

DEPARTMENT OF THE ARMY  
THE JUDGE ADVOCATE GENERAL'S SCHOOL, U.S. ARMY  
CHARLOTTESVILLE, VIRGINIA 22903-1781

**TJAGSA Circular No. 351-6**

16 August 2024

**JUDGE ADVOCATE OFFICER GRADUATE DEGREE PROGRAM IN  
MILITARY LAW**

1. **PURPOSE**. This circular governs the course of instruction and administration of the Judge Advocate Officer Graduate Degree Program in Military Law (GDP) at The Judge Advocate General's School, U.S. Army (TJAGSA) conducted under provision of 10 USC § 7415.
2. **SCOPE**. This circular applies to all students attending the GDP on or after the date above and supersedes all previous Circulars 351-6. This circular will remain in effect until superseded.
3. **GENERAL**.
  - a. The GDP is designed to educate, develop, and inspire Soldier-Leader-Lawyers to meet increasingly multifaceted legal support requirements in the Army and joint force as both leaders and experienced legal advisors.
  - b. Educational Goals. The GDP produces Scholar-Leader-Lawyers equipped to inspire, lead, and manage military legal offices and to provide principled counsel as world-class legal advisors to senior military commanders. Graduates of the program will have:
    - 1) The refined strategic, critical thinking, reasoning, and judgment skills necessary to identify, analyze, and correctly resolve complex legal issues.
    - 2) A deeper knowledge of substantive law, legal systems and institutions, and the defense establishment, and a dedication to lifelong learning.
    - 3) Improved research, analytical, and communication skills.
    - 4) Enhanced skills to lead and manage at the organizational and strategic levels.
    - 5) Enduring professional relationships and camaraderie established through the educational program and co-curricular activities.
  - c. Students who successfully complete all of the requirements for the GDP to the LL.M. standard may be awarded a Master of Laws in Military Law pursuant to 10 U.S.C. § 7415 upon

recommendation of the faculty. The degree program is reviewed by the American Bar Association (ABA) under the ABA Standards and Rules of Procedure for Approval of Law Schools.

#### 4. **RESPONSIBILITY FOR INSTRUCTION.**

a. Consistent with generally recognized educational concepts of academic freedom, TJAGSA's teaching departments are responsible for the substantive content and curriculum planning and development for the GDP Program of Instruction.

b. Our faculty, and the substantive areas they teach, are categorized by the disciplines of Criminal Law, Administrative and Civil Law, National Security Law, Contract and Fiscal Law, Professional Communications, and Leadership Development. The Departments and programs are identified by the following two- or three-digit codes: (1) Academic Department – Dean's Office (AD); (2) Academic Department – Administrative & Civil Law (ADA); (3) Academic Department – Criminal Law (ADC); (4) Academic Department – National Security Law (ADN); (5) Academic Department – Contract & Fiscal Law (ADK); (6) the Professional Communications Program (PCP); and (7) the Leadership Department (ADL).

c. The GDP is an advanced educational program. The curriculum is specifically designed to maximize student experience, expertise, and participation. Students are provided the opportunity to make significant scholarly contributions in various fields within the broad spectrum of military legal practice. Students are partners with the faculty in all academic endeavors and are encouraged to identify and pursue their own personal goals and objectives for intellectual development, in addition to the broad educational aims of the LL.M. program.

5. **ADVISORS.** Each GDP student is assigned a faculty advisor. The faculty advisor serves as a counselor in personal, professional, and academic matters throughout the course. Different faculty members serve as writing advisors to each student for the scholarly writing requirement and as part of the PCP. The separately-published *PCP Manual* provides additional detailed information about the role of the writing advisor.

6. **CLASS LEADERSHIP.** The Dean designates class leadership to assist in class administration. The class leadership serves as the class spokespersons and advisors to the Dean and Associate Deans on all matters affecting the class as a whole. The class leaders' responsibilities include reporting attendance, supervising appearance and conduct of class members, and class administration, among other responsibilities. The designation of a class leader is not intended to, and should never, discourage class members from communicating directly with the faculty, staff, Associate Deans, or the Dean.

#### 7. **COURSE CONTENT.**

a. **General.** The GDP is a 31.5-credit program that is conducted over two semesters of two quarters each (four quarters). A course credit represents 14 hours of classroom instruction, plus 2 hours of assessment (or the equivalent). In addition, classes are designed to require that students perform a minimum of 2 hours of out-of-class work per hour of classroom instruction or in preparation for an hour of assessment. Consequently, students perform a total of 48 hours of academic work (in class, out of class, and assessment) per credit.

1) *Core Subjects*. Each student must satisfactorily complete 24.5 credits of core instruction. This instruction is designed to enhance students' knowledge and understanding of contemporary military law, professional communications, and military doctrine; and to prepare them to inspire and lead legal professionals. Subjects in the core instruction include:

Criminal Law	3.0	Credits
Administrative and Civil Law	5.5	Credits
National Security Law	4.0	Credits
Contract and Fiscal Law	4.0	Credits
Professional Communications Program (PCP)	2.0	Credits
Leadership Development	3.0	Credits
Core Writing Requirement (Scholarly Paper plus Book Review)	3.0*	Credits
<b>Total:</b>	<b>24.5</b>	<b>Credits</b>

*Table 1*

\* All students will receive 3.0 core credits weighted at 90% for their scholarly paper and 10% for the book review grade. For primers, this is the full credit for the PCP. For research papers and thesis options, students will receive elective credits weighted at 100% for the scholarly paper grade. For 4-credit research papers, credits are 1.0 additional elective credit for a total of 4.0 credits. For 6-credit research papers, students will receive 3.0 additional elective credits for a total of 6.0 credits. For the theses and their defense, students will receive an additional 6.0 elective credits for a total of 9.0 credits. See paragraph 7.a.3 below for a description of the elective requirements and the *PCP Manual* for complete details on the scholarly paper requirement.

2) *Courses*. For purposes of academic organization, grading, and transcripts, Core Subjects in the GDP are divided into a number of courses as indicated and weighted in the table below. For each course, the student will receive a letter grade that will be annotated on the Academic Transcript.

Core Subject Area	Courses	Credit Hours	Total Credit Hours
Criminal Law	Military Justice I	1.0	3.0
	Military Justice II	1.0	
	Military Justice III	1.0	
Administrative & Civil Law	General Administrative Law I	1.0	5.5
	General Administrative Law II & Government Ethics	2.0	
	General Administrative Law III	1.5	
	Client Services	1.0	
National Security Law	National Security Law I	1.5	4.0
	National Security Law II	2.5	
Contract & Fiscal Law	Government Contract Law	2.0	4.0
	Federal Fiscal Law	2.0	

*Table 2*

3) *Elective Subjects*. Each student must satisfactorily complete a total of seven (7) elective credits. This may include the opportunity for students to continue work on their core scholarly paper, either expanding their research paper or completing their thesis. Participation in these writing program electives requires approval from the PCP Director, the process for which is fully explained in the *PCP Manual*. All other electives are fully explained in the “Graduate Course Elective Catalog” document that is published separately. Students may seek to include an Individual Legal Studies (ILS) elective during the academic year. ILS allows the student to shape a significant academic project, the work for which occurs outside of class in accord with ABA Standard 305. ILS proposals must be detailed, in writing, identify significant academic rigor, and be submitted through the Department Chair to the Dean for approval. All ILS must be graded by a faculty member. The Dean will usually approve only one (1) ILS elective credit per student. Further details on the ILS elective option are in the Elective Catalog. In this graduate-level program, each student is individually responsible for ensuring that all required core and elective course work is satisfactorily completed.

