



## **POLICY MEMORANDUM #11**

### **GRADING POLICY**

**March 1, 2000**

**DEFENSE ACQUISITION UNIVERSITY**

**This Policy Memorandum supersedes and replaces  
DAU Policy Memorandum #11, Grading Policy, of February 14, 2000.**

# DEFENSE ACQUISITION UNIVERSITY

## GRADING POLICY

### A. INTRODUCTION

The Defense Acquisition University (DAU) provides the training and education program mandated by the Defense Acquisition Workforce Improvement Act (DAWIA). The acquisition workforce participates in the DAU courses to meet certification, assignment-specific, continuous learning, and performance support requirements in the acquisition career field.

This policy expands the requirement in DAU Policy Memorandum #1, “New Course Development, Revision and Maintenance Process,” paragraph F.3.b.(c), Student assessment plan. “All DAU courses will have assessments to measure student achievement of course objectives.” Standards for passing and failing classroom-based courses will be the same across DAU with direction to the faculty for handling failed assessments.

### B. PURPOSE

This Policy Memorandum provides the policy for the passing level for DAU classroom-based courses and directs faculty procedures in this area. It supersedes and replaces Policy Memorandum #11, Grading Policy, of February 14, 2000.

### C. APPLICABILITY AND SCOPE

The provisions of this Policy Memorandum apply to DAU headquarters, campuses, and training centers; to the Directors for Acquisition Career Management (DACMs) and the Deputy DACM for the Department of Defense (DoD) agencies; and to participants in DAU education and training activities.

### D. DEFINITIONS

1. **Feedback.** Feedback is the information, critique, questions, and responses that faculty members provide to students while students are actively engaged in a course. It is particularly useful when students are not achieving the learning objectives of the course.

2. **Remediation.** The practice of providing students the opportunity to retake graded assessments in the course and giving the student the grade on the second graded assessment.

**3. Classroom-based courses. DAU courses where the student and faculty interact in live classrooms, video teleconferencing classrooms, satellite classrooms, or in the classroom segments of hybrid courses. All references to DAU courses in this Policy come under this definition.**

**E. PASSING GRADES.**

Each course will have an assessment plan. The faculty, education specialists, and instructional designers will determine how the 80 percent passing grade will be achieved. The cumulative passing grade for DAU courses shall be 80 percent. This passing grade may be cumulative for the entire course or for an assessment segment of a course, i.e., an 80 percent passing grade on both a written assessment as well as an exercise assessment.

**F. ASSESSMENTS.** Graded assessments can take several forms. Multiple assessments should be part of the curriculum design, in addition to comprehensive end-of-course or section assessments. See the DAU Curriculum Guide for a description and use of assessment types. DAU may require an 80 percent passing grade on more than one type of assessment.

**G. FEEDBACK.** Feedback is critical to student achievement of learning objectives. Learning expectations should be clear and immediate feedback should be offered for achievement and lack of achievement of learning objectives.

**H. IMPLEMENTATION.** All course managers will review the assessment plans for their courses and ensure that the standards are in place by April 1, 2000, to implement this Policy.

**I. RESPONSIBILITIES.**

**1. Faculty.**

a. Faculty must provide feedback to assist students in achieving the learning objectives. The assessment grade earned by a student will not be changed after feedback. Faculty will not remediate students; that is, change a grade on an assessment after providing feedback to the student or allow students to redo or retake a graded assessment.

b. Faculty should provide enough opportunities for students to demonstrate satisfactory achievement of the learning objectives.

c. Faculty should consult with their DAU campus dean and the student's supervisor when deciding to send the student back to the workplace prior to completion of the course.

**2. Campus Deans.**

**a. Monitor faculty “feedback” to students.**

**b. Determine if students who are not performing satisfactorily should be kept in the course or sent back to the workplace. They should consult with supervisors when making this decision.**

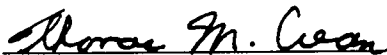
**c. Provide written notification to supervisor when a student fails a course. Letter must include the assessment of why the student failed and a statement that student is eligible to retake the course if the DACM approves registration.**

**3. President, DAU.**

**a. Reviews the grading policy annually.**

**b. Provides review policy for courses to ensure currency, technical accuracy, and educational soundness.**

**c. Provides direction to DAU campus deans to ensure all faculty teaching a course are teaching the same course.**



Thomas M. Crean

President

Defense Acquisition University

March 1, 2000