

**U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE ACADEMIC  
PERFORMANCE, GRADUATION AND AWARDS POLICIES AND  
PROCEDURES  
(Effective Until Rescinded or Superseded)**

**1. PURPOSE.** This bulletin establishes academic policies and procedures within the U.S. Army Command and General Staff College (CGSC), including: graduation standards, academic assessment, academic standards, substandard academic performance, and academic awards and honors selection procedures.

**2. APPLICABILITY.**

a. This bulletin applies to all schools assigned to CGSC. It also includes specific standards for the programs accredited by the Higher Learning Commission, which are the Graduate Degree Programs within the Command and General Staff School (CGSS), School for Advanced Military Studies (SAMS), and the School of Professional Military Education, under the Western Hemisphere Institute for Security Cooperation (WHINSEC).

b. If a school's requirements cannot be fully met by using information (definitions, policies and/or procedures, etc.,) prescribed in this bulletin, the school director will address and codify differences or deviations in a supplemental annex to this policy that will be approved by the Dean of Academics (DOA).

c. The effective dates for this bulletin are as follows:

(1) Satellite Campus Classes after 1 January 2015.

(2) The Army School System (TASS) Phase I in FY 16.

(3) DDE core course for students active in the program on 1 January 2015 or AOC courses beginning after 1 January 2015.

(4) Resident CGSC and SAMS courses beginning in AY15-16.

**3. REFERENCES.** See Appendix A.

**4. GRADUATION STANDARDS.** The general standards for successful completion of any program at CGSC are those normally applied at graduate level educational institutions. A grade of "B" or overall grade point average (GPA) of 3.0 and no more than 2 TRI C+ or lower grades is the standard for graduate level programs. Failure to meet these standards in any modality will result in an Academic Review Board (ARB) to determine graduation status. Some schools within CGSC offer certificate, non-degree programs. The standards in these programs are completion of the curriculum.

Completion of the MMAS requires a GPA of 3.0 and no more than 1 TRI C+ or lower grades. Completion of the Command and General Staff Officer Course, in any modality, requires a 3.0 GPA or must be evaluated by an ARB and the Deputy Commandant (DC) to determine if the student has successfully completed the program of study. In addition to the overall grade point average standard, each student is expected to demonstrate successful completion of each major graded block of the curriculum. The accumulation (2 or more) of "C+" or lower grades will cause a student to be considered for removal from any program. A program of study is an academic program that results in an Academic Evaluation Report (AER) and awarding of a diploma. Examples of a program of study are the Command and General Staff Officers Course (CGSOC)—Core Course taught at a satellite campus, the Advanced Military Studies Program (AMSP), Advanced Strategic Leadership Studies Program (ASLSP), or the Distance Learning CGSOC courses.

a. CGSC is a professional military educational institution which is governed both by the standards of the profession and standards of practice in higher education. The College must adhere to both sets of standards to maintain accreditation to award joint service education credit and to grant a master's degree. The graduation requirements for each course or program of study, as codified in this policy and supplemented in other policy documents, blend these two components into standards that require achieving a graduate education level of performance and mastery level of the military operational arts.

b. A student who either fails to meet established academic graduation standards or a student engaging in misconduct may result in the Commandant or DC dismissing or disenrolling the student from the program of study. The dismissal or disenrollment can occur at any time and potentially the student will not be allowed to continue in the program of study. Guidelines on academic ethics and academic misconduct (e.g., cheating, plagiarism, unauthorized collaboration, etc.) are covered in CGSC Bulletin No. 912, Academic Misconduct Investigations and Student Dismissal/Release Procedures, and CGSC Bulletin No. 920, Academic Ethics Policy.

## **5. ACADEMIC STUDENT ASSESSMENT.**

a. **Assessment Policy.** The overall purpose of academic assessment is to measure student success in achieving the educational learning objectives in a program of study. Each school will measure student achievement judged against published and measureable educational learning outcomes. School directors will include education on student assessment policies and procedures as part of their faculty development and continuing education programs.

(1) Schools may use a variety of assessment instruments to evaluate a student's learning. These instruments may include student writing, examinations, and an assessment of student performance in the classroom—participation in classroom discussions, contribution to group work, presentations, and practical exercises.

(2) Each Transcript Recorded Item (TRI) will have an assessment plan which details the assessment instruments to be used, and the necessary implementing and administrative instructions for faculty. A TRI is defined as any block, theme, course, elective, or plan of study that is listed on a student's AER, or equivalent, and transcript record (e.g., C100 theme grade) as part of an overall program of study.

(3) Schools will establish policies and procedures for recording and safeguarding assessment instruments.

(4) Student grades are confidential. Faculty and students will not publicly post grades identifiable by name, or provide a student's grades to any other student.

(5) Timely and effective feedback is a key element of the assessment process and it enhances student learning. Schools will establish policies for providing timely results and feedback to students. School directors may establish student portfolios or other means of consolidating assessment feedback to assist effective student coaching and counseling across multiple blocks/themes/phases of a program of study.

(6) Schools will ensure that at the beginning of the instructional period for each TRI, faculty will review with students the TRI assessment plan, assessment instruments, and the manner in which students' performance will be assessed.

(7) Schools will design assessment instruments to:

- (a) Provide feedback to students on academic performance.
- (b) Inform the faculty about what students have and have not learned.
- (c) Improve the capacity of students to identify good work, thus improving their self-assessment or discrimination skills with respect to work submitted.
- (d) Select students for recognition through academic and/or performance awards.
- (e) Assess student work and participation in a manner that is fair and equitable.
- (f) Provide feedback to personnel management systems.
- (g) Establish quality assurance measures for graduation requirements.

