data collection and analysis.
	1b) Develop & publish the University Factbook (annually Sept 15th).	1b) The AY08 University Factbook was developed, published, and distributed by Aug 29th.	1b) No change for AY17.
	1c) Support educational program directors with tailored data as needed.	1c) Provided tailored data support to the entire MCU community during AY16.	1c) Increase the level of tailored data support for AY17.
	1d) Survey results for provided services – 80% favorable ratings	1d) 80% favorable ratings on satisfaction with services.	1d) Continue to work to improve quality of services.

Appendix H
MCU Four Column Matrix Template
(Closing the Assessment Loop for Continuous Systematic Improvement)

Outcomes	Assessment Measures	Summary of Results	Use of Results
"What is expected?" Broad, Overarching Outcomes *Aligned w/Strategic Plan*	"How do we measure the expected?" *Collecting Evidence*	"How well did we do what was expected?" *Convergence of Evidence Triangulation*	"What do we plan to do with our findings?" Academic & AES Units submit annually June 15th, along with the Units Annual Assessment Report.
Academic Units - Approved by the CRB Process	Student Results – exams, essays, rubrics.	Academic & AES Units submit annually June 15th, along with the Units' Annual Assessment Report.	This data as part of the MCU Annual IR/IE Report is submitted to the President for approval. If there is a change to Column #1 a mini CRB/AESRB must be held.
Administrative & Education Support (AES) Units - Approved by the AES Review Board	Survey Results (Students, Fleet, Faculty, and Staff) Completion Rate Satisfaction Rate – Services	This data feeds into the MCU Annual IR/IE Report which provides the information necessary for the decision-making processes.	Change Management Process begins again the next AY.

Appendix I
Sample Application Letter Request for Professional Development Off-Site (PDO)

(Date)

From: *(Professor's name and title)*
To: President, Marine Corps University
Via: Director, *(Name of College or School)*
Vice President for Academic Affairs
Vice President for Student Affairs and Business Operations

Subj: REQUEST FOR PROFESSIONAL DEVELOPMENT OFF-SITE

1. In accordance with the references, I am requesting a Professional Development Off-site.

2. Duration and inclusive dates of requested Off-site:

3. Research project focus:

4. Research location *(specify if research entails overseas travel)*:

5. Funding Requested *(Government and/or MCUF)*:

6. Approved Deliverables:

    a. Book Manuscript – (*describe)*

    b. Scholarly article – (*describe)*

    c. Other Deliverable – (*describe)*

                                (Signature)
                                (Initials and Last Name)

Appendix J
Sample Letter of Agreement for PDO Obligated Service

(Date)

From: *(Professor's name and title)*
To: President, Marine Corps University
Via: Director, *(Name of College or School)*
        Vice President for Academic Affairs
        Vice President for Student Affairs and Business Operations

Subj: PROFESSIONAL DEVELOPMENT OFF-SITE (PDO) AGREEMENT FOR OBLIGATED SERVICE

1. I have requested the opportunity to participate in the Professional Development Off-site Program, a government-sponsored training program that involves self-directed research and study as set forth in my application letter.

2. In accordance with the cited reference, I AGREE that upon completion of my Professional Development Off-site Period, I will continue to serve as a member of the Marine Corps University faculty for a period equivalent to three times the length of the PDOP period or *(number)* months from the date of my return from the PDO period. My PDO period will begin on *(date)* and end on *(date)*.

3. The Marine Corps University and/or the Marine Corps University Foundation (MCUF) have/has agreed to fund, or I have requested funding from them, for the following items *(give estimates if exact figures are not available)* in support of my PDO:

   a. Salary (100% of annual for 6-mo PDO; 50% of annual for 12-mo PDO): *($)*

   b. Travel/Transportation: *($)*

   c. Hotel/Billeting: *($)*

   d. Tuition/Conference Fees: *($)*

   e. Incidental Expenses: *($)*

   f. Other/Special Expenses (list): *($)*

4. I understand that as a U.S. Government employee I may be subject to limitations on accepting funds from non-government grants, fellowships, and other sources of research support and that I must have such opportunities reviewed prior to applying. I also understand that travel or other expenses funded by other U.S. Government agencies during my PDO must be approved in advance by an MCU Authorizing Official.