4) *Auditing Elective Subjects*

(a) Students wishing to audit electives may do so during the add/drop period at the end of each quarter. **Audit enrollment is on a first-come, first-served space-available basis only and must be approved by the Department hosting the elective and the Associate Deans for Students and Academics.**

(b) No credit is awarded for an audit; the annotation “AU” will appear on the student’s transcript noting the audit. To secure such a notation, students must attend all scheduled class sessions.

(c) Students who audit classes will have access to all course materials and attend all class sessions. However, they are not required to complete any graded assignments or homework. Faculty may ask auditors to limit class participation if class participation is a graded

element of the class in order to provide students officially enrolled in the elective maximum opportunity to achieve a satisfactory grade in that element.

(d) Once the first class session of the elective meets, an audit enrollment may NOT be changed to a graded enrollment; similarly, a graded enrollment may not be changed to an audit enrollment after that point.

5) *Academic Plans*. Students will submit PCP plans for their writing requirement IAW with the procedures for topic approval and writing program option approval in the *PCP Manual*. Elective plans will be submitted through the elective plan document specified by the Registrar. **Once the student's academic plan is approved, any change must be made on the TJAGLCS Academic Program Change Form.** Changes include, but are not limited to, adding / dropping an elective, changing paper topics, changing paper options (i.e., going from a thesis to a 6-credit research paper). Use of this form will ensure that all necessary personnel can review and comment on the change. **Changes are not approved or official until an Associate Dean signs the form and it is filed with the Registrar.** The student will be notified when that process is complete. Specific processes for filling out and routing the form are on the form, which is available on JAGU.

6) *Transfer Credit* (ABA Standard 508)

(a) Transfer credit is normally only accepted from the University of Virginia (UVA) School of Law based on the articulation agreement between our institutions.

(b) Students are generally NOT allowed to pursue outside studies during the GDP. Exceptions to allow outside study must be approved by the Dean **before** the outside course of study begins. Students who want to pursue transfer of outside study credit into the GDP must expressly request that transfer of credit when they seek approval to attend the course. It will be the student's responsibility to ensure that the Dean has all the information required to evaluate their proposed course of study under the criteria in the next paragraph.

(c) It is in the Dean's sole and absolute discretion to approve outside courses of study for transfer credit using the following criteria:

(1) The course of study must be offered under the supervision of an institution of higher education in good standing with their regional accrediting body and, for law schools, they must be accredited by and in good standing with the ABA.

(2) Whether or not the institution is a law school, the topic, material, and presenter qualifications must be appropriate for credit in a Master of Laws program. The material and qualification of teachers will be evaluated using the then-current version of the ABA Standards for Approval of Law Schools. The amount of credit awarded for transfer will be evaluated independently by TJAGSA under the ABA Standards irrespective of the credit awarded by the institution offering the course of study.

(3) Transfer credit will only be granted for topics that are not otherwise presented in the GDP for credit. In other words, the student may not receive double credit for a topic.

7) *Other Activities*. Attendance is mandatory for the course-enriching programs in (a) through (c) below and encouraged for the volunteer activities in (d):

(a) Supreme Court of the United States (SCOTUS), Court of Appeals for the Armed Forces (CAAF), and the Army Court of Criminal Appeals (ACCA). If funding is available and conditions permit, the class will visit SCOTUS, CAAF, and ACCA during the GDP. Eligible members may have the opportunity to be admitted to SCOTUS, CAAF, and/or ACCA.

(b) Senior Leader Series and Staff Ride. Throughout the year, lecturers and guest speakers will provide insight into contemporary military, legal, and leadership issues to promote a better understanding of the environment in which military law is practiced. Additionally, subject to funding and if conditions permit, the class will conduct one or more educational visits to a Civil or Revolutionary War battlefield in the mid-Atlantic region as part of the LDP.

(c) Officer Basic Course (OBC) Crossover Coaching Program. The Crossover Program pairs GDP students with JAOBC students in order to provide an additional leadership opportunity during their time in TJAGSA. The GDP student will coach the OBC student through two (2) pass/fail assignments and meet with the student on other occasions. This creates an additional opportunity for potential mentor/mentee relationships to develop and is a required activity as part of the GDP student's leadership development. Student assignments and specific instructions will be provided by ADL.

(d) Volunteer Exercises in Other Courses. During the year, faculty conduct other courses like the OBC, Noncommissioned Officer Academy courses, and Advanced Individual Training for enlisted soldiers. GDP students are encouraged to apply their experience and expertise in support these of these courses, so long as they can do so without detracting from their own academic studies.

b. Grading.

1) *Philosophy*. This course is primarily one of advanced education, developing both expertise and versatility, not individual qualification or specialization. All of our students are experienced and accomplished attorneys who should contribute significantly to the educational enrichment of other students throughout the year. The goal is a learning environment where academic achievement is encouraged. GDP grading is meant to complement the educational process, not compete with or encumber it.

2) *Grading Scale and Standards*. On individually graded items, students receive a raw score on a 100-point scale. Each course listed above has one or more graded instruments that determines the student's grade for that course. For courses with multiple instruments, the student's raw scores will be combined in accord with percentages outlined generally in paragraph 7b.4)(a) below and in the Department's course syllabus (published separately on JAG University (JAGU)). Once the raw scores are combined, the student receives a letter grade for the course. Students will receive a short feedback survey at the end of each course. Grades for that course will usually be released once all students complete the feedback survey. The student's Grade Point Average (GPA) is calculated using a 4.33-point scale correlated to course

letter grades using the credit hours assigned to each sub-course. The following table reflects the relationship among raw score, letter grades, and GPA value:

RAW SCORE	LETTER GRADE	GPA VALUE
97-100	A+	4.33
94-96	A	4.0
90-93	A-	3.67
87-89	B+	3.33
84-86	B	3.0
80-83	B-	2.67
77-79	C+	2.33
74-76	C	2.0
70-73	C-	1.67
<70	F	0

*Table 3*

Raw scores that fall between ranges (e.g., 96.5) are subject to a traditional rounding approach. Raw scores that end in .5 or higher are rounded up to the next range (e.g., a 96.5 would round up to a 97 or an A+); raw scores that end in .4 or lower are rounded down (e.g., a 96.3 would round down to a 96 or an A). This table informs GPA calculation and resulting class standing (discussed in paragraph 7.b.4)(c) below) which are reported in accordance with Army policy. While the current Army Academic Evaluation Report (AER) limits reporting to two decimal places, GPAs are considered beyond 2 decimal places to determine class rank and eliminate what appear to be ties. That said, the GDP assessment and measurement system seeks to provide formative feedback and facilitate learning to the greatest extent possible. Students will receive a report of their GPA three times during the year. Early in the 3d Quarter, students receive their GPA based on reported grades in completed core subjects. Early in the 4th Quarter, students receive their GPA based on reported grades from completed core subjects and 3d Quarter electives. At the end of the course, the students receive their GPA based on all completed credits.