(8) TRI assessment results will be recorded in a system as directed and provided by the College. Schools will coordinate with the College to establish policies and procedures for faculty access to a student's grades so faculty are able to effectively monitor a student's overall academic progress.

b. Student Grading System.

(1) Each school will implement the College-wide grading standards and system described below which includes numerical, letter, or Pass/Fail grades. CGSC assigns grading standards to serve as a clear and consistent basis for student assessment of clearly specified learning objective standards.

(2) Each school will establish criteria for approval of extensions of time to submit required assessments, and establish criteria for the deduction of points for late submissions that are consistent across the school's programs of study.

(3) Assessment Standards. Schools will award grades based on how well students achieve course learning objectives. The following definitions and corresponding numerical grades are the standard for all schools within CGSC:

**A+** (97-100) = Exceptional—In all cases, individual work meets the highest standards for the assignment or course. Work represents the complete integration of critical reasoning, creative thinking, and evaluative skills as the student achieves course learning objectives. The student has demonstrated a mastery of course content. There is abundant evidence of this integration in both individual and group activities and products. Contributions in seminar are highlighted by insightful thought, understanding, and original interpretation of complex concepts; the student typically leads and facilitates group discussions. Student demonstrates exceptional ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and free of errors in grammar, mechanics, and usage.

**A** (94-96.99) = Outstanding—In nearly all cases, individual work meets the highest standards for the assignment or course. Work represents the good integration of critical reasoning, creative thinking, and evaluative skills as the student achieves course learning objectives. The student has demonstrated a mastery of course content. There is abundant evidence of this integration in both individual and group activities and products. Contributions in seminar reflect an outstanding understanding of the material, and are highlighted by insightful thought and original interpretation of complex concepts. Student is fully engaged in discussions. Student demonstrates outstanding ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and free of errors in grammar, mechanics, and usage.

**A-** (90-93.99) = Excellent—In the majority of cases, individual work represents the complete integration of critical reasoning, creative thinking, and evaluative skills as the student achieves course learning objectives. There is significant evidence of this integration in both individual and group activities and products. Contributions in seminar

reflect an excellent understanding of the material, and have an insightful quality; student is fully engaged in discussions; student demonstrates excellent ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is understandable in a single reading or hearing and generally free of errors in grammar, mechanics, and usage.

**B+** (87-89.99) = Very Good—Meets the standards for the assignment or course. Work represents consistency in the application of critical reasoning skills as the student achieves course learning objectives. The student is competent in the application of course content. There is frequent evidence of this application in both individual and group activities and products. Contributions in seminar reflect a good understanding of material; student joins in most discussions. Student demonstrates very good ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is generally understandable in a single reading or hearing and contains only a few minor errors in grammar, mechanics, and usage.

**B** (80-86.99) = Satisfactory—Meets most of the standards for the assignment or course. Work represents some consistency in the application of critical reasoning skills as the student achieves course learning objectives. The student is competent in the application of course content. There is frequent evidence of this application in both individual and group activities and products. Contributions in seminar reflect a good understanding of material; involvement in discussions is satisfactory. Student demonstrates satisfactory ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication is generally understandable in a single reading with some sentences or paragraphs that are not clear or are vague, and may contain numerous minor or a few major errors in grammar, mechanics, and usage.

**C+** (78-79.99) = Below Average—Shows below average command of the material for the assignment or course; work represents a limited consistency in the application of critical reasoning skills as the student achieves course learning objectives. Contributions in seminar reflect an adequate, but slightly below average understanding of material; involvement in discussions is limited. Student demonstrates below average ability to clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication requires more than a single reading or hearing to be understood and contains numerous sentences or paragraphs that are not clear or are vague and contains numerous major errors in grammar, mechanics, and usage.

**C** (70-77.99) = Marginal—Meets some of the basic standards for the assignment or course. Work represents low comprehension of course content and is inconsistent in its application of critical reasoning skills. Contributions in seminar reflect a marginal understanding of material and show minimal preparation; involvement in discussions is minimal; frequently needs to be encouraged. Student demonstrates marginal ability to

clearly and effectively communicate ideas and information in writing and verbally. Written or verbal communication requires multiple readings or hearings to be understood and contains numerous unclear or vague paragraphs and major errors in grammar, mechanics, and usage that distract reader or listener.

**U** (<70) = Unsatisfactory—Failed to achieve the basic standards in most or all areas for the assignment or course. Work represents a consistent failure to achieve course learning objectives and lack of critical reasoning. Contributions in seminar reflect substandard preparation; limited participation even when called upon or encouraged. The student rarely, or minimally, demonstrates comprehension of course content. Written or verbal fails to achieve graduate level standards for correctness and clarity of thought. Products and presentations contain excessive errors in grammar, mechanics, and usage.

**V** (Incomplete) = Instructors may award a temporary grade of Incomplete if a student for reasons or circumstances judged acceptable, was unable to complete requirements on time. A grade of Incomplete will not be awarded to students who do not complete course requirements or fail to turn in assignments due to substandard time management. An "I" is given as a temporary grade when a student's academic performance assessment may be influenced by proceedings of an alleged violation of academic ethics, pending resolution of the case. An "I" is given as a temporary grade for approved absence such as medical leave; college approved Temporary Duty, emergency leave, family problems or other similarly justifiable circumstances. The faculty member will provide make-up guidance and make arrangements with the student for completion of the work required at the earliest possible date. Students cannot graduate with a final TRI grade of "I." If the work is not completed by the agreed upon due date, the faculty member will award a final grade of "U."

Pass = Achieved course, program, or assessment educational outcomes or objectives at level set by respective school.

Fail = Did not meet course, program, or assessment educational outcomes or objectives at level set by respective school.

c. Grade Point Averages (GPA). The college Registrar will develop procedures for computing, recording and disseminating a student's overall GPA for a course/program of study. The college standard GPA scale table below will be used when necessary to convert letter or numeric grades to four point equivalents for calculating GPAs.