5. If I voluntarily leave the Marine Corps University to enter the service of another federal agency or other organization in any branch of the Government before completing the period of service agreed to

in paragraph 2 above, I will give my servicing Human Resources Management Office advance notice during which time a determination will be made regarding reimbursement versus transfer of the remaining service obligation to the gaining agency.

6. If I voluntarily leave the Marine Corps University and the Federal Service before completing the period of service agreed to in paragraph 2 above, I understand that I shall be liable to the United States for repayment of all expenses of the PDO including salary, tuition, related fees, travel, and other special expenses the Marine Corps University has funded as part of my PDO. I understand that this amount shall be treated as a debt due the United States.

7. The amount of any reimbursement due the Marine Corps University under paragraphs 5 or 6 above will be reduced on a pro-rata basis to reflect the percentage of completion of the obligated service.

8. I understand that any amounts which may be due the Marine Corps University as a result of any failure on my part to meet the terms of this Agreement may be withheld from any monies owed me by the Government, or may be recovered by any other methods approved by law.

9. I acknowledge that this Agreement does not in any way commit the Government to continue my employment.

10. I understand that I will be required to develop and deliver a University-level brownbag presentation about my PDO, in addition to any written articles or publications.

                                        (Signature)
                                        (Initials and Last Name)

(Notary Public)
(Date)
(My Commission Expires effective date)

STUDENT COMPLAINT/GRIEVANCE APPLICATION
MCU/EDCOM FORM 11296 (Rev. 2-13)

Authority:	Marine Corps University/Education Command Academic Regulations.
Principal Purpose:	Formal submission of complaints/grievances for student personnel.
Routine Uses:	To provide a record to facilitate personnel management actions and decisions; to serve as a date source for complaint/problem information and resolution efforts.
Disclosure:	Disclosure is voluntary. Failure to complete the requested items could result in delayed command action and/or an inaccurate/incomplete analysis of the complaint/problem.

STUDENT COMPLAINT PROCEDURES

Specific references, guidance and procedures for filing a student complaint are described in detail in Chapter 9 of the *Academic Regulations*. All students wishing to file a complaint should review its provisions. Additionally, all students may raise complaints under MCU policy utilizing this form, which outlines a three-step process for registering a formal complaint. These three steps ensure that the appropriate personnel will address the individual student complaints in a timely manner, and at the lowest possible level. Nothing in this policy precludes or limits the right to request mast at any time.

NOTE: Students should attempt to resolve their complaint informally by meeting with the faculty advisor, instructor, or course director to attempt to resolve the issue at the lowest possible level of authority.

1a. NAME:	1b. GRADE/RANK/TITLE:	1c. DATE:

1d. SCHOOL/COLLEGE:

1e. SCHOOL YEAR:	1f. CONFERENCE GROUP:

1I. I certify that I met with _____ on _____ to attempt to informally resolve my issue.

_____
FACULTY ADVISOR'S SIGNATURE/DATE

_____
STUDENT SIGNATURE/DATE

STEP I: If the issue cannot be resolved informally, the student has the option to submit a formal, written complaint to the deputy director of the school or college. This form shall be used for the submission of a formal complaint. The deputy director must meet with the student within three working days of receipt of the written complaint. At this point, the director will inform the MCU chief of staff that a formal complaint has been registered.

2a. NATURE OF COMPLAINT/PROBLEM: (Give in as much detail as possible the basis of your complaint/problem; describe the incident(s)/behavior(s) and date(s) of the occurrence(s); the names of the individuals involved, witnesses and to whom it may have been previously reported. Include any other information relevant to your complaint/problem. Attach additional sheets and/or supporting documents as needed.)

2b. REQUESTED REMEDY/OUTCOME: (Clearly state what assistance or complaint resolution you are seeking.)

2c. AFFIDAVIT

I, _____, fully understand the statement made by me and certify that the statement is true. I make this formal complaint without threat of punishment and without coercion, unlawful influence, or unlawful inducement.

_____
STUDENT SIGNATURE /DATE

2d. DEPUTY DIRECTOR: (Provide a detailed explanation of actions taken or attempted to resolve the complaint/problem.)