3) *Military Education Level and Award of the LL.M.* Students may pass the GDP and be awarded the resulting Military Education Level for completing an Officer Advanced Course within the Army system with a GPA equivalent to a letter grade of C- (1.67 or higher). However, the standard for award of the LL.M. is a GPA equivalent to a C+ (2.33 or higher). Consequently, to qualify for the LL.M., a student's GPA must be equivalent to a C+ (2.33 or higher). Moreover, because the ability to communicate effectively in writing is critical to Judge Advocates, all candidates for the LL.M. must successfully complete the core scholarly paper requirement with a score of C+ (77 raw score or higher) to qualify for their advanced degree. Final decision on the award of the Master of Laws (LL.M.) degree is made by the Commanding General / Commandant after considering recommendations from the Dean and the Faculty.

4) *Grading Procedure.*

(a) *Core Subjects.* All core grading instruments for the GDP are designed to achieve a goal of an A- mean or raw score equivalent, but they are not normalized (curved). Students are welcome to discuss any assessment or examination with the Department Course Manager responsible for administration of the examination/assessment. However, any appeal of grades, assessment instruments, or individual items within those instruments must be made formally through the process in sub-paragraph (e) below.

(1) Administrative and Civil Law assesses student performance and understanding of its core subjects using four courses, each graded by an examination. Examinations may consist of objective questions, essays, or both. Specifics are provided in the Administrative and Civil Law syllabi.

(2) Criminal Law assesses student performance using three courses: Military Justice I, II, and III, each graded by examinations, written / oral practical exercises, and class participation as set forth in the syllabus for each course.

(3) Contract and Fiscal Law assesses student performance using two courses: Government Contract Law and Federal Fiscal Law, each graded by written examinations, and participation in seminars, workshops, and plenary sessions. The final grade for each of these courses is based on the weighted average of the examination, workshop and seminar participation, and plenary participation. Specifics are provided in the syllabus for each course.

(4) National Security Law assesses student performance using two courses: National Security Law I and National Security Law II. Each course final grade is based on quiz and essay instruments. Specifics are provided in the National Security Law syllabi.

(5) The PCP plenary sessions in the core assess performance as outlined in the *PCP Manual* on a pass/fail basis. The core scholarly paper and book review are graded using the letter grade scale above and the rubrics contained in the *PCP Manual*. The core writing requirement is three (3) credits and the grade is weighted at 90% for the scholarly paper grade and 10% for the book review grade. Students who choose either the research paper option or the thesis option will receive the final grade for all elective credits awarded based on the option chosen weighted at 100% for their scholarly paper grade.

(6) The ADL assesses students through doctrinal quizzes, a graded examination, written exercises, and participation. The ADL final grade is based on the weighted average of a quiz (15%), a short essay examination (35%), the leader philosophy exercise (20%), and participation in all classes, seminars, and capstone events (30%).

(b) *Elective Subjects*. Students should select electives based on their interests, professional development needs, and their professional goals to expand into less-practiced or less-known areas of the law. All electives are graded using the TJAGSA letter grade scale in Table 3 above. Elective grades may be based upon, but not limited to, written papers, written or oral exercises, examinations, presentations, and/or student performance in class, as further outlined by each elective professor in their elective syllabus. Grades **for electives only** are normalized across all departments in accordance with accepted academic standards in order to ensure fairness and equity across all of the electives offered in the GDP. Electives are normalized so that the mean (average) final grade for all TJAGSA students completing the elective is an A-. UVA students attending TJAGSA electives are NOT included in the normalization process. Writing program electives are already normalized using the PCP grading matrix and are not normalized further. Grades in approved ILS electives are *not* normalized, but each individual with an approved ILS will be graded strictly according to the grading plans and standards approved in the ILS plan. ILS faculty are expected to assess performance where average



performance is awarded an A- and performance above or below average is fairly assessed based upon the approved grading standards for that ILS.

(c) *Grade Point Average and Class Standing.* Overall GPA and class standing is calculated for each student. GPA is reported on the official course transcript. In addition, GPA and class standing inform the student's AER (see paragraph 14 below) and the achievement awards for the class (paragraph 16 below). Overall GPA is calculated numerically by multiplying the GPA value of the letter grade for a course or elective by the credit hours for that course or elective. (See Tables 2 & 3 above). That number for each course or elective is added together with the number for all graded courses and electives completed. The sum of those numbers is divided by the total credit hours completed to determine the overall GPA. At the end of the course, the total graded credit hours completed must be 29.5. The 2.0 credits of PCP are pass/fail and do not award a letter grade, but that pass/fail course brings the program total to 31.5 credit hours. Students must attain an overall numerical GPA of 1.67 (C-) (on the TJAGSA 4.33-point scale above) to complete the course and be awarded Military Education Level F (Army students only). A student must achieve an overall numerical GPA of 2.33 (C+) or above to be awarded the LL.M.

(d) *Approved Grades.* Grades are not official until they are approved by the Dean. Once approved, grades are released by the Associate Dean for Students using the "My Grades" function in JAGU. Once approved, grades are presumed accurate and may only be appealed for good cause shown.

(e) *Appeals of Approved Grades.* Individual faculty members may not independently change grades once they are approved and posted by the Dean's Office. Students who wish to appeal a grade must submit the appeal in writing to the Department Chair of the department that administered the graded instrument. The appeal must clearly indicate the grade being appealed and the substantive basis for the student's belief that the grade does not accurately reflect their performance. **Appeals must be filed within 7 calendar days of the release of the grades for that assessment on JAGU. Appeals filed after 7 calendar days will be denied as untimely.** For timely appeals, the Department Chair will consider the appeal, determine whether or not any relief is warranted, and notify the student of the outcome. If relief is warranted, the Chair coordinates the adjustment with the Dean's Office. If the student is not satisfied with the resolution by the Department Chair, they may request review by the Dean **within 7 calendar days of notification of the Department Chair's decision. Requests for Dean review filed after 7 calendar days will be denied as untimely.** To request the Dean's review, the student forwards their appeal, along with the action of the Department Chair to the Associate Dean for Academics, who conducts a review in consultation with the Associate Dean for Students. If this group believes there is a legitimate basis for the appeal, the Associate Dean for Academics refers the appeal, with the recommendation of the group listed above, to the Dean, recommending whether the appeal should be granted and what relief should be given to the student. The final decision on all grade appeals is made by the Dean. Students are informed of the results of their appeal in writing. The Dean's decision on any appeal is final.