Letter Grade	4-Point Equivalence	Grading Range
A+	4.30	97. - 100
A	4.00	94. - 96.99
A-	3.67	90. - 93.99
B+	3.33	87 - 89.99
B	3.00	80. - 86.99
C+	2.33	78.0 - 79.99
C	2.00	70. – 77.99
U	0.00	<70

(1) The College Registrar will use the following formula for computing overall GPAs for each program of study. To determine the program of study's overall GPA, the total number of grade points earned is divided by the total number of credit hours.

(2) To complete this calculation, first multiply the grade points earned for each TRI grade that is part of a student's transcript record, by the number of credit hours that TRI grade is worth. This results in the TRI grade points (TGP) for that TRI grade. Second, add up the total number of TGPs for all TRI grades. Third, add up the total number of credit hours (TCH) for all TRIs. Finally, divide the TGP by the TCH, and round to nearest hundredth to determine a student's overall GPA.

As an example:

<u>TRI</u>	<u>Grade Points</u>	<u>Credit Hours</u>	<u>TRI Grade Points</u>
C100 = A	(4.00)	x 2.9 hours	= 11.60 grade points
C200 = B+	(3.33)	x 3.0 hours	= 10.00 grade points
H100 = C	(2.00)	x 1.5 hours	= 3.00 grade points
F100 = B	(3.00)	x <u>1.5 hours</u>	= <u>4.50 grade points</u>
Totals (TCH): 8.9 hours			= 29.10 grade points

29.10 (TGP) divided by 8.9 (TCH) = 3.2697. Current GPA for the CGSOC Core plan of study, which includes these four TRI grades, is 3.27.

## 6. ACADEMIC STANDARDS.

a. The goal for CGSC is the academic development of each student by providing graduate level professional military education. Graduate level academic standards apply to resident, satellite campuses, TASS, and distance learning CGSOC courses/programs of study, as well as the Master of Military Art and Science (MMAS) graduate degree program.

b. The following academic standards apply to the CGSS and SAMS programs of study, whether taught in residence at Fort Leavenworth, at a satellite campus, through TASS battalions, or distance learning.

(1) Students are expected to earn a TRI grade of “B” (80) or better in each theme/block/course within the overall program of study. Block grades of “B” or higher will ensure students achieve a cumulative GPA of 3.0 or higher for the program of study. Block grades of “C+”, “C”, or “U” may cause the overall GPA to drop below 3.0 and are considered unsatisfactory. Receipt of any “C” and/or “U” grades are addressed below.

(a) The first TRI grade of “C” or “C+” in a program of study will result in the student being placed on academic probation as set forth in paragraph 8a.

(b) A second TRI grade of “C” or “C+” or any TRI grade of “U” in a program of study represents a student’s potential to not meet the graduation standards. This level of substandard academic performance will result in a memorandum of concern, academic probation, an Academic Performance Review (APR), and a possible ARB. The probation, APR, and ARB processes are covered in paragraph 8.

(c) The student must successfully remediate the TRI grade of “U” to continue in the program of study as set forth in paragraph 8.

(d) A third TRI grade of “C” or “C+”, or a second TRI grade of “U” in a program of study will require the school director to recommend the DOA convene an ARB as set forth in paragraph 8d.

(2) Selected students will be considered for an “Exceeded Course Standards” evaluation on their AER. An ARB certifies students for receipt of the exceeded course standards rating. In no case will the percentage of students in this category exceed 20% of the graduating class. Each school may develop their procedures to implement this policy within their courses.

c. Master of Military Art and Science. The MMAS is an additional academic credential available for CGSOC students taking the resident program of study at Ft. Leavenworth or at WHINSEC, but is secondary in importance to successful completion of CGSOC. All SAMS students must successfully complete the MMAS program.

(1) A student enrolled in the MMAS graduate degree program while attending CGSC must maintain a “B” for all TRI grades to remain in good standing.

(2) Any TRI grade of “C” may result in dismissal from the MMAS program based upon a review by the Director of Graduate Degree Programs. Dismissal from the MMAS program does not necessarily equate to dismissal from the CGSC program of study.

(3) A student receiving any TRI grade of “U” or two TRI grades of “C” will be dismissed from the MMAS degree program at the time the TRI grade of “U” or second TRI grade of “C” becomes final (subject to the remediation procedures as set forth in paragraph 8c).

d. If a student’s academic performance on a gradable assessment may be influenced by proceedings of an alleged violation of academic ethics (see CGSC Bulletin No. 912 for procedures and Bulletin No. 920 for definitions), the faculty member will assess the student work, but not render a grade for the assessment, pending resolution of the case. If the time to enter the TRI grade arrives before the case is resolved, the faculty member will enter a TRI grade of “I,” pending resolution of the case. When the alleged academics ethics violation case is resolved, the faculty will render the appropriate grade for the assessment. If the TRI grade represents substandard academic performance the provisions of paragraphs 7 and 8 apply.

**7. SUBSTANDARD ACADEMIC PERFORMANCE COUNSELING.** CGSC faculty has the following responsibilities for counseling students who perform academically poorly in CGSC resident, satellite campus, TASS, and distance learning programs of study.

a. The faculty provides the student timely feedback and counseling. The faculty has an important role in initiating substandard academic performance processes.

(1) The standard to achieve course standards for a program of study is an overall GPA of 3.0 and no more than 2 TRI C+ or lower grades. Students who fall behind in achieving this standard are placed on probation to bring attention to the need for improvement before the student falls too far behind.