_____
NAME, SIGNATURE/DATE

STEP II: If the student is dissatisfied with the resolution proposed by the deputy director, the formal complaint is forwarded to the educational program director within five working days of the conclusion of Step I. The director must meet with the student within three working days of receipt of the written complaint. If the issue involves the awarding of a grade, the decision of the director will be final.

3a. Student: (Initial the appropriate choice, sign and date.)

I am _____ satisfied with the resolution of the deputy director / _____ dissatisfied with the resolution and submit my complaint to the director.

_____
(STUDENT SIGNATURE /DATE)

3b. DIRECTOR: (Provide a detailed explanation of actions taken or attempted to resolve the complaint/problem.)

_____
NAME, SIGNATURE/DATE

STEP III: If the student is dissatisfied with the resolution proposed by the director, the formal complaint is forwarded to the Chief of Staff, Marine Corps University. This action may be taken if the student disagrees with the decision of the director or alleges serious abuse of discretionary authority. If at all possible the chief of staff will address the complaint within ten working days.

4a. Student: (Initial the appropriate choice, sign and date)

I _____ am satisfied with the resolution of the director / _____ disagree with the decision and wish to submit my complaint to the President, MCU.

_____ I allege serious abuse of discretionary authority.

_____
(STUDENT SIGNATURE /DATE)

4b. CHIEF OF STAFF, MCU ACTION:

_____
SIGNATURE/DATE

4c. Student Acknowledgement

I have been informed and acknowledge the chief of staff's action on my complaint. I understand that this acknowledgement does not necessarily constitute agreement with the action taken.

_____   _____
WITNESS' SIGNATURE/DATE   STUDENT SIGNATURE/DATE

Appendix L
Professor Emeritus Nomination Form

From: Director, *(Name or College or School)*
To: Vice President for Academic Affairs

Encl: (1) Curriculum Vitae

1.   The individual named below is nominated for the title of Professor Emeritus at Marine Corps University:

   a. Name of Nominee: *(Full Name)*

   b. Date Employed by MCU: *(Day, Month, Year)*

   c. Date of Retirement from MCU: *(Day, Month, Year)*

   d. Professorial Status at Retirement: *(Full or Associate Professor)*

   a. Total Years of Service at MCU: *(If a waiver is requested, attach justification)*

2.   Statement of Support:

   (Why is this individual unique?   Summarize how nominee meets the criteria as outlined in paragraph 3 of this regulation. Use additional page, if necessary.)

                                        (Signature)
                                        (Initials and Last Name)

Appendix M
Guest Speaker Release Form

Note: Recorded remarks may be subject to public disclosure regardless of MCU policies. Speakers are not required to allow taping of lectures. A speaker has the option of taping formal remarks while excluding his or her responses to questions.

1. I, the undersigned, hereby grant Marine Corps University the right to (select one):

_____ Photograph, film, audio record, and/or video record my image, voice, and/or performance, to include materials and graphics that I have created, and to freely reproduce and distribute such materials in whole or in part.

_____ Permissions outlined above excluding my responses during Q&A.

_____ I DO NOT authorize MCU to record my presentation/remarks.

2. I understand that this grant is for educational purposes only and not for profit or commercial use.

3. I understand that this grant includes, but is not limited to, the right for Marine Corps University students to use and possess these materials on distance learning media.

4. I agree to hold MCU, its administration, employees, and agents harmless from any liability, loss, or damage caused by my appearance or statements or by materials furnished by me.

5. Personal information:

   a. Contributor's Name:
   b. Street Address:
   c. City, State, Zip Code:
   d. E-mail:
   e. Type of Contribution/Date:
   f. Title of Contribution:

6. Guest speaker's identified limitations:

Guest Speaker Signature _____
Director Signature _____

Appendix N
Acknowledgement of MCU's Policy on Academic Integrity

I have read and fully understand Marine Corps University's Statement on Academic Integrity.

STUDENT NAME: _____

STUDENT SIGNATURE: _____   DATE: _____

_____

I have reviewed Marine Corps University's Statement on Academic Integrity with the above student.