(f) *Failing and Marginal Grades.* If a student receives a failing grade (raw score below 70 or a letter grade "F") on any graded or assessed event, the Department Chair

overseeing that course may direct the student to re-test or resubmit the failed event. If a student fails the assessment a second time, the Department Chair will refer the matter to the Dean. If a student received a marginal grade (raw score between 70 and 77 or a C or C- letter grade), the student may submit a request to the Department Chair overseeing that course to complete a re-test or to resubmit the graded assignment in order to raise their grade. If a student re-tests or resubmits on a graded event where they originally achieved a failing or marginal grade, the event is re-graded using the same grading criteria as the original submission, or as provided in the *PCP Manual*. The highest grade awarded on any re-graded event is C+ (77.0), regardless of the raw score achieved. Students must successfully complete all graded/assessed events in order to graduate. Students who either fail an exam/assessment or who marginally pass an exam/assessment (grades of C- or C (fail to meet the LL.M. standard of C+)), must be counseled by the Department Chair administering the assessment and referred to the Associate Dean for Students with a copy of the counseling form. The student may also be counseled by the Associate Dean for Students if they have repeated failing or marginal grades on assessments.

(g) *Professional Communications Program Grading Procedure.*

(1) Grading of 4- and 6-credit Research Papers, and Theses Generally. Students approved for 4-credit or 6-credit research papers or theses are graded in accordance with procedures in the *PCP Manual*. When they receive their final grade, that grade is reflected on their transcript as the 3-credit core writing requirement (weighted 90% final paper grade and the other 10% for the book review grade) AND a separate Expanded Research Paper elective grade (either 1 credit (4-credit research paper), 3 credits (6-credit research paper) or 6 credits (thesis)) which reflects the final paper grade only.

(2) Primers and Research Papers. Primers and 4- or 6-credit research papers will have preliminary submissions due during the writing process in accordance with the *PCP Manual*. Students whose faculty advisor assesses that the students work on a preliminary submission places them in jeopardy of receiving a grade below C+ (77) will be enrolled in the Writing Composition and Style elective in the 2d or 3d quarter. The elective may only be taken once for credit. If, based on any preliminary submission, the writer of a 6-credit paper is referred to the Writing Composition and Style elective by their faculty advisor, the paper may be recommended for downgrade to a 4-credit paper. Students who score below a C+(77) on their research paper may be required to resubmit the paper. The maximum grade the student can receive on the resubmitted paper is a C+ (77) regardless of the raw score on the resubmitted paper. If the resubmitted paper is graded below a C+ (77), the student will receive the higher of the original grade or the grade on the resubmitted paper.

(3) Thesis. Procedures for grading the thesis and defense and the preliminary submissions required are specified in the *PCP Manual*. Thesis writers whose progress places them in danger of scoring below a C+ (77) on this requirement may be downgraded to a research paper by the Department Chair for the practice area that is the subject of the thesis. See the *PCP Manual* for complete information on the thesis requirement and procedures.

(4) Substandard and Failing Grades in the Scholarly Paper. A grade below C- (70) on the scholarly paper is a failing grade and does not satisfy the requirements to complete the GDP, regardless of final overall GPA. A grade below C+ (77) on the scholarly paper normally

does not satisfy the requirements to receive the LL.M. degree. Students whose core scholarly paper may be in danger of falling below C+ will be required to enroll in the Writing Composition and Style elective in the 2d or 3d Quarter. This results in students receiving additional guidance on their papers before grades are issued. The Writing Composition and Style elective is graded independently based on the specific requirements of the elective, so it is a completely separate grade from the grade awarded for the paper itself.

(5) Papers with a Grade Below C+. If the student's paper grade remains below a C+ after the final submission and any required resubmissions, the primary grader notifies the PCP Director. The Dean may refer any student's paper that fails to achieve LL.M. (C+ (77)) or course standards (C- (70)) to the Writing Program Committee established in the *PCP Manual*. The PCP Director will notify students if the Dean has referred their core scholarly paper to the Writing Committee. The entire Writing Committee reviews scholarly papers forwarded to the committee. The committee meets and, through the PCP Director, advises the Dean whether the student achieved a grade that meets LL.M. or course standards. The Dean has complete discretion to approve the final grade. With the advice of the Writing Committee, the Dean makes a recommendation to the Commanding General regarding whether to grant the LL.M. and/or whether the student will graduate from the GDP. Students do not receive their grade until the Dean has approved the final grade.

(6) Plagiarism. The Merriam-Webster dictionary states that to plagiarize is “to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.” Students submitting original work for all requirements in the GDP is an integrity issue and thus critical to acceptable performance in the GDP. TJAGLCS Circular 351-9 sets forth our Standards of Originality and is incorporated by reference in paragraph 17 below. **This policy also restricts the use of any generative artificial intelligence (AI) programs, that is “artificial intelligence capable of generating text, images, videos, or other data using generative models, often in response to prompts,”\* without the express written permission of the Dean. This permission will only be granted when required for academic purposes. Unapproved use of AI is prohibited when preparing student work.** In the context of the PCP, students must pay particular attention and systematically document their papers to avoid inadvertently violating these rules. See paragraph 17 below for specific information on the processing of plagiarism allegations.

(h) *Failed Electives*. If a student receives a failing grade in an elective (< 70), the Dean may direct the student to repeat the failed graded event or may determine that the student has failed the elective. The student is counseled by the Department Chair overseeing that elective and referred to the Associate Dean for Students with a copy of the counseling form. If a student fails an elective, the student does not receive credit for that elective and is required, if circumstances and timing permit, to take a different elective for credit. If a student fails an elective in an area in which they are concentrating, the student is ineligible to receive the

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\* “Generative Artificial Intelligence,” [https://en.wikipedia.org/wiki/Generative\\_artificial\\_intelligence](https://en.wikipedia.org/wiki/Generative_artificial_intelligence), and sources cited therein. (Last Visited 15 August 2024).

designation of that concentration. Failure to satisfactorily complete seven (7) elective credits results in the student failing to complete the GDP.

(i) *Late Submissions.* As professional officers, students are required to turn in all assignments on time. A submission is late if it is not turned in at or before the deadline set, regardless of the reason, unless an extension is granted by the Department Chair overseeing that assignment (see paragraph (j) below). The Associate Dean for Students is notified by the Academic Departments of every late submission on any graded event/assessment, no matter how slight. Late submissions in core or elective instruction are subject to an academic penalty of up to 5% for each day (or any part thereof) that the assignment is late. Penalties for late submissions in the PCP are specified in the *PCP Manual*. The Associate Dean for Students will counsel the student whose assignment is tardy. The student may appeal the penalty to the Dean who may grant relief in extraordinary circumstances. In addition to academic penalties, students who are late with assignments may be subject to administrative consequences as a military officer, such as counseling, letters of concern or admonition, and/or a referred AER. Reasonable accommodations may be requested where appropriate in accordance with DOD Policy. Students should direct requests for reasonable accommodations to the Associate Dean for Students, through their student leadership, as soon as possible.

(j) *Requests for Extension.* Requests for extension on any core or elective assignment must be submitted to the Department Chair overseeing that assignment. Any written format (including email) is acceptable for this request, as long as it fully conveys the justification for the extension. In emergency circumstances, an email from the Small Group Leader will suffice. A request for extension is not granted until the student receives a response from the Department Chair with the revised deadline. Consequently, students must submit their request as far in advance as possible to ensure that it can be considered by the Chair and the decision can be relayed to the student. Department Chairs will keep the Associate Dean for Students apprised of all revised deadlines on assignments.