(2) As soon as it becomes apparent to a faculty member that a student’s TRI grade is a potential “C” or “U,” the faculty member will formally counsel the student in writing and advise the student of his/her substandard performance. Counseling will clarify the ramifications of substandard academic performance, specify all shortcomings related to a TRI, and make recommendations for methods to improve (see Appendix C for a sample).

(3) Students will sign, or electronically acknowledge, all written counseling statements. If a student refuses to do so, the faculty member will note the student’s refusal on the original counseling statement.

(4) Faculty members will have the SGA initial off on the instructor counseling and provide copies of the counseling to the student’s SGA/seminar leader/lead TASS instructor to maintain copies of student academic counseling records and notify the teaching Seminar/Team Leader/Director, DDE.

(5) Faculty members will continue to closely monitor the student with regards to all assessments that determine a TRI grade. If a student continues with substandard academic performance, formal written counseling by the teaching seminar/team leader is appropriate.

(6) If a student earns a TRI grade of “C” or “U”, the seminar/team leader will forward copies of all related counseling under a cover memo (see Appendix D) through the appropriate academic chain of supervision to the school director for initiation of probation, and, if appropriate, APR and ARB procedures.

(7) The Director, Department of Distance Education (DDE) will monitor academic performance counseling of students in TASS and DL modes.

## **8. ACADEMIC PROCESSES FOR ACADEMIC PROBATION, REMEDIATION, REVIEW, AND REPORTING.**

a. **ACADEMIC PROBATION.** The school director will place a student who receives a TRI grade of “C” or “U” on academic probation. The notification of probation will specify the terms of probation, the possible ramifications of probation, and any actions required of the student. The Commandant, DC, or DOA may place a student on, or remove a student from, probation at any time.

(1) A student may remain on academic probation for the remainder of a program of study. Being on academic probation at the completion of a program of study may result in a comment on the student’s AER or equivalent.

(2) If a student demonstrates improved academic performance, the implementing authority may remove the student from probation

(3) A student who receives a subsequent TRI grade of “C” or “U” after their removal from academic probation will be placed back on probation.

(4) A student on academic probation is not permitted class absences except for health or family emergency related circumstances. This includes participating in any elective that involves travel that would result in absences from other instruction. Exceptions may be approved by the school director upon written application by the student.

(5) A student’s failure to comply with the specified terms of probation may result in the school director requesting an ARB.

(6) School directors will inform the Registrar and Chief, US Student Division, (as well as the appropriate sister service element, if applicable) of the status of students on probation.

b. MEMORANDUM OF CONCERN. If a student receives a second TRI grade of "C+", "C", or any TRI grade of "U" the school director will request through the DOA, that the DC issue the student a memorandum of concern.

c. REMEDIATION. To continue in the program of study, the student must remediate any TRI grade of "U". Remediation will require the student to demonstrate a satisfactory level ("B" grade or better) of understanding of the learning objectives of the entire TRI grade block of instruction. The maximum possible TRI grade after successful remediation is a "C" regardless of whether the student earns a higher grade on a remediation assessment. For example, a student earns a "U" TRI grade for H100. The student remediates by completing an essay as per the remediation plan and earns an "A" on that essay. The student has demonstrated a satisfactory level of understanding of the learning objectives by achieving a "B" or higher, but the student's new TRI grade is a "C". The department director responsible for the failed curriculum, in coordination with the team leader/seminar leader or DDE representative, will plan and manage a student's remediation.

(1) The remediation plan will normally require completion of remediation procedures by the student within one week.

(2) The remediation plan may include a comprehensive exam over the TRI academic material; this would be appropriate when a student's failure represented an overall weakness in the material, or a significant paper, oral examination, or presentation. Whatever the method, the remediation plan must assess the student's ability to achieve the overall learning objective for the TRI block of instruction.

(3) The department director will inform, in writing, the student, seminar/team leader/DDE representative, and the school director of the results of the remediation.

(4) If the student's remediation grade of "C" is the second TRI grade of "C" for a program of study, the school director may request the DOA convene an ARB.

(5) Unsatisfactory Remediation. If the department director determines that the student has failed to demonstrate a satisfactory understanding of the learning objectives for the TRI block of instruction, the grade of "U" remains. The school director will review the case and request the DOA convene an ARB.

(6) If a student earns a second TRI grade of “U” (even if the first “U” has been remediated to a “C”), the DOA will convene an ARB. The ARB will determine if the student will receive an opportunity to remediate the second TRI grade of “U.”

d. APR. An APR is an objective review conducted in the interest of fairness to assess and to make recommendations as to the student’s ability to satisfactorily progress and complete the program of study. If a student is not responding to counseling to improve academically, or the student receives a TRI grade of “U” or a second TRI grade of “C+” or “C” for a program of study, the school director, as the initiating authority, will initiate an APR. The Commandant, DC, or DOA can direct a school director to conduct an APR at any time on any student.

(1) The APR will use informal procedures unless the initiating authority specifically directs formal proceedings under AR 15-6, Chapter 5.

(2) Reviewer. The initiating authority will appoint an Assistant Professor, if civilian, or military officer in the grade of O-5 or above as the APR Reviewer. The Reviewer will provide the initiating authority a written record of their findings.

(a) The Reviewer will obtain written assessments and recommendations from each of the student’s faculty members, advisors, and seminar/team leader in the program of study; interview the student and obtain documentation or information provided by the student; and consult with USSD, IMSD, sister service element, USAR/NG, or the interagency coordinator (as appropriate) regarding other factors that may bear on the student’s academic performance.

(b) The Reviewer will include in the report any factors bearing on the student’s academic performance that come to light during the review, such as unfair assessment, or suspected physiological, psychological, or sociological issues that may require professional assistance to aid the student.

(c) The Reviewer will address the reasons for the substandard performance, consider the overall performance of the student, and make a recommendation regarding the student’s continuation in the program of study. If the Reviewer recommends the student continue in the program of study, the Reviewer will also recommend what additional support or instruction the student should receive or participate in, if applicable.