FACULTY NAME: _____

FACULTY SIGNATURE: _____   DATE: _____

FACULTY POSITION: _____

Appendix O
Sample Student Performance Evaluation Board (SPEB) Appointment Letter

(Date)

From: Director, *(Name of College or School)*
To: Distribution List

Subj: LETTER OF APPOINTMENT

1. A Student Performance Evaluation Board (SPEB) will convene at *(provide time, date, and location of board)*.

2. Board membership and duties are as follows:

(Name & Rank)	Board President
(Name & Rank)	Member
(Name & Rank)	Member
(Name & Rank)	Member
(Name & Rank)	Member/Recorder

3. The purpose of the board is to *(state reason for board convening)*.

4. The board will provide a written report of its findings and recommendations to me not later than one working day of its adjournment.

(Signature)
(Initials and Last Name)

Copy to: VPAA
             VPDL
             Registrar

Appendix P

Sample Student Performance Evaluation Board (SPEB) Notification Letter

(Date)

From: Director, *(Name of College or School)*
To: *(Student's Name)*

Subj: STUDENT PERFORMANCE EVALUATION BOARD (SPEB) - *(Date)*

1. You are hereby directed to appear before a SPEB on *(provide time, date, and location of the board)*.

2. The purpose of the SPEB is to investigate *(provide reasons why the board is being convened)*.

3. Board members will be: *(list board members and duty, if applicable; refer to appointment letter)*.

4. You will be allowed the opportunity to address the board, present written matters for consideration, or both. You may seek the advice of legal counsel, at your own expense, but as an administrative board, legal counsel may not represent you at the proceedings.

5. You should review the Marine Corps University staff regulation related to Student Performance Evaluation Boards prior to the convening of the SPEB.

(Signature)
(Initials and Last Name)

Copy to: VPAA
          Registrar
          (as appropriate)

Appendix Q
Student Performance Evaluation Board (SPEB) Preamble

(Student Name and Rank), you have been referred to a Student Performance Evaluation Board. I am *(Board President's Name and Rank)*, the Board President. Other members of the board are *(refer to SPEB appointment letter)*.

The Student Performance Evaluation Board is an administrative proceeding. As such, it serves both an institutional and an individual purpose. At the institutional level, it provides a review process for substandard performance and recommends appropriate action. At the individual level, it may assist you by encouraging improved performance through schoolhouse monitoring of your progress.

The board has a wide range of options it may recommend to the director. These may include but are not limited to the following:

1. Continue in the course without prejudice

2. Resubmit an academic requirement

3. Academic probation

4. Formal counseling

5. Non-punitive letter of caution

6. Certificate of attendance, in lieu of diploma

7. Dismissal from the University

8. Further action as deemed necessary by the director

9. Commander notification of adverse SPEB action (non-resident only)

The board does not make a final decision; it only makes a recommendation to the director. The director will carefully review the results of the board deliberations before reaching his decision.

The board will review the circumstances that required the convening of this board, ask questions of personnel who may be knowledgeable with the circumstances, and allow you the opportunity to make a statement and answer questions. You may also decline to make a statement or submit matters. Any statement you make will be made a part of the record and may be used to determine appropriate disposition of your case, including disciplinary action. Do you understand these procedures?

Appendix R
Sample Letter of Student Performance Evaluation Board (SPEB) Findings

(Date)

From: President, Student Performance Evaluation Board

To: Director, *(Name of College or School)*

Subj: STUDENT PERFORMANCE EVALUATION BOARD (SPEB); CASE OF *(Student Name and Rank)*

Ref: (a) MCU Staff Regulation Chapter 2 Section 15 (SPEB)

        (b) *(Name of College or School)* Policy Letter *(number)*

Encl: (1) Summary of Witness Statements

        (2) Other *(list as appropriate)*

1. Background. *(Provide a brief synopsis explaining why the SPEB was convened.)*

2. Members of the Board. *(List the board members and organization/billet. Also indicate which members were designated as President and Recorder.)*

3. Conduct. *(Describe the sequence of events of the conduct of the board. These will typically include reading of rights [if appropriate], witnesses called, and other actions of the board.)*