8. **CLASS SCHEDULE.** The tentative class schedule for the academic year is provided separately. Students should view the tentative class schedule as a **general guide** to the course's structure and flow and should plan outside requirements, such as medical appointments, around that schedule. Although the schedule is subject to change for a variety of reasons, every effort will be made to minimize changes. If the student relied on the class schedule for their planning, that fact is considered if the student needs to request a class absence under paragraph 11 below.

9. **DISTRIBUTED LEARNING (DL) POLICY.** The primary method of instruction in the GDP is resident (in person) instruction. However, events outside the School's control may dictate that some GDP instruction move to a distributed learning (DL) or Virtual delivery method. Consequently, students are responsible for ensuring that they have internet connectivity and are able to attend classes virtually, as well as access course materials on JAGU. Students who have issues with internet connectivity or access to digital materials are responsible for notifying the TJAGLCS G6, the Educational Technology and Distributed Learning (ET/DL) Directorate, and the professor / departments involved in a timely manner.

a. Digital Attendance. DL classes are mandatory and are held at their originally scheduled time in accordance with the academic calendar unless told otherwise by the professor teaching the class. Students are expected to be in uniform, fully logged in, and prepared to begin at the prescribed class time. During special presentations and guest speakers conducted virtually, students will be required to be logged in 15 minutes prior to the official start time and keep their cameras on for the entire presentation.

b. Absences. If a student is unable to attend a DL class, they are responsible for requesting an excusal in accordance with the procedures in paragraph 11 below.

c. All DL platforms used by TJAGSA have the capability of sharing video. GDP students MUST have their cameras turned on and share their video during the entire class/presentation to facilitate full participation. If there are unexpected circumstances (such as network connectivity) that require their camera to be turned off, the student MUST notify the Associate Dean for Students, through the student chain of command, specifying the reason that the camera was turned off.

d. Digital Conduct. Students are expected to be professional when using all aspects of the DL platform including, but not limited to, the video, audio, and chat features.

e. Uniform. Students will be in proper military uniform for all DL classes and presentations.

10. **NONATTRIBUTION POLICY**. Frank, professional, and substantive conversations are highly encouraged and key to advanced education. To facilitate these discussions, the Commanding General has established a non-attribution policy in Commanding General Policy Memorandum #8, published separately. Violation of this policy is punitive under the UCMJ.

## 11. **ABSENCES**.

a. Class Absences.

1) *General*. Students must be on time and attend all scheduled classes. Students attending the GDP are on active duty / civil service and are receiving full pay and allowances to attend the course as a full-time student. Consequently, all scheduled sessions of any type are the students' place of duty, unless the session is clearly labeled as "optional." Therefore, attendance in class sessions, of any type, is mandatory. Students should make appointments outside of classroom hours. All missed work and classes must be made up promptly. Specific deadlines are set by the Academic Departments for completion and submission of missed work due to long- or short-term absences. New deadlines should, accounting for all of the circumstances surrounding the absence, provide the absent student the same amount of total time to complete the work as the student would have had without the absence. Students are expected to proactively communicate with the department to coordinate the make-up work and deadline. Only the Dean, the Associate Dean for Students, and the Associate Dean for Academics are authorized to excuse absences. Students who fail to comply with attendance requirements are reported to the Associate Dean for Students and may be considered for disciplinary action, up to and including dismissal from the course.

2) *Class Absence Process*. Except for emergencies, students must submit a written request through the class S1 to the Associate Dean for Students **at least three duty days** in

advance of any proposed absence. Class excusal forms are available from the Class S1 and/or Associate Dean for Students. The student must have each professor whose class they will miss sign the form and make a recommendation regarding the absence. They must then notify their small group leader and turn the form in to the class S1 who will process the form to the Associate Dean for Students. Once a decision is made on the absence, the form is returned to the student via the class S1.

b. **Parental and Maternity Convalescent Leave.** Parental and maternity convalescent leave policy is governed by Commanding General Policy Memorandum #12 and the policies and regulations referenced therein, published separately.

1) *Academic Expectations.* Students on maternity convalescent or parental leave are neither required nor expected to complete GDP requirements or participate in classes during their authorized leave periods. However, for both birth and non-birth parents, ALL GDP requirements must be satisfied prior to the graduation date of the GDP. The Dean may grant an exception to extend a student's academic year in order to satisfy course requirements, but this is usually approved only in extraordinary circumstances and based on medical necessity. Exceptions must be discussed with the Associate Dean for Students as early as possible in order to allow coordination with appropriate personnel offices. In addition, the student should discuss the impact of an academic year extension, which extends beyond the scheduled class graduation date, on class standing, awards, and evaluation reports with the Associate Dean for Students. While TJAGLCS will make every attempt to accommodate GDP students' requests for parental leave, the Dean's office may recommend denial of, and the TJAGLCS Commander may deny, a request for some or all such leave in order to ensure requirements are satisfied before the class graduation date. In accordance with Army policy for parental leave denied due to Professional Military Education (PME) exceeding 90 days, the GDP student's parental leave entitlement is preserved up to 12 months after the qualifying event (e.g., birth), on a day-for-day basis.

(a) Planning. Students who take parental and/or maternity convalescent leave must develop a written plan to accomplish GDP requirements using the TJAGLCS Parental Leave Plan Form. The plan must be completed prior to beginning leave, unless medical circumstances preclude completion. In that case, it must be completed as soon as practical upon return. Approval authority for the final plan / schedule for the student to satisfy all course requirements is the Dean, TJAGSA. The form requires commitment by the student to suspense dates by which the student agrees to: 1) take exams, 2) submit written assignments, 3) turn in participation projects, 4) submit scholarly paper progress submissions, and 5) submit the final scholarly paper and associated progress submissions. These plans are processed through approval chain listed on the Parental Leave Plan Form. Upon return to the classroom or in advance of their absence, students should arrange with individual GDP managers and Chairs from each academic department to take their exams by the suspense documented in approved plans. Students who voluntarily elect to participate in classes during maternity convalescent or parental leave will be graded by the same metrics as their peers who are not on leave.

(b) Participation. Students on parental leave or and/or maternity convalescent leave will not be penalized for non-participation during their authorized leave periods and will be provided an opportunity to earn participation grades upon return to the classroom. Make-up

participation opportunities will require effort equivalent to the participation efforts required of students who are not on leave.

2) *Temporary Duty (TDY) Considerations*. In accord with DoD and service policies, qualifying parents will be deferred or excused from all continuous duty events that are in excess of one normal duty day for 365 days after the birth/adoption/placement of their child. This includes TDY.

3) *Lactation Accommodations*. Lactating students will be provided time and space to nurse or express milk at the LCS. A designated lactation room is located in the hallway attached to the atrium, near the stage entrance to Decker Auditorium. Lactating students who need to express during class sessions are permitted to do so without a formal class excusal and should seek to return to class as soon as practicable.

c. Emergency Class Absences.