(3) Once the APR is complete, the initiating authority will review the written findings and recommendations of the APR in determining final disposition of the case. If the initiating authority’s decision and actions can be implemented within the school, the school director will notify the DOA if there is a need for an ARB.

(4) Based on the findings from the APR, the school director may request the DOA convene an ARB.

(5) School directors will inform the Registrar of the status of students pending an APR.

e. ARB. The ARB is the executive agent for the College to monitor the academic performance of all students. The DOA, DC, and Commandant are ARB convening authorities. An ARB will be convened as required to deal with substandard student performance and failures to complete graduation requirements. The convening authority will notify the student concerned when convening an ARB and provide a reasonable opportunity (normally five duty days but no less than three duty days) to reply in writing and submit relevant rebuttal material. An ARB will be convened at least twice per year to address graduation-related issues and select the winners of designated CGSC awards.

(1) Any student who fails to remediate a "U" grade, has 2 or more TRI C+ or lower grades, or has less than a 3.0 GPA at the end of the Core Curriculum, end of AOC or at the end of the academic year (AY) must be examined by an ARB to ascertain if they will be retained, disenrolled, or dismissed from the course.

(2) The ARB reviews recommendations from the school director, appropriate instructors, SGA, and team/seminar leader, and the APR report. The ARB may review extenuating/mitigating evidence from students, instructors, and other interested parties to assist in the Board's examination of the case.

(3) The ARB will determine a student's ability to successfully complete the program of study. The ARB will make one of the following determinations based on a majority vote:

(a) The student can successfully complete the program of study. This determination is final and need not be forwarded to the DC or Commandant.

(b) The student can successfully complete the program of student only if the student successfully completes additional, specified academic requirements (e.g., remediation, completion of reading/writing improvement program, etc.). If the ARB makes this determination, the ARB should expressly recommend that the student be dismissed or disenrolled unless the student successfully completes the additional requirements. If the student successfully complies with the ARB's requirements, the ARB's decision is final and need not be forwarded to the DC or Commandant for action. If the student fails to complete the additional requirements

specified by the ARB, the dismissal or disenrollment recommendation becomes effective and no additional ARB need be convened with the ARB's recommendation being forward to the DC or Commandant as appropriate.

(c) The student cannot successfully complete the program of study and should be dismissed or disenrolled. Dissenting minority opinions regarding dismissal or disenrollment recommendations may be forwarded to the DC as a part of the Board decision memorandum, if any voting member believes an issue is critical to deciding a case.

(d) The issuance of a Certificate of Attendance can be recommended in rare cases where the student has already completed all the classes of the program of study, but failed to meet the course requirements in order to graduate and the student has unique mitigating circumstances. A Certificate of Attendance allows the student to receive a transcript for accredited hours, but does not result in a Military Education Level 4 certification and they are not considered a graduate of the program of study.

(3) The determinations of the ARB may affect the characterization of graduation and potential on the student's AER. For example, a student failing to remediate a TRI grade of "U" will normally receive an adverse AER (failed to achieve course standards in block 13, NO in block 15, and limited potential in Block 16). Further, the ARB may recommend the student's performance summary as annotated on the DA Form 1059, but the rating and reviewing chain is not bound by the ARB's recommendation.

(4) An ARB convened to address graduation and awards will:

- (a) Certify students for graduation.
- (b) Recommend recipients of the designated CGSC awards.
- (c) Certify students as recipients of an MMAS Degree.
- (d) Certify students who exceeded course standards.

(5) The CGSC ARB for CGSOC will consist of the following members:

- DOA, Chair\*
- Director, CGSS\*
- Director, DCL\*
- Director, CTAC\*
- Director, DJIMO\*
- Director, DLRO\*
- Director, DMH\*

Director DDE  
Directors of Air Force, Navy, or Marine Elements (as applicable) Chief,  
USSD, non-voting advisor  
Registrar, Secretary and non-voting recorder\*  
CGSC Legal Advisor, non-voting advisor\*

\*Members assigned with an \* will sit on all boards hearing cases of substandard academic performance. All members will attend for graduation and award meetings.

(6) The CGSC ARB for SAMS will consist of the following members:

DOA, Chair\*  
Director, SAMS\*  
Deputy Director,  
SAMS\*  
Directors of Air Force, Navy, or Marine elements (as applicable)  
Registrar, secretary and non-voting recorder\*  
CGSC Legal Advisor, non-voting advisor\*

\*Members assigned with an \* will sit on all boards hearing cases of substandard academic performance. All members will attend and vote for graduation and award meetings.

(7) The ARB will include a voting member on the board who is the same gender and minority group of any student under review, if such a member is reasonably available. However, non-availability of a member of the same gender or minority group will not prevent convening the ARB. In the event of non-availability, the reason will be stated in the record of proceedings.

(8) Before an ARB recommendation to dismiss or disenroll for substandard academic performance is forwarded to the DC action, the ARB convening authority will notify the student in writing of the proposed recommendation, provide a copy of the findings and recommendations of the review or a copy of the ARB's redacted minutes together with any additional supporting evidence not previously provided to the student on which the recommendation is based, and provide a reasonable opportunity (seven duty days) to reply in writing and submit relevant rebuttal material. Before the DOA (the typical ARB convening authority) forwards the board results to the DC, he will ensure compliance with this process and that it has been reviewed for legal sufficiency. The procedures of CGSC Bulletin 912 will be followed to take action on the ARB recommendation to dismiss or disenroll.

g. AERs. School directors will review records of students whose SGA/seminar leader believe should receive a rating lower than "Achieved Course Standards" on the AER. As part of the AER completion process the AER rating faculty member, through

the appropriate seminar/team leader and department director (as teaching division chief with supervisory responsibility over the teaching team), will submit a documentation packet to the school director. The documentation packet will include: faculty name and seminar/staff group; student's full name, rank, reasons for the less than "Achieved Course Standards" rating; previous counseling received from instructors including methods to improve the student's classroom academic performance. Substandard academic performance, academic misconduct, and non-academic misconduct can influence the rating and comments on the AER. School directors will coordinate with sister service, international, and interagency representatives as appropriate to address evaluations of students that may not fully meet course standards. See Appendix B for a graphical representation to aid in understanding substandard performance actions and suggested timelines for each portion of the process.