4. Discussion. *(Discuss the relevant facts that required the board to convene.)*

5. Findings. *(Present the findings of the board in a logical, chronological order.)*

6. Recommendations. *(Describe the recommendations(s) of the board.)*

                                (Signature)
                                (Initials and Last Name)

Copy to: VPAA
         VPDL
         Registrar

Appendix S
Student Performance Evaluation Board (SPEB) Decision Letter

(Date)

From: Director, *(Name of College or School)*
To: *(Student Name and Rank)*

Subj: STUDENT PERFORMANCE EVALUATION BOARD (SPEB)- *(Date)*

1. I have carefully reviewed the deliberations and recommendations of the SPEB that was held on *(date)*.

2. *(Provide the decision reached by the director.)*

3. You are advised of your right to appeal my decision to the President, Marine Corps University. Any appeal must arrive at his office no later than five working days from the date of this memorandum.

(Signature)
(Initials and Last Name)

Copy to: VPAA
           Registrar
           (as appropriate)

Appendix T
Intern and Research Assistant Applications

INTERN APPLICATION

TO BE COMPLETED BY INTERN APPLICANT

Name_____

University/College/School_____

University/CollegeAddress_____

Major_____

Minor (if applicable)_____

GPA_____

Phone_____Email_____

Home Address

_____

Area(s) of Interest

_____

TO BE COMPLETED BY INTERN APPLICANT'S ACADEMIC INSTITUTION

Faculty Sponsor (Please print)
_____**Phone_____**

Total No. of credits toward Major_____

TO BE COMPLETED BY MARINE CORPS UNIVERSITY OFFICIALS

MCU College/School, etc.

_____

MCU Supervisor

_____

MCU Supervisor Phone_____

Email_____

Title_____

Dates of internship _____to_____

Minimum hours per week_____
Days per Week (S M T W TH FR SA) - Circle all that apply.

Internship Title and Description of Duties (Please be specific and thorough)

_____

_____

_____

_____

_____

GENERAL INFORMATION

A completed Application Packet includes:

- ❏ Intern Proposal Paper to include areas of interest: Should be between 150 - 400 words in length
- ❏ Current Resume: Your resume should not exceed one page. Please be sure to include your email and phone number.
- ❏ Two Letters of Recommendation
- ❏ Completed Application
- ❏ DD Form 2793 (HR)

Intern Application Packets will be reviewed by an MCU panel within four weeks of submission. Selected applicants will be notified via email or phone number provided on the resume.

Qualifications

- ● MCU interns are typically enrolled in a degree-seeking program at time of application (graduating students may apply).
- ● Interns at MCU often are majoring or minoring in international relations, political science, economics, or other fields related to MCU's national security mission, and have completed some coursework in these areas.
- ● Some interns may be majoring in finance, communications, marketing, media, business management, public affairs, library science, engineering, and exercise science or other relevant fields.
- ● Please consult individual components for specific qualifications.

All successful candidates must demonstrate their ability to perform the following tasks:

- Prioritize, organize, and complete tasks with minimal supervision;
- Use library resources to gather relevant data to support faculty research;
- Work as a team player;
- Communicate at a sophisticated level via written and spoken word;
- Work amiably with people of diverse cultures and backgrounds;
- Use social media tools for information dissemination and community engagement activities;
- Foreign language skills are highly desired, but not required.

Upon Successful Completion of Internship, the Student Intern's sponsoring school/agency will provide a rubric directly to the intern's MCU Supervisor in order to provide documented feedback toward intern assessment. All interns are encouraged to stay in contact with their MCU Supervisor for networking purposes and as a professional courtesy.

TO BE COMPLETED BY MARINE CORPS UNIVERSITY OFFICIALS

MCU Hosting College/School,
etc._____

MCU Faculty/Staff
Supervisor_____

MCU Faculty/Staff Phone
(office)_____(cell)_____

Email_____

Dates of Internship: _____to_____

Minimum hours per week_____ Days per Week (S M T W TH FR SA) - Circle all that apply.