1) *General*. Emergency class absences are unforeseeable circumstances that may include illness, sudden family issues, hospitalization, death of a family member, or other circumstances where the student could not anticipate the need for the absence. If possible, the student should attempt to follow the standard Class Absence process on para. 11.a.2) above. In situations where it is not feasible to complete the full process, the student must contact the student chain of command for guidance on a case-by-case basis.

2) *Illness*. Students who must miss class due to illness must report their illness through their student chain of command to the Associate Dean for Students. If the student's illness prevents them from attending class for longer than one full day, the Associate Dean for Students may request written documentation from their medical provider explaining the student's medical condition.

3) *Commander's Critical Information Requirements (CCIR)*. In the event of death, serious injury/illness, hospitalization of a student or family member, or other events in the Commanding General's Policy Memorandum #2 (CCIR) (published separately), the student (or their representative) must notify the Associate Dean for Students and the student leadership immediately (or as soon as circumstances permit), as this information warrants a CCIR notice to the Commanding General.

d. Leave.

1) *Ordinary leave*. Ordinary leave will normally **NOT** be granted for periods when class is in session. Students must request leave or pass (see para. 11e. below) during weekends or holiday periods if they plan to travel more than 150 miles from TJAGSA. Leave will be processed through the Associate Dean for Students to the appropriate approval authority. A student's leave may be cancelled at any time if they fail, or are in jeopardy of failing, any course requirement. Examples of such course requirements include, but are not limited to, all outlines, drafts, and papers in the PCP. **Students should not purchase tickets or make non-refundable travel arrangements before their leave request is approved.** Students may request leave during planned writing weeks if, **and only if**, the student has completed all of the requirements, in accordance with the standards set in the *PCP Manual*, for the next writing program

submission and has obtained approval from their paper advisor and the PCP Director prior to submission of the leave form. **PLEASE NOTE: The Commanding General may restrict leave at any time based upon the operational environment.**

(a) All leaves and passes for Army personnel MUST BE processed through IPPS-A. Specify LTC Mary E. Jones as your supervisor. All other students must be documented on DA Form 31 for approval and documentation. The Dean's Office and/or the senior sister service faculty members will ensure the leave data is entered into the appropriate systems for that student's service.

(b) Students wishing to take leave must submit their IPPS-A absence request / DA Form 31 at least three duty days before the beginning of the intended leave period and before obligating any money for travel. Leave is processed through the Associate Dean for Students to the appropriate approval authority. No leave is approved until the appropriate authority acts in IPPS-A or the approved DA Form 31 is returned to the student.

2) *Emergency Leave.* Emergency leave must normally be documented through a Red Cross message. Contact the Associate Dean for Students for assistance with processing emergency leave.

e. Passes. The normal duty day for students is 0900 to 1720. Time during the duty day not scheduled for formal class is normally reserved for research, writing, and study.

1) *Regular Pass.* A short, non-chargeable, authorized absence from post or place of duty during normal off-duty hours is a regular pass. Non-duty periods of absence, other than normal duty hours, are considered a pass period, to include official holidays. A regular pass begins and ends on post, at the duty location, or at the location from where the student normally commutes to duty. Students must physically be at one of these locations when departing to or returning from a regular pass.

2) *Travel within the Local Area.* Students may travel within a 150-mile radius of TJAGLCS without a DA Form 31 during a regular pass period. Students wishing to travel more than 150 miles from TJAGLCS must submit a pass request under the provisions outlined in para. e.1) above.

12. **PLACES AVAILABLE FOR STUDY.** The schedule of instruction will designate periods of individual study as "Research, Writing, and Study." Normally, Research, Writing, and Study may be accomplished in the classroom, in the TJAGLCS library, in the Atrium Study area, at UVA School of Law library, quarters, any empty TJAGSA classroom, or any other appropriate place. **PLEASE NOTE: Health and safety policies may limit these options based on the operational situation.** Research, Writing, and Study time on the schedule may be insufficient to accomplish all study and academic tasks. Students are expected to use evenings and weekends, as necessary, to professionally accomplish all GDP requirements.

### 13. **PHYSICAL FITNESS AND WEIGHT STANDARDS.**

a. Physical Fitness Testing and Height/Weight. Students shall maintain an appropriate level of physical fitness and meet their respective Service's height/weight standards. Army personnel



will comply with current policies for physical fitness testing. Students who fail physical fitness testing requirements established by Army policy and/or who fail to meet height/weight within the process described by regulation will be dismissed from the GDP with mandatory negative annotations on the student's AER. Members of other military departments attending the GDP must meet their Service's physical fitness standards. Physical fitness and weight standards do not apply to foreign students, unless directed by the sending foreign nation.

b. Army Combat Fitness Test (ACFT). Army students must complete the ACFT as required by Army Policy. **All Army students** will participate in any mandatory physical training sessions and in scheduled diagnostic and/or record ACFT during the course. **NOTE that these sessions will normally occur EARLIER than normal class hours.** Students are expected to plan for these sessions and make necessary arrangements, such as child care, to facilitate their attendance.

#### 14. **ACADEMIC EVALUATION REPORTS (AER) – DA Form 1059-2.**

a. Army Regulation 623-3 requires an AER for Army students. Sister service students will receive an AER, but the information from the AER will be translated to the appropriate sister service form under processes established by the senior member of that sister service on the faculty. Civil service students will receive an AER which will be forwarded to their supervisor at their sending command for incorporation into their annual rating on DPMAP. International Military Students will not receive an AER. Their performance will be documented on DD Form 2496, International Student Academic Report.

b. In addition to overall academic performance, AERs for the GDP evaluate strategic thinking and written and oral communication. These attributes are evaluated based on faculty observations of all aspects of the officer's performance and participation during the course.

1) Ratings and Comments for the **Strategic Thinking block** are based on classes, courses, assignments, and special projects that enable an assessment of the student's ability to think critically, creatively, and systematically; to employ an ethical reasoning framework, evaluate contrasting points of view, apply historical lessons, and draw valid conclusions. At a minimum (list is not exclusive), student performance in the following courses or electives are reviewed to evaluate this block on the AER:

a) The general driver from core instruction for comments and blocking in this section is the average of the scores for the two National Security Law courses, the Government Ethics course, and the Leadership Philosophy exercise.

b) Specific comments and blocking may also be earned through strategic level work in electives, perfect scores on examinations, or the highest grade in an elective.

c) The Thesis option under the PCP may also warrant comments in this block in addition to the written and oral communication blocks.

2) Ratings and comments in the **Written Communication block** assess the student's ability to write clearly, concisely, and correctly; convey ideas convincingly, and use sources skillfully. The main driver for ratings and comments in this block will be the Core Writing Requirement. Selection of a piece for publication is also a key factor. Electives with a significant writing requirement may also be a source for comments in this block.

3) Ratings and comments in the **Oral Communication block** assess the student’s ability to speak clearly, correctly, and confidently; convey ideas convincingly, and negotiate effectively. The main driver for ratings and comments in this block will be the Brief the SJA Exercise and electives that assign a significant oral communication requirement. Included in this block are the student team that achieved the highest score in the Oral History elective.