**9. STUDENT APPEAL OF SUBSTANDARD ACADEMIC ASSESSMENT.** If a student receives a less than successful grade of "B" on any assessment of a sub-component of the overall TRI grade, that the student feels is not representative of his or her work, the student should first approach the faculty member rendering the assessment and the seminar/team leader to attempt to resolve the difference.

a. If the student receives an assessment grade of "FAIL," "C" or "U" and cannot resolve the difference as indicated above, or the student receives a "C" or "U" on a remediation assessment, the student may formally appeal the assessment. A student may not formally appeal an assessment of class participation. A student may not appeal an assessment that resulted in a "FAIL," "C" or "U" due to being turned in late. Students may not appeal a final TRI grade.

b. To begin the formal appeal process, the student will submit a written appeal request within two days of receiving the grade. The student will submit the written request through the seminar/team leader to the director of the department that is the proponent for the curriculum gradable assessment in question. Distance Education students must appeal through the Director, DDE within one week of receiving their grade.

c. The proponent department director will assign another faculty member to assess the student's work. For this assessment, the new grader will use a clean copy of the student's work without any comments or grading notations from the original faculty member.

d. Upon completion of the independent assessment the proponent curriculum director will notify in writing the teaching seminar/team leader and student of the grade from the appeal.

(1) The student will sign an acknowledgment that confirms the matter has been reviewed and considered closed.

(2) If a student refuses or fails to sign the appeals findings document, the proponent director will prepare a memorandum for record stating the student refused to sign as part of their communication to the school director on the findings of the appeal.

## 10. STUDENT AWARDS AND HONORS.

a. The DOA will oversee all academic awards and honors within the College.

b. Schools will publish written student awards and honors policy in coordination with the DOA. The policy will include a description of all awards and honors for which students can compete, as well as the eligibility and selection criteria. School directors will inform students of awards and honors criteria at the start of each program of instruction.

c. In addition to publishing an awards and honors policy memorandum, school directors and other award proponents will ensure appropriate information is included in CGSC Circular 350-1, *United States Army Command and General Staff College Catalog*.

d. For designated awards, the DOA may convene an ARB as required to determine award recipients, but there may be times at the ARB's discretion when it may not be appropriate to award a particular award based on the selection criteria and the nominees submitted. See paragraph 8 for details of the awards ARB membership.

e. The designated CGSOC distinguished student awards for consideration by an ARB are the:

(1) General George C. Marshall Award: presented to the distinguished U.S. graduate of resident Ft. Leavenworth CGSOC. This award recognizes scholarship, pays homage to one of America's most honored soldiers, and serves as a lasting incentive to the officers attending resident CGSOC.

(2) General Dwight D. Eisenhower Award: Presented to the distinguished International Military Student (IMS) graduate of resident Ft. Leavenworth CGSOC. This award honors military scholarship and is held in the highest esteem by the winners and the nations they represent.

(3) General Colin L. Powell Award: Presented to the most deserving interagency student of resident Ft. Leavenworth CGSOC at graduation. This award recognizes excellence in scholarship and overall contributions to interagency education at the College.

(4) General John J. Pershing Award: Presented to the distinguished student of distance learning CGSOC. This award is presented upon completion of the Advance Operations Course (AOC-DL)—four times per year. This award recognizes excellence in scholarship and overall contributions in the distance education CGSOC program and considers the officer's performance in both the Common Core and AOC courses.

f. Criteria for consideration, nomination procedures, and evaluation of candidates will be specified in instructions from the award proponent. Criteria for CGSS awards are in CGSS Policy Memorandum No. 9. The award recommendations of the ARB will be forwarded to the DC for approval.

g. Selection Procedures for Distinguished Student Awards.

(1) CGSS nominates students to receive the Marshall, Eisenhower, Powell, and Pershing awards. These awards are based on the whole student concept as related to academic achievement of course learning objectives.

(2) The Registrar will designate the submission deadline near the end of the CGSOC course of study. Upon receipt of nomination folders from the school director, the Registrar will conduct a technical screen of each folder to ensure that the student has met basic award criteria and will insert the grade report. The Registrar will then forward the folders of qualifying students to the ARB for consideration.

(3) The ARB Graduation Board members will review each document in the nomination folder, giving particular emphasis to the whole student concept, the written CGSC Form 1002 evaluations, and the specific criteria for each award.

(4) After review, each member will vote on the contents of the nomination folder using procedures that are similar to those adopted by Army review boards. At a minimum, a majority of the ARB must vote. After the voting results are compiled, the DOA will forward the folder of the student with the highest vote total to the DC for approval.

h. Selection Procedures for Top SAMS Monograph Award.

(1) A committee under the chairmanship of an individual designated by the SAMS Director, composed of three members from the CGSC faculty, will review the nominated monographs. The committee will provide a recommendation for decision to the SAMS Director and approval by the DOA on the outstanding monograph.

(2) The award will be given to the student who writes the best monograph with regards to relevance of topic, organization, style, and exposition.

i. Selection Criteria for Birrer-Brookes Award for Outstanding MMAS Thesis.