RESEARCH ASSISTANT APPLICATION

TO BE COMPLETED BY RESEARCH ASSISTANT (RA) APPLICANT

Name_____

University/College/School_____

University/CollegeAddress_____

Major_____

Minor (if applicable)_____

GPA_____

Phone_____Email_____

Home Address

_____

Area(s) of Interest

_____

Number of hours per week you are looking for:_____

*Applicants must be U.S. citizens, 18 years of age on or before the first day of the assistantship and meet at least one of the following criteria:

*Currently enrolled in a graduate degree program at a college or university (four year institution). Graduated from a graduate degree program at a college, community college, or university. A veteran of the United States Armed Forces who possesses a high school diploma or its equivalent and has served on active duty, for any length of time, in the two years preceding the first day of the Research Assistantship.

TO BE COMPLETED BY MARINE CORPS UNIVERSITY OFFICIALS

MCU Hosting College/School, etc.

_____

MCU Faculty/Staff Supervisor

_____

MCU Faculty/Staff Phone (office)_____(cell)_____

Email_____

Title_____

Dates of Research Assistantship: _____to_____

Minimum hours per week_____

Days per Week (S M T W TH FR SA) - Circle all that apply.

Please answer the following completely (Please print your answers)

1. What relevant courses have you taken and where (please include the number and name of the course)?

2. Describe any previous research experience.

3. Describe any relevant professional experience (i.e. internships, volunteering, etc.).

4. Please provide a preliminary estimate of your availability (Dates and times).

5. Please write a brief paragraph describing why you are interested in working at MCU.

6. Briefly describe your future academic/professional plans, including educational goals.

GENERAL INFORMATION

How to Apply

Anyone who wishes to apply to be a research assistant at MCU should submit the following application materials:

- A cover letter stating which position is of interest to you and why.

- A copy of your resume.
- Two Letters of Recommendation emailed (from your professors or employer) to kimberly.florich@usmcu.edu.
- Current Transcripts either emailed or mailed to kimberly.florich@usmcu.edu OR MCU Intern Program (ATT: Dr. Kim Florich), 2076 South St. Quantico, VA 22134.

*Applicants must be eligible to work in the U.S.

*MCU Research Assistants (RAs) provide support on a variety of tasks and projects. Applications are accepted on an ongoing basis to fill program needs. The majority of RAs are hired to work one-on-one with faculty and/or staff. Interviews begin for RA positions one to two months before the anticipated start date.

Research Assistants are highly encouraged to stay in contact with their MCU Host for professional purposes.

SIGNATURES

The signatures of the applicant, faculty host, and department chair indicate approval of the Research Assistantship. Related paperwork must be completed within ten days of the beginning of the Research Assistantship. Research Assistantships at Marine Corps University are pending final approval by Faculty Host as well as Marine Corps approving authorities.

The Research Assistant Applicant acknowledges that he or she has read and understands the Marine Corps University Research Assistant Regulations and Policies on this application and will be responsible to adhere to all said Regulations and Policies. Marine Corps University reserves the right to remove a Research Assistant at its sole discretion. The Research Assistant Applicant assumes responsibility for job commitment and agrees to perform in a professional manner. The Research Assistant Applicant agrees to assume responsibility for any loss, damage, or injury that may result from participation in the Research Assistantship, and the Research Assistant Applicant will not hold Marine Corps University or its employees responsible for damages that may occur during the course of the internship at Marine Corps University. Research Assistant Applicants are encouraged to obtain insurance coverage for personal liability**.**

Research Assistant Applicant
Signature_____Date_____

MCU Supervisor
Signature_____Date_____

In case of emergency, contact: (Please Print Clearly)
(Name) _____

(Relationship)_____Phone_____

Email_____

*Research Assistant (RA) Applicant: Person making application to serve as MCU Research Assistant
*Faculty Sponsor: Research Assistant's supervising professor or employer
*MCU Faculty Supervisor: RA's primary supervisor during assistantship