4) Comments in the **Notable Academic Performance block** will address items reflecting overall performance that are not mentioned elsewhere in the report. For example, the highest score in an elective or a perfect score on an exam that is not addressed in other more specific blocks might go in this block. Concentrations are also incorporated into this section. Other types of service, leadership, and volunteer activity might also be included in this block if not mentioned elsewhere on the form. During the second semester, students will receive a survey where they will have the option to submit significant activities or achievements that they view as relevant to their AER. The Dean has sole authority to determine whether any activity or achievement is included in the final AER.

c. Students with a final overall grade average of C- (1.67 on the scale in Table 3) or higher receive an AER indicating “Graduate.” Students with a final overall grade average below C- (1.67), or who fail to successfully complete all course requirements, receive an AER annotating “Non-Graduate.”

d. Students who excel during the course, have no failures on any graded assignments, meet all required military standards, such as H/W and ACFT, and rank within the top 10% of the class receive the “Distinguished Graduate” block at the discretion of the Dean.

e. Students who demonstrate strong performance during the GDP, have no failures on any graded assignments, meet all required military standards, such as H/W and ACFT, and whose class rank is between 11% and 30% of the class receive the “Superior Graduate” block at the discretion of the Dean.

f. The final decision on all AER blocking and comments is reserved to the Dean.

g. Students can attain one of the following class standing designations on the AER which will be highlighted as a Notable Academic Achievement:

<b>Class Position</b>	<b>AER System Designation</b>
<b>Highest Overall Graduate</b>	Valedictorian
<b>Second Highest Overall</b>	Salutatorian
<b>Graduate Class Rank Thru #5</b>	Honor Graduate
<b>"Top Block"</b>	Distinguished Graduate (10% Limit)
<b>Additional Block above "Graduate"</b>	Superior Graduate (30% Limit)

## 15. MASTER OF LAWS (LL.M.) DEGREE.

a. The Commanding General/Commandant may, upon the recommendation of the Dean and faculty, confer the degree of Master of Laws in Military Law upon graduates who have fulfilled degree requirements of successfully completing 31.5 credit hours with an overall grade point average of at least 2.33 on a 4.33-point scale (C+) and who achieve a grade of C+ or higher on the scholarly paper requirement. Students with a final overall grade point average of less than 2.33, or a final grade of less than C+ in the scholarly paper, ordinarily do not receive the LL.M. degree unless award of the degree is approved by the Commanding General/Commandant under extraordinary circumstances.

b. Concentrations. Students may seek an academic concentration in one of the following specific disciplines: Criminal Law, Administrative and Civil Law, National Security Law, or Contract and Fiscal Law. This concentration is annotated on the student's academic transcript and AER. **Students may only declare one concentration.**

1) To qualify for a concentration, the student must complete all the requirements for the LL.M. degree and take at least five (5) elective credits in the specific discipline. Additionally, the student **must** write their core scholarly paper in the area of concentration.

2) Since the core scholarly paper must be written in the area of concentration, expanded research paper elective credits DO count toward satisfying the 5-elective credit concentration requirement. Consequently, a student writing a 4-credit research paper would receive one (1) elective credit toward their concentration and would need to successfully complete four (4) additional credits in the area of concentration. A 6-credit research paper writer would receive three (3) elective credits toward the concentration and would need to complete two (2) additional elective credits in the area of concentration. Thesis participants who otherwise meet course requirements are normally awarded a concentration in the concentration area in which their thesis is written. Additionally, credit earned in the Writing Style and Composition elective counts toward the 5-elective credit requirement, because the work completed in that class is specific to the concentration area in which the student is writing.

3) Credits earned for ILS electives count toward the 5-elective concentration credit requirement if the individual project is prepared in the area of concentration. Other electives that count toward more than one concentration are indicated in the Graduate Course Elective Catalog, distributed separately.

4) To obtain a concentration, students must successfully complete **each and every individual** core and PCP requirement for the Department/Practice Area in which they seek to concentrate at the LL.M. standard (C+). This means the student must achieve the LL.M. standard on every individual graded assignment, **on the first attempt**, no matter the form or format of the graded requirement. Additionally, the student must complete a minimum of five (5) elective credits in the concentration area with a final grade at the LL.M. standard (C+) or higher.

5) Students intending to concentrate in National Security Law must achieve a minimum C+ in the National Security Law Pro Seminar I (1 credit) and National Security Law Pro Seminar II (1 credit) electives. Students writing a thesis in National Security Law are only required to

take Pro Seminar I. Requests for any exception to policy for obtaining a concentration in National Security Law will be submitted, via email, through the Department Chair, to the Dean.

6) Students must submit, via email, to the respective Department Chair with copy to the Registrar (Don Dudley), an intent to concentrate in an area by the end of the 2d Quarter. If a student does not meet the requirements for concentration in a particular area, the Department Chair for that discipline notifies the student in writing, outlining the specific reason(s) that preclude them from concentrating in that area.

16. **AWARDS.** Special awards and certificates recognizing outstanding achievement are presented at graduation. These achievements are also annotated on the awardee's AER.

a. Valedictorian. Awarded to the student with the highest overall GPA. To be eligible for this award, the student must have no failures on any academic assignment and must meet all required military standards.

b. Salutatorian. Awarded to the student with the second-highest overall GPA. To be eligible for this award, the student must have no failures on any academic assignment and must meet all required military standards.

c. Honor Graduate. Awarded to the students with the third- through fifth-highest overall GPA. To be eligible for this award, the student must have no failures on any academic assignment and must meet all required military standards.

d. Distinguished Graduate. Awarded to students within the top 10% of the class, measured by GPA. To be eligible for this award, the student must have no failures on any academic assignment and must meet all required military standards.

e. Superior Graduate. Awarded to students whose class rank, measured by GPA, falls between the top 11% and 30% of the class. To be eligible for this award, the student must have no failures on any academic assignment and must meet all required military standards.

f. Superior Performance in Administrative and Civil Law. Awarded to the student who exhibits superior achievement in all core, elective, and Professional Writing requirements for Administrative and Civil Law. To be eligible for this award, a student must receive a concentration in Administrative and Civil Law. Superior achievement is assessed by performance in core and elective classes, participation in class and seminar discussions, quality of written submissions and oral presentations, and other factors that demonstrate exceptional commitment to scholarship in the field of Administrative and Civil Law.

g. Superior Performance in Contract and Fiscal Law. Awarded to the student who exhibits superior achievement in all core, elective, and Professional Writing requirements for Contract and Fiscal Law. To be eligible for this award, a student must receive a concentration in Contract and Fiscal Law. Superior achievement is assessed by performance in core and elective classes, participation in class and seminar discussions, quality of written submissions and oral presentations, and other factors that demonstrate exceptional commitment to scholarship in the field of Contract and Fiscal Law.

h. Superior Performance in Criminal Law. Awarded to the student who exhibits superior achievement in all core, elective, and Professional Writing requirements for Criminal Law. To be eligible for this award, a student must receive a concentration in Criminal Law. Superior achievement is assessed by performance in core and elective classes, participation in class and seminar discussions, quality of written submissions and oral presentations, and other factors that demonstrate exceptional commitment to scholarship in the field of Criminal Law.