(1) The CGSC Director of the Graduate Degree Program is the proponent for this award. The Birrer-Brookes Award is awarded to the author of the most outstanding MMAS thesis in each AY. To compete, students must be nominated by the Chair of their thesis committee and submit a complete copy of their MMAS thesis.

(2) A panel chosen from among the College's graduate faculty evaluates the nominated theses and provides a recommendation to the DOA for approval.

**11. RESPONSIBILITIES.**

a. Registrar:

(1) Establish procedures that ensure all graduation requirements are met before issuing a graduation diploma and certifying graduation on the transcript.

(2) Track status of substandard academic performance cases.

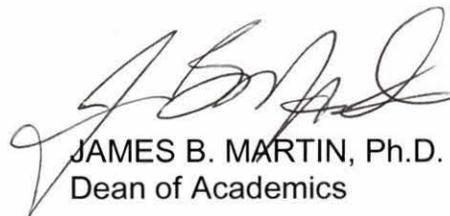
b. School Directors:

(1) Implement provisions of this bulletin in coordination with subordinate staffs.

(2) Publish a supplemental annex for implementation of this policy within the school, after approval from the DOA.

(3) Ensure faculty members comply with this bulletin and make the contents of this bulletin known to their students.

**12. PROPONENT.** The proponent for this bulletin is the Registrar. Forward recommendations for changes and improvements to the DOA, ATTN: ATZL-LSA-R, (913) 684-2545.



JAMES B. MARTIN, Ph.D.  
Dean of Academics

Appendices:  
A: References

CGSC Bulletin 903\*

B: Substandard Academic Performance Process

Chart C: Sample counseling statement

D: Sample cover memo

E: Academic Standards Quick Reference

DISTRIBUTION: B

## APPENDIX A REFERENCES

- a. CJCSI 1800.01D, 15 December 2011, *Officer Professional Military Education Policy*.
- b. AR 12-15, SECNAVINST 4950.4B, AFI 16-105, 3 January 2011, *Joint Security Cooperation Education and Training*.
- c. AR 15-6, 2 October 2006, *Procedure for Investigating Officers and Boards of Officers*.
- d. TR 350-70, 6 December 2011, *Army Learning Policy and Systems*.
- e. The Higher Learning Commission, *Higher Learning Commission Policy Book— June 2014*.
- f. Council on Occupational Education, *Handbook of Accreditation, 2014 Edition*.
- g. CGSC Bulletin No. 912, 7 July 2011, *CGSC Academic Misconduct Investigations and Student Dismissal/Release Procedures*.
- h. CGSC Bulletin No. 920, 11 February 2011, *CGSC Academic Ethics Policy*.

**APPENDIX B**

**SUBSTANDARD ACADEMIC PERFORMANCE PROCESS**

Action Agent	School Director	Department	School Director	Deputy Commandant	Dean of Academic Services	SGA/Seminar leader & School Director
Suggested timeline	Within 1 week of receiving TRI	Complete within 2 weeks of receiving TRI	Within 1 week of receiving TRI	Within 1 week of receiving TRI	Within 1 month of receiving TRI	Upon completion of program of study
<b>ACTION / GRADE</b>	<b>PROBATION</b>	<b>REMEDICATION</b>	<b>INITIATE APPR</b>	<b>MEMORANDUM OF CONCERN</b>	<b>ARB</b>	<b>POSSIBLE AER</b>
1st TRI "C+" or "C"	REQUIRED	NO	NO	NO	NO	Comment considered if on probation
2nd or more TRI "C+" or "C"	Probation continues	NO	REQUIRED	REQUIRED	REQUIRED	Comment considered if on probation or Marginally Met
1st TRI "U"	REQUIRED	REQUIRED	REQUIRED	REQUIRED	POSSIBLE	Marginally Met or Failed to Meet Course Standards
Failed Remediation	Probation continues	N/A			REQUIRED	Failed to Meet Course Standards
2nd or more TRI "U"	Probation continues	MAYBE	REQUIRED	REQUIRED	REQUIRED	Failed to Meet Course Standards
GPA <3.0 at end of a course	Probation continues	NO	REQUIRED	NO	REQUIRED	Marginally Met or Failed to Meet Course Standards

Faculty will counsel students for any TRI grade of "Fail," "C," or "U" and provide a copy up the academic chain of responsibility to the school director.

**APPENDIX C**

**SAMPLE COUNSELING STATEMENT  
FOR RESIDENT ILE (FIRST TRI - "U")**

<b>DEVELOPMENTAL COUNSELING RECORD</b>			
For use of this form see FM 6-22**, the proponent agency is TRADOC			
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b>			
AUTHORITY: 5 USC 301, 10 USC 3012(G).			
PRINCIPAL PURPOSE: To record counseling data pertaining to subordinates.			
ROUTINE USES: For subordinate leader development IAW FM 6-22**. Leaders should use this form as necessary.			
DISCLOSURE: Disclosure is voluntary.			
<b>PART I – ADMINISTRATIVE DATA</b>			
<b>Name (Last, First, MI)</b>	<b>Rank/Grade</b>	<b>Social Security Number</b>	<b>Date of Counseling</b>
<b>Command &amp; General Staff School</b>			or
<b>PART II – BACKGROUND INFORMATION</b>			
Purpose of Counseling. You are receiving this counseling as a result of your overall performance during a plan of instruction that resulted in an overall Transcript Reportable Item (TRI) grade of "U."			
UNSATISFACTORY ("U", AVG <70%) Your overall performance resulted in an overall letter grade of "U" and an overall percentage of XX%. This counseling is in accordance with CGSC Bulletin No. 903.			
<b>PART III – SUMMARY OF COUNSELING</b>			
<b>Complete this section during or immediately subsequent to counseling.</b>			