OMB 0596-0080

VOLUNTEER SERVICE AGREEMENT -- NATURAL & CULTURAL RESOURCES

☐ 1. INDIVIDUAL	☐ 2. GROUP
3. NAME OF AGENCY	4. AGREEMENT #

5. NAME OF VOLUNTEER (First, Last)	6. U.S. CITIZEN OR PERMANENT RESIDENT
	☐ Yes
	☐ No, list visa type

7. NAME OF GROUP	8. NAME OF GROUP CONTACT (First, Last)

9. STREET ADDRESS	10. CITY, STATE, ZIP CODE

11. EMAIL ADDRESS	12. PHONE	13. AGE
	Home:	☐ Under 15 ☐ 15 - 18 ☐ 19 - 25
	Mobile:	☐ 26 -35 ☐ 36 - 54 ☐ 55 and Older

14. ETHNICITY & RACE (Optional): Please report both ethnicity and race and tell us if you are a veteran or have a disability. Multiracial respondents may select two or more races. This information will inform our understanding of diversity and inclusion among the volunteer force in the natural and cultural resource areas.

14a. **Ethnicity** (Select one):   14b. **Race** (Select one or more, regardless of ethnicity):   14c. Are you a Veteran?   ☐Yes   ☐No

☐ Hispanic or Latino   ☐ American Indian or Alaskan Native ☐ Asian   14d. Do you have disability? ☐Yes   ☐No

☐ Not Hispanic or Latino   ☐ Black or African American ☐ White

☐ Native Hawaiian or Other Pacific Islander

EMERGENCY CONTACT INFORMATION

15. NAME (Last, First)	16. PHONE	17. EMAIL ADDRESS
	Home:	
	Mobile:	

18. STREET ADDRESS	19. CITY, STATE, ZIP CODE

GOVERNMENT OFFICIAL COMPLETES THIS SECTION

20. AGENCY CONTACT NAME (Last, First)	21. AGENCY CONTACT EMAIL AND PHONE

22. REIMBURSEMENTS APPROVED? ☐ Yes ☐ No	23. VOLUNTEER POSITION/GROUP PROJECT TITLE:
Type and Rate of Reimbursement:	

24. Description of service to be performed. Provide a brief abstract of volunteer or service activity and the location of the volunteer activity, and attach description of service to be performed. Service description should include details such as time and schedule comittment, use of government vehicle, use of personal equipment and/or vehicle, skills required (note certifications if necessary), level of physical activity required, etc. If this is a group agreement, the leader is to promote the group name and attach a complete list of group participants or optional form 301b for each volunteer.

VOLUNTEER/SERVICE ACTIVITY ABSTRACT

Volunteer Service Agreement	OF301a	USDA-USDI-DOC-DOD

Appendix V
Intern Research Assistant Memorandums of Understanding (MOU)

INTERN MEMORANDUM OF UNDERSTANDING

Duties: MCU interns are placed, according to their interests, to work with faculty and staff members across the University's colleges, centers, and internal directorates. Generally, interns are expected to work unpaid, but some paid intern positions are available. Please consult individual components for specific duties, which may include the following:

- Research support as requested by faculty members to assist with publications, course materials, research, and outreach;
- Research, writing, and editorial support for online, print, and social media publications and channels;
- Assisting staff and faculty in support of specific University or college programs;
- Administrative duties as assigned, including university-wide event support.

An internship at MCU offers numerous opportunities, including the following:

- Participation in conferences, workshops, and other programs at the Marine Corps University featuring senior researchers and military officers;
- Access to the Library of the Marine Corps and research resources;
- On-the-job experience and professional development opportunities;
- Experience assisting in conducting research and individual projects.

Acknowledgements and Agreements

- The Intern acknowledges that he or she has read and understands the Marine Corps University Internship Regulations and Policies and will be responsible to adhere to all said Regulations and Policies.
- Marine Corps University reserves the right to remove an intern at its sole discretion.
- The Intern Applicant assumes responsibility for the internship commitment and agrees to perform in a professional manner.
- The Intern Applicant agrees to assume responsibility for any loss, damage, or injury that may result from participation in the internship, and the Intern Applicant will not hold Marine Corps University or its employees responsible for damages that may occur during the course of the internship at Marine Corps University.
- Interns are encouraged to obtain insurance coverage for personal liability.
- The signatures of the Intern, Faculty Sponsor, and MCU Supervisor indicate approval of the Internship with Marine Corps University as a valid learning experience.
- Related paperwork must be completed within ten days of the beginning of the Internship.
- Internships at Marine Corps University are pending final approval by Faculty Sponsor as well as Marine Corps approving authorities.
- Applicants must be U.S. citizens, 18 years of age on or before the first day of the internship, and meet at least one of the following criteria:

- Interns receiving college credit will provide a grading assessment tool specifying learning outcomes (rubrics, etc.). The grading assessment tool is to be provided by the sponsoring university and is a required component of the application packet before final acceptance.
- MCU interns may be paid or unpaid, depending upon funding availability.