i. Superior Performance in National Security Law. Awarded to the student who exhibits superior achievement in all core, elective, and Professional Writing requirements for National Security Law. To be eligible for this award, a student must receive a concentration in National Security Law. Superior achievement is assessed by performance in core and elective classes, participation in class and seminar discussions, quality of written submissions and oral presentations, and other factors that demonstrate exceptional commitment to scholarship in the field of National Security Law.

j. Best Primer. Awarded to the student whose primer is identified by the PCP Director with input from faculty advisors as demonstrating superior scholarship and writing.

k. Jaqueline R. Little Award for Excellence in Writing. Awarded to the student whose research paper (4 credits or 6 credits) is identified by the PCP Director with input from faculty advisors as demonstrating superior scholarship and writing.

l. Best Thesis. Awarded to the student whose thesis is identified by the PCP Director with input from faculty advisors as demonstrating superior scholarship and writing.

m. Most Innovative Paper in Concentration Areas. Academic departments, in their sole discretion, may choose to recognize a student who wrote either a research paper or thesis for demonstrating innovative and cutting edge thought in that concentration area. A panel of faculty members from the Department overseeing that concentration selects the winner. In addition to the academic departments, the Leadership Department may also choose to recognize a student who wrote an innovative research paper or thesis.

n. Best Paper by an International Student. Awarded to the international student whose paper is identified by the PCP Director, with input from faculty advisors, as demonstrating superior scholarship and writing.

o. Outstanding Advocacy in Civil Litigation. Awarded to the student who demonstrates superior civil litigation advocacy skills in the Federal Litigation Elective.

p. The Sally R. MacDonald Selfless Service Award. Awarded to the student who demonstrates servant leadership and selfless service to their classmates and The Judge Advocate General's Legal Center and School community and institution throughout the course. Students vote on this award, which is affirmed by a committee consisting of the Dean, the Associate Deans, and the Department Chairs.

q. The Semper Fidelis Distinguished Leadership Award. Awarded to the student, from any military service, who demonstrates outstanding leadership characteristics, regardless of serving in a formal leadership position, during the course. Class members vote on this award, which is affirmed by a committee consisting of the Dean, the Associate Deans, the Senior Marine

Representative on the faculty, and the Department Chairs. A successful nominee for this award must demonstrate some or all of the following:

- 1) Superior academic performance;
- 2) Leadership within the Judge Advocate community and TJAGLCS (e.g., mentorship of OBC students or UVA Law School students);
- 3) Leadership or volunteerism in the local community (e.g., youth athletics, religious/spiritual programs, community service);
- 4) Participation in class activities (e.g., athletic, social, military and academic);
- 5) Demonstrated leadership traits (e.g., self-discipline, responsibility, and integrity); and
- 6) Recognition by fellow students.

r. The Colonel Edyie M. Rob Award for Excellence in Mentorship. This award is presented to the GDP student who is nominated by one or more of the students from the OBC with whom they have a mentor relationship for excellence in that mentoring role. A panel of TJAGLCS leaders selects the winner from among the nominees.

s. The Diane Altenburg Volunteer of the Year Award. This award is presented to the family member volunteer from the staff, faculty, or GDP whose volunteer efforts have best added to the quality of life for the LCS community. A panel of TJAGLCS leaders selects the winners from among the nominees.

17. **STANDARDS OF ORIGINALITY FOR STUDENT WORK.** All student papers, outlines, or presentations submitted for evaluation shall comply with the requirements set forth in TJAGLCS Circular No. 351-9 (Standards of Originality for Student Work). **This policy generally prohibits the use of AI programs in the preparation of student work. Exceptions allowing for the use of AI must be made in writing by the Dean in advance of the assignment.** *See also para. 7b4)(g)(6) above.* If it is alleged that a student has plagiarized on any graded or assessed event, the Dean may direct the student to re-test or resubmit the event. For suspected plagiarism in PCP submissions, the Dean may refer the matter to the Writing Program Committee as defined within the *PCP Manual* paragraph 2-1. If a case is referred to them, the Writing Program Committee shall perform a preliminary inquiry in accordance with AR 15-6, Chapter 4. If the Committee finds that the allegation is credible, the Dean may refer the matter to an investigating officer in accordance with AR 15-6, Chapter 5. TJAGLCS Circular 351-9 is punitive and students may be subject to military discipline for violating that policy.

18. **DISMISSAL.** GDP students are professional officers and attorneys. They are expected to maintain the highest standards of personal and professional conduct, at all times, whether on or off duty. Students may be dismissed from the course for the following reasons:

a. Academic Performance. Students whose academic performance falls below established standards in this circular and who cannot recover through remedial instruction and work may be processed for dismissal.

b. Misconduct. Students whose personal conduct falls below the acceptable standard for field grade officers may be dismissed from the course. **This includes academic misconduct, such as plagiarism.**

c. Absences/Inability to Complete the Course. Students who cannot complete the course and/or all academic requirements because circumstances prevent them from either attending class or satisfactorily completing all course work required may be considered for dismissal.

d. Height/Weight or ACFT Failure. Army students who do not comply with the Army's height/weight or ACFT policy requirements may be dismissed from the course.

Student dismissals will be processed in accordance with AR 350-1, *Army Training and Leader Development*, and other applicable regulations. Dismissal from the course is an administrative process, not a punitive one. Therefore, dismissal from the course does not restrict the Commanding General from pursuing other criminal and/or adverse administrative actions that might be appropriate to the conduct.

19. **STUDENT CONCERNS / COMPLAINTS.** While we strive for a smooth and productive year, we recognize that students may at times have concerns. We always welcome the submission of those concerns or complaints.

a. Concerns/Complaints Related to Military Policy. Students who have concerns/complaints related to military law and policy should refer to specific reporting systems for those areas and the specific staff personnel identified for such complaints (such as sexual harassment/assault, equal opportunity, whistleblower protection, etc.). General concerns may always be taken to the military chain of command/supervision, all of whom maintain an open door policy. The primary point of contact for students to raise concerns within the chain of command/supervision is the Associate Dean for Students.

b. Concerns/Complaints Related to the American Bar Association (ABA) Standards for Approval of Law Schools. If a student has a concern regarding the School's compliance with the ABA Standards, those concerns/complaints should be reported to the Associate Dean for Academics. The Associate Dean for Academics maintains a record of all such complaints and their resolution. The Associate Dean for Academics will respond to the student with the resolution, or provide an interim response, within 14 business days of receiving the concern/complaint.

20. **DEAN'S GUIDANCE.** While there are many details in this circular, your overall perspective toward the GDP should be one of expectation and opportunity. You will have the opportunity to grow intellectually and professionally as a Judge Advocate. You will have the opportunity to get to know your peers and contemporaries, not only in the Army, but in the sister services and of other nations. You will have an opportunity to have a regular schedule so that you can enjoy events with your family, friends, and significant others, that ordinary military

assignments may not provide. If you focus on and apply yourself to these opportunities, I am sure you will have an enjoyable and successful year. This is my hope for each of you! The faculty and I stand ready to assist you to meet your goals as you take advantage of the opportunities provided in the GDP.

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KEIRSTEN H. KENNEDY  
Colonel, JA  
Dean