**Key Points of Discussion:**

*Ensure you specify student shortcomings*

During this theme of instruction, you earned the following grades (and performance counseling as required): *List all graded events for the theme. Provide dates for event counseling as required*

<u>Graded Event</u>	<u>Percentage</u>	<u>Date of Counseling</u>
List as appropriate	xx%	add dates as required

- Per CGSC Bulletin No. 903, you will be placed on academic probation.
- While on probation, you may not normally miss any class unless your absence is for valid medical reasons.
- You will remain on academic probation until released by the implementing authority.
- Being on academic probation at the end of the academic year may affect the characterization of graduation (e.g. marginally met requirements) and assessment of potential on your Academic Evaluation Report (AER).
- You will receive a memorandum of concern and an Academic Performance Review will be conducted to review your overall academic performance.
- If enrolled in the MMAS program, you will be disenrolled when the TRI grade of “U” becomes final. You must remediate the “U” to a “C” to continue in the MMAS program.
- Your successful remediation will result in your TRI grade of “U” being replaced with a C. You will receive your approved remediation plan from the department director responsible for the failed curriculum through your Team Leader and SGA.
- Failure to remediate successfully will result in an Academic Review Board which will make a recommendation on whether you should continue in program of study.
- If the remediated “U” becomes your second “C”, you may be referred to an ARB.

**Plan of Action** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate’s behavior and include a specific time line for implementation and assessment (Part IV below):

I recommend the following actions for you to improve your academic performance:

**Session Closing** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate.)

Individual counseled:

Initial: \_\_\_\_\_ I agree / disagree with the information above.

Initial: \_\_\_\_\_ I acknowledge understanding the contents of CGSC Bulletin No. 903 and No. 912.

Individual counseled remarks:

Signature of Individual Counseled: \_\_\_\_\_

Date: \_\_\_\_\_

**Leader Responsibilities** (Leader's responsibilities in implementing the plan of action.):

I will provide your SGA and Team Leader a copy of this counseling. I will continue to monitor your academic progress. I remain committed to upholding the policies of CGSC and helping to ensure each student has the opportunity to achieve the highest level of academic success possible. I am also committed to an open educational and supervisory environment in which any and all questions will be answered concerning graded requirements in a timely and professional manner.

Signature of Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

**PART IV – ASSESSMENT OF THE PLAN OF ACTION**

**Assessment** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling.):

*Add comments as required based on follow-up counseling...*

Counselor: \_\_\_\_\_ Individual Counseled: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

**Note: Both the counselor and the individual counseled should retain a record of the counseling**

**DA FORM 4856, MAR 2006**

**APPENDIX D**

**SAMPLE COVER MEMO  
(NOTIFICATION OF FIRST  
TRI— "C+" or "C")**

ATZL-LSG-x

Date

MEMORANDUM THRU

Director, Department of XXXXXX (that supervises the teaching team), US Army  
Command & General Staff School, Fort Leavenworth, KS 66027

FOR Director, US Army Command & General Staff School, Fort Leavenworth, KS 66027

SUBJECT: Notification of Substandard Academic Performance, Major Joe  
Pancrantz (SGXXA)

1. IAW CGSC Bulletin No. 903, USACGSC Academic Performance, Graduation and Award Policies and Procedures this is to notify you that Major Joe Pancrantz received a final grade of "C" for the C200 Strategic Environment block of instruction.
2. He has been counseled by his DJIMO instructor on his academic performance, both on his written assignment assessment and his overall C200 grade, as well as the ramifications of academic probation. Copies of his academic counseling are attached.
3. Point of contact is the undersigned at (913) 684-5555 or pat.smith@us.army.mil

Encl

PAT B. SMITH  
Team XX Leader

**APPENDIX E**  
**ACADEMIC STANDARDS QUICK REFERENCE**

Grade	Range	Meets standards for assignment or course	Critical reasoning/ creative thinking/ evaluative skills	Mastery of content	Course content in individual and group activities and products	Contributions to seminar	Group Discussions involvement	Ability to communicate ideas and information	Verbal and written communications
A+	97-100	Exceptional in all cases	Complete integration	Demonstrated	Abundant evidence of integration	Insightful thought, understanding and original interpretation of complex concepts	Typically leads and facilitates	Exceptional	Free of errors
A	94-96	Outstanding in all cases	Complete integration	Demonstrated	Abundant evidence of integration	Outstanding understanding of the material highlighted by insightful thought and original interpretation of complex concepts	Fully engaged	Outstanding	Free of errors
A-	90-93	Excellent in majority of cases	Complete integration	Demonstrated	Significant evidence of integration	Excellent understanding of the material with insightful quality	Fully engaged	Excellent	Generally free of errors
B+	87-89	Very Good	Consistent application	Competent in application	Frequent evidence of application	Good understanding of material	Joins in most	Very good	Few minor errors
B	84-86	Satisfactory	Some consistency in application	Competent in application	Frequent evidence of application	Good understanding of material	Satisfactory	Satisfactory	Numerous minor and few major errors
B-	80-83	Slightly Below Average	Limited consistency in application		Limited application	Adequate but slightly below average	Limited	Slightly below average	Vague, not clear sentences with major errors
C	70-79	Marginal	Limited application	Low comprehension	Inconsistent in application	Marginal understanding of material and show minimal preparation	Minimal, frequently needs encouragement	Marginal	Requires numerous readings or hearings to understand, major errors that distract
U	< 70	Unsatisfactory - failed to address the basic standards in most or all areas for the assignment or course	Lack of application	Rarely, or minimally, demonstrates comprehension of course content and is not competent in its application	Work represents a consistent failure to achieve course learning objectives	Contributions reflect substandard preparation	Limited participation even when called upon or encouraged	Significant weakness	Consistently vague or unclear with excessive major errors