Student Intern

Signature_____**Date**_____

Marine Corps University Supervisor

Signature_____**Date**_____

Faculty Sponsor

Signature _____**Date**_____

In case of emergency, contact:

Name _____

Relationship_____

Phone_____

Email_____

RESEARCH ASSISTANT MEMORANDUM OF UNDERSTANDING

MCU Research Assistants (RAs) provide support on a variety of tasks and projects. Applications are accepted on an ongoing basis to fill program needs. The majority of RAs are hired to work one-on-one with faculty and/or staff. Interviews begin for RA positions one to two months before the anticipated start date. MCU Research Assistant Positions are paid positions.

Duties & Opportunities: MCU Research Assistants are placed, according to their interests, to work with faculty and staff members across the University's colleges, centers, and internal directorates. Please consult individual faculty sponsor for specific duties, which may include the following:

- Support as requested by faculty members to assist with publications, course materials, research, and outreach;
- Research, writing, and editorial support for online, print, and social media publications and channels;
- Assisting staff and faculty in support of specific University or college programs;
- Administrative duties as assigned, including university-wide event support.

Research Assistantship at MCU offers numerous opportunities, including:

- Participation in conferences, workshops, and other programs at the Marine Corps University featuring senior researchers and military officers;
- Access to the Library of the Marine Corps and research resources;
- On-the-job experience and professional development opportunities;
- Experience conducting research and individual projects.

Professional Behavior and Expectations

All research assistants are required to maintain professional behavior in their interactions with others at MCU.

Professional behavior includes the following:

- Punctuality
- Respond to emails within 24 hours (even if it is just to say that you need more time to respond).
- Communicate effectively and respectfully.
- Interacting with research participants.
- Being friendly and polite to all research participants.
- Knowledgeable: Being well-versed in the specific project on which you are working, including potential issues and complications associated with the project. Additionally, you should know of community resources that are available in case of a crisis.
- Appropriate Attire
- Reliable
- Resignation: Giving at least two weeks' notice to your MCU Sponsor if you decide for any reason that you no longer wish to continue working at MCU.

All successful candidates must demonstrate their ability to perform the following tasks:

- Use library resources to gather relevant data to support faculty research;
- Work as a team player;
- Communicate at a sophisticated level via written and spoken word;
- Work amiably with people of diverse cultures and backgrounds;
- Use social media tools for information dissemination and community engagement activities;
- Foreign language skills are highly desired, but not required.

Research Assistants are highly encouraged to stay in contact with their MCU Host for professional purposes.

SIGNATURES

The signatures of the applicant, faculty host, and department chair indicate approval of the Research Assistantship. Related paperwork must be completed within ten days of the beginning of the Research Assistantship. Research Assistantships at Marine Corps University are pending final approval by Faculty Host as well as Marine Corps approving authorities.

The Research Assistant Applicant acknowledges that he or she has read and understands the Marine Corps University Research Assistant Regulations and Policies on this application and will be responsible to adhere to all said Regulations and Policies. Marine Corps University reserves the right to remove a Research Assistant at its sole discretion. The Research Assistant Applicant assumes responsibility for job commitment and agrees to perform in a professional manner. The Research Assistant Applicant agrees to assume responsibility for any loss, damage, or injury that may result from participation in the Research Assistantship, and the Research Assistant Applicant will not hold Marine Corps University or its employees responsible for damages that may occur during the course of the internship at Marine Corps University. Research Assistant Applicants are encouraged to obtain insurance coverage for personal liability**.**

Research Assistant Applicant

Signature_____Date_____

MCU SupervisorSignature_____Date_____

In case of emergency, contact: (Please Print Clearly)

Name_____

Relationship_____Phone_____Email_____